



Dr. Robbie Fletcher
Commissioner of Education

KENTUCKY DEPARTMENT OF EDUCATION

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May 23, 2025

Shelli Wilson, Superintendent
Campbell County Public Schools
101 Orchard Ln.
Alexandria, KY 41001

Dear Superintendent Wilson:

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 2024-25 school year, the Kentucky Department of Education (KDE) conducted monitoring in the Campbell County 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 III, Part A
- Title IV, Part A
- Alternative Education Programs
- Preschool
- Procurement

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 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 Campbell County Public Schools

2024-2025 Statewide Consolidated Monitoring Report

District: Campbell County

Date(s) of Visit: Feb. 25-27, 2025

Team Leads:

- Title I, Part A – Christina Benassi
- Title II, Part A – Jason Howard
- Title III, Part A – Brandy Neal
- Title IV, Part A – Lee Bowling
- Alternative Education Programs – Cristina Green
- Preschool – Tammy Rutherford

Effective Practice No. 1: Professional Development

Program(s) Addressed: Title II, Part A; Preschool

Highlight of Effective Practice No. 1

Campbell County School District has a robust professional development (PD) program that includes required PD as well as opportunities related to specific programs and content areas such as preschool. They also had a PD on the use of the Pyramid strategies. This strategy was observed being used inside the classroom. Title II, Part A program staff observed that the district provided high-quality professional development with resources and materials that were created by the district to support their staff's instruction. All staff are invited to participate in professional learning opportunities.

Effective Practice No. 2: Leadership

Program(s) Addressed: Title I, Part A

Highlight of Effective Practice No. 2

The district provides "plan days," for staff throughout the year. Similar to an early release day, educators use these opportunities to gather without students in order to plan, prepare and participate in district-wide professional learning communities (PLCs) focused on improving student outcomes.

Effective Practice No. 3 : Communication

Program(s) Addressed: Preschool

Highlight of Effective Practice No. 3

The district communicates with families of preschool students through a variety of means. In addition to the required home visits, preschool staff utilize communication folders as well as an app and phone calls to stay in contact with families. Information also was shared between the preschool staff and the different schools to facilitate horizontal planning and support student transitions.

Effective Practice No. 4 : Climate and Culture

Program(s) Addressed: Title I, Part A

Highlight of Effective Practice No. 4

The district creates a welcoming climate that emphasizes positive behavior. By implementing the Positive Behavioral Interventions and Supports (PBIS) model in schools and using detailed data analysis to inform decisions, the school district not only minimizes behavior issues, but also encourages students to do better academically and be more engaged. Staff complete questionnaires to address discipline challenges and processes are adjusted based on staff feedback.

Effective Practice No. 5: Parent and Family Engagement

Program(s) Addressed: Title III, Part A

Highlight of Effective Practice No. 5

Connections with parents and families of English learner (EL) students are valued. The district invests time in the EL community by ensuring Title III program staff are present at events such as literacy nights and open houses in order to gain insight and form relationships with EL families. The EL teacher extends invitations to families, encouraging them to actively participate in planning opportunities for family events.

Opportunity for Improvement No. 1: Community

Programs Addressed: Title IV, Part A; Alternative Education

Summary of Opportunity for Improvement No. 1

The district did not provide sufficient documentation of regular consultation with the stakeholder group regarding the Title IV, Part A program. Documentation that Title IV, Part A activities are reviewed and evaluated with stakeholder input was limited. Community engagement with the alternative program is relatively minimal and partnerships with outside organizations is an area for growth. In previous school years, guest speakers visited the Alternative Education Program (AEP) to foster collaboration and partnerships with agencies, organizations and individuals serving youth. This practice has not been used recently.

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

The district should strengthen documentation practices surrounding stakeholder feedback by incorporating documentation into existing processes and procedures. Saving evidence of stakeholder meetings (e.g., invitations, agendas, sign-in sheets and detailed minutes) as well as other methods of obtaining feedback will help the district demonstrate compliance. Developing and implementing structures to remove barriers to community partnerships for the AEP will help enhance the educational experience. Presentations from guest speakers can be tied to college and career readiness initiatives to help prepare students for life after graduation. In addition to bringing individuals and groups into the AEP, the district should consider taking students on instructional field trips throughout the community to provide them with more real-world experiences.

Opportunity for Improvement No. 2: Finance

Programs Addressed: Title I, Part A and Title IV, Part A

Summary of Opportunity for Improvement No. 2

Title I, Part A funds reserved for parent and family engagement as well as equitable services funds for participating private schools are not spent in a timely fashion during the year in which they were reserved. Title IV, Part A funds were not spent in the current grant cycle. There were issues of misalignment between the Title IV, Part A application in the Grant Management Application and Planning system (GMAP) and Enterprise ERP (EERP).

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

The district should consider increasing the frequency with which program budgets are reviewed. Increased collaboration between program coordinators and the finance officer would allow for closer monitoring of budget alignment and timely spending of funds.

Opportunity for Improvement No. 3: Policies and Procedures

Programs Addressed: Alternative Education; Title I, Part A

Summary of Opportunity for Improvement No. 3

The processes and procedures developed for the AEP are not always implemented with fidelity. Inconsistencies were identified between some of the written policies in the Alternative Classroom Standard Operating Procedure Manual and the actual practices being implemented. Student completion of the required Individual Learning Plan Addendum (ILPA) is inconsistent and at the time of the monitoring visit, the ILPA completion rate was 58%. Title I, Part A parent and family engagement policies at the district and school level do not contain all required information.

Common Solution(s)/Recommendation(s) for Opportunity for Improvement No. 3

The district should develop a process to involve AEP stakeholders in the annual review and revision of existing policies and procedures to ensure documentation reflects actual classroom practices. This practice could be easily incorporated into existing processes. A process should also be developed to ensure each student entering and exiting the AEP is included in the ILPA process and has a completed ILPA. The district and schools should work with parents to review and revise the existing parent and family engagement policies to include descriptions of how each requirement will be met. Refer to the resources linked on each program's individual report to assist in addressing these issues.

Final Overview

Campbell County School District is committed to continuous improvement and was very receptive to feedback provided by the Kentucky Department of Education (KDE). The district is dedicated to engaging with the many cultures represented across the student population and creating a welcoming climate. Staff members make meaningful connections with students to help ensure their success. The district's commitment to KDE's Portrait of a Learner initiative is communicated with stakeholders through informative brochures for every school. KDE encourages the district to expand these resources to include other programs such as preschool.

The emphasis placed on high-quality professional learning opportunities and materials demonstrates the growth mindset held by Campbell County staff.