



Jason E. Glass, Ed.D.
Commissioner of Education and Chief Learner

KENTUCKY DEPARTMENT OF EDUCATION
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June 2, 2023

Buddy Berry, Superintendent
Eminence Independent Public Schools
291 West Broadway Street
Eminence, KY 40019

Dear Superintendent Berry:

As you know, one goal of Kentucky Statewide Consolidated Monitoring (KSCM) is to help create opportunities for the programs in our schools and districts to look at new ways to collaborate and collectively meet our ultimate goal: increasing student achievement while closing gaps and positioning our students to be college- and career-ready. The team members from your visit have engaged in this collaborative process in order to produce the attached Consolidated Monitoring Report.

During the 2022-23 school year, the Kentucky Department of Education (KDE) conducted monitoring in the Eminence Independent School District. During this process, KDE program staff, utilizing program-specific monitoring tools, conducted on-site visits for the following programs:

- Title I, Part A
- Title II, Part A
- Title IV, Part A
- Preschool
- Career and Technical Education (CTE)
- Gifted and Talented
- Diversity, Equity, Inclusion and Belonging

Each program involved in the KSCM has an impact on our goal. For example, Title II, Part A focuses on improving teacher and principal quality to ensure that all students have equal access to highly qualified and effective teachers and leaders. Title I programs provide not only funding, but also guidance on working with disadvantaged students.

This report is the result of what can be best described as a “snapshot” of the district taken during our visit. It begins with identifying “effective practices.” These are individual program practices that the team felt were effective, and in some cases innovative. We

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strongly suggest that the practices identified be submitted to the [KDE Best Practices website](#).

Each district program has already been provided an individual report as required by federal or state law. All findings will need to be addressed by district program areas as specified in the individual reports.

In the meantime, if you have questions regarding specific program monitoring requirements, please contact the individual program contacts listed in this report. If you have questions concerning the consolidated monitoring process, please contact [Erin Sudduth](#) by email or by phone at (502) 564-3791, Ext. 4021. Information regarding education programs within the state of Kentucky may also be found at the [KDE website](#).

Thank you for your work in improving Kentucky's education programs to better serve our children.

Sincerely,

Kelly Foster, Ed.D.
Associate Commissioner
Office of Continuous Improvement and Support
Kentucky Department of Education

KF/TR/ES/vb

Attachment: Consolidated Monitoring Report for Eminence Independent Public Schools

2022-2023 Statewide Consolidated Monitoring Report

District: Eminence Independent

Date(s) of Visit: March 7-9, 2023

Team Leads:

- Title I, Part A – Denise Harover
- Title II, Part A – Kris Jarboe
- Title IV, Part A – Lee Bowling
- Career and Technical Education – Crystal Whitaker
- Diversity, Equity, Inclusion and Belonging – Damien Sweeney
- Gifted and Talented – Kathie Anderson
- Preschool – Taysha Oglesby

Effective Practice No. 1: Community

Program(s) Addressed: Title I, Part A; Title IV, Part A; Gifted and Talented; Preschool; Diversity, Equity, Inclusion and Belonging

Highlight of Effective Practice No. 1

Eminence Independent has a strong relationship with their community partners. This small community embraces the schools as well as their students and leaders. The district works with community members to provide mock interviews that help prepare students for future college and career opportunities. The homeless liaison has developed partnerships with numerous community members to provide services that may be needed for students experiencing homelessness. The district and schools work with local partners to sponsor Title I school events such as a Free Application for Federal Student Aid (FAFSA) Night and the Back to School Bash. The district receives regular input from stakeholders about how Title IV, Part A funds should be spent and then provides feedback as to how the funds are being used, such as supporting science, technology, engineering and math (STEM) activities in the schools. The district collaborates with Bellarmine University to provide advanced curriculum for students in the Gifted and Talented (GT) program. The preschool program has strong ties to the early childhood community and provides support to the community Head Start programs and local daycares. The Diversity, Equity, Inclusion and Belonging (DEIB) team noted that the district's cooperative work with the community to create innovative learning environments that encourage social-emotional learning could serve as a model for other districts in Kentucky.

Effective Practice No. 2: Student Services and Plans

Program(s) Addressed: Gifted and Talented

Highlight of Effective Practice No. 2

All staff working with GT students are expected to differentiate learning based on the student's identified category of giftedness. Teacher notes are written on the Gifted Student Services Plan (GSSP) indicating the types of services and activities the student will be offered.

Effective Practice No. 3: Professional Development

Program(s) Addressed: Title I, Part A; Diversity, Equity, Inclusion and Belonging

Highlight of Effective Practice No. 3

During the Title I, Part A interviews, school staff indicated that the professional development provided through a literacy grant the district received has been beneficial in improving student achievement. The DEIB team noted that the professional development events at the Louisville Zoo and Kosair

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Children’s Hospital support one of the district’s core values, “surprise and delight.” Professional learning is designed with innovation and engagement in mind, providing opportunities for empirical learning projects and teaching strategies. Creating engaging and experiential professional learning opportunities supports the opportunity for educators in the district to feel seen and heard while enhancing their sense of belonging and their pedagogical skills.

Effective Practice No. 4: Leadership

Program(s) Addressed: Gifted and Talented; Diversity, Equity, Inclusion and Belonging

Highlight of Effective Practice No. 4

In addition to following Kentucky School Boards Association (KSBA) policies, the district has developed a GT handbook unique to Eminence Independent. This handbook contains district contact information, student identification procedures and timelines for the GT program. Taking this extra step provides an example of the district’s comprehensive care for students. The DEIB monitoring team spoke to multiple school and district leaders and all had a growth mindset as well as a desire to offer students the best educational experiences possible. All district personnel are open to feedback and want to learn and grow in strengthening educational opportunities.

Effective Practice No. 5: Communication

Program(s) Addressed: Title I, Part A; Gifted and Talented; Preschool

Highlight of Effective Practice No. 5

Eminence Independent is a small district where many staff members are responsible for multiple programs and effective communication is imperative to program implementation. The superintendent and assistant superintendent are often in the schools, communicating with teachers and students, allowing for the development of positive relationships and fostering collaboration. The detailed feedback provided on GT Progress Reports creates the opportunity for meaningful communication surrounding student progress in meeting GT program goals. The preschool program’s car rider drop-off and pick-up procedures allow preschool staff the opportunity to have individual face-to-face conversations with families.

Effective Practice No. 6: Climate and Culture

Program(s) Addressed: Title I, Part A; Preschool; Diversity, Equity, Inclusion and Belonging

Highlight of Effective Practice No. 6

The district climate is very positive. Trauma-informed care plans are in place to provide a safe school environment for students. Students have connections to adults in the schools who care for them and are genuinely interested in their well-being. These connections are developed while students are in school and continue after they have transitioned to post-secondary opportunities. The Eminence At-Risk Students (EARS) Program provides staff with trauma-informed care training which allows them to focus their support on specific students. The district is preparing for the future by purchasing a facility for the preschool program to be restructured, providing new classroom space and playground facilities for preschool students. The new building will be opened for the 2023-24 school year.

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Effective Practice No. 7: Equity Initiatives

Program(s) Addressed: Gifted and Talented

Highlight of Effective Practice No. 7

All 3rd-grade students are assessed with a cognitive ability assessment. Measures of Academic Progress (MAP) are used to assess all 4th and 7th-grade students in science. The Scholastic Social Studies assessment is administered to all 5th and 8th-grade students. The director of special education (DoSE) and the homeless liaison are invited to GT Identification and Placement Committee meetings. The GT teacher meets with the Families in Transition director to identify students in underserved populations demonstrating GT characteristics.

Opportunity for Improvement No. 1: Finance

Programs Addressed: Title I, Part A; Title IV, Part A; Career and Technical Education

Summary of Opportunity for Improvement No. 1

A small amount of Title I, Part A homeless set-aside funds were used on items that were determined to be unallowable. The district had one Title IV, Part A expenditure that was not in the approved application, which was an unallowable expenditure. The district had items that were not approvable for Perkins funding.

Common Solution(s)/Recommendation(s) for Opportunity for Improvement No. 1

The CTE monitoring team recommends the district move those items to a budget that is allowable for purchases not approved for Perkins. The Title I, Part A monitoring team noted that the district director of finance and business was very cooperative, helpful and quick to resolve spending that was not allowable upon receiving the individual program report. It is recommended that anyone who is responsible for making future purchase requests be familiar with the allowability of the specific program funds that are being used.

Opportunity for Improvement No. 2: Policies and Procedures

Programs Addressed: Title II, Part A; Diversity, Equity, Inclusion and Belonging

Summary of Opportunity for Improvement No. 2

The district did not have a clear outline or documentation of how the Title II, Part A program is regularly evaluated for effectiveness. The policies and practices reviewed by the DEIB monitoring team do not have a clear emphasis on equity.

Common Solution(s)/Recommendation(s) for Opportunity for Improvement No. 2

The district should develop and implement processes and procedures that document how the Title II, Part A program will be evaluated regularly for effectiveness. The DEIB monitoring team suggests much more intentionality around inclusive classrooms that are culturally sustaining along with consistent professional development around equity for all educators within the district. The district should develop procedures that provide opportunities for conversations with students about DEIB and create psychologically safe spaces for Black and Indigenous People of Color in tier 2 settings. Procedures for whole group (tier 1) conversations on how to discuss race may also be needed. The DEIB monitoring

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team has provided the district with resources which may assist in developing these procedures and practices.

Final Overview

The Eminence Independent leadership is dedicated to continued growth and academic achievement and committed to creating a positive school environment for all students. Staff focus on involving students, parents and the community in working together to attain student success. Continued parent and family engagement helps create a team mindset in the district and there are many opportunities for families to become active partners in the educational process. The district should consider further expanding its partnership with parents by involving them in planning, updating and reviewing individual learning plans (ILPs) on an ongoing basis to extend learning beyond the classroom.

The identified strengths in communication and leadership will allow the district to continue to strengthen its commitment to growth and student success. The monitoring team is confident that the district's continuous improvement mindset and commitment to community partnerships will allow them to transform opportunities for improvement into strengths.