



Dr. Robbie Fletcher  
Commissioner of Education

**KENTUCKY DEPARTMENT OF EDUCATION**

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May 29, 2025

Amy Smith, Superintendent  
Hopkins County Public Schools  
320 S Seminary St.  
Madisonville, KY 42431

Dear Superintendent Smith:

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 Hopkins 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
- Title V, Part B
- 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 Hopkins County Public Schools**

# 2024-2025 Statewide Consolidated Monitoring Report

**District: Hopkins County**

**Date(s) of Visit:** March 3-6, 2025

**Team Leads:**

- Title I, Part A – Emily Meade
- Title II, Part A – Sean Murphy
- Title III, Part A – Kaiman Triplett
- Title IV, Part A – Lee Bowling
- Title V, Part B – Shashawna Williams
- Alternative Education Programs – Leticia Porter
- Preschool – Veronica Brown

## **Effective Practice No. 1: Community**

**Program(s) Addressed:** Title I, Part A; Title III; Alternative Education

### **Highlight of Effective Practice No. 1**

Hopkins County obtains feedback from families and community stakeholders during logic team meetings to incorporate diverse perspectives to improve student achievement. Additionally, the district collaborates with a local church to offer additional academic supports specifically for English learner (EL) students. Authentic partnerships are evident between the Alternative Education Program (AEP) staff, families, community agencies, industries and governmental agencies. The Hopkins County Day Treatment and Hopkins County Academy have also developed partnerships with Job Corps and Madisonville Community College. These partnerships are designed to enhance student engagement, improve student success and prepare students for their future.

## **Effective Practice No. 2: Student Services and Plans**

**Program(s) Addressed:** Title I, Part A; Title V, Part B; Alternative Education

### **Highlight of Effective Practice No. 2**

Through the implementation of Positive Behavioral Interventions and Supports (PBIS) and instruction guidance, assessment data is used to enhance academic achievement in all schools. Several schools in the district have adopted the Ron Clark Academy House System to encourage and recognize students for their accomplishments. Title V, Part B funds prioritize academic achievement by providing testing that supports post-secondary readiness and instructional programs, such as Study Island and Exact Path, which create individualized learning tools for students. In addition, Hopkins County Day Treatment staff implement PBIS as well as restorative practices. Student point sheets are utilized and behavior data is consistently analyzed. Trauma-informed practices are comprehensive and visible throughout both Alternative Education programs. The staff implement a well-defined and systematic process to identify program, counseling, referral and career planning needs of all students. Structures are in place that personalize coordinated supports for social-emotional learning and mental health supports. The placement of a full-time mental health therapist in the facility gives students greater access to daily mental health support.

## **Effective Practice No. 3: Finance**

**Program(s) Addressed:** Title I, Part A; Title II, Part A; Title V, Part B

### **Highlight of Effective Practice No. 3**

Hopkins County finance staff regularly evaluate each schools' needs assessment and budget to ensure compliance with allowability procedures and to effectively manage federal purchases. Time and effort

documentation is properly maintained for employees paid partially or solely with Title II, Part A funds to verify the allocability, veracity and accuracy of the work performed. The spend down of fiscal year (FY) 2024 Title V, Part B funds reflect the district's commitment to utilizing funds within the year they are generated.

#### **Effective Practice No. 4: Policies and Procedures**

**Program(s) Addressed:** Title I, Part A; Title V, Part B; Alternative Education

##### **Highlight of Effective Practice No. 4**

The finance team and the federal grants coordinator collaboratively developed a Title Programs Handbook that was distributed to all staff to provide guidance on federal compliance requirements and best practices. There were no discrepancies between the FY24 and FY25 approved Grant Management Application Program (GMAP) budgets and the corresponding Enterprise ERP (EERP/MUNIS) reports. This demonstrates the district's commitment to proper procedures, including regular alignment meetings between the Title V, Part B coordinator and the finance team. For both AEPs, the mission is clearly stated in the program's handbook and aligns to the goals of the district. Student success is essential to the program's mission statement and the vision is consistently reflected in the daily culture. The district's transition plan exemplifies a thorough and comprehensive approach that prioritizes students and families, offering multiple supports throughout the process. This plan has the potential to serve as a benchmark for other districts. Data processes for tracking student progress and working toward continuous improvement are embedded into the program's structure. Support and respect for the autonomy of program leadership in day-to-day operations is evident, as well as the collaboration between district and program staff. All students in Hopkins County Schools, including those enrolled in AEPs, are a top priority for the district. This commitment is consistently demonstrated through its inclusive practices and student-focused initiatives.

#### **Effective Practice No. 5: Professional Development**

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

##### **Highlight of Effective Practice No. 5**

Hopkins County's systems of professional growth and improvement provide excellent support for building administrators' capacity through the district's administrator mentor program. The district provides exceptional support for both teachers new to the profession, as well as those new to the district, through its new teacher mentor program. Staff participate in ongoing professional learning and professional learning community (PLC) meetings throughout the year to continue to build the capacity of staff that support EL students. During interviews, preschool teachers shared that the professional development offered aligns with their needs and includes valuable information and practical materials for classroom use. Additionally, if the need for new training arises and is not already scheduled, it is promptly scheduled to ensure teachers have access to the most current resources to enhance the quality of their classrooms.

#### **Effective Practice No. 6: Communication**

**Program(s) Addressed:** Title I, Part A; Title II, Part A; Title IV, Part A

##### **Highlight of Effective Practice No. 6**

The district and schools exhibited a clear commitment to transparency, cooperation and teamwork. The district holds monthly meetings for principals, instructional leaders, directors and advisory groups to

ensure effective implementation of student achievement initiatives, curriculum content, community partnerships, Multi-Tiered System of Supports (MTSS) and federal programs. The Title II, Part A coordinator continuously supports the schools in the development of their Title II program through ongoing in-person meetings and emails. Additionally, the district maintains strong communication with its nonpublic school by hosting monthly meetings with the principal and instructional leaders. The nonpublic school emphasized the positivity and strength of its partnership with the district during the interview.

### **Effective Practice No. 7: Climate and Culture**

**Program(s) Addressed:** Title I, Part A; Alternative Education; Preschool

#### **Highlight of Effective Practice No. 7**

Hopkins County staff are committed to fostering collaboration with all stakeholders to provide every student with the opportunity to reach their full potential. The AEP's approach to culture-building promotes trust and positive connections between students and staff. Program leadership and staff work diligently to understand students and their needs from the moment they enter the building. A strong commitment to shared values and beliefs about teaching and learning is demonstrated in documentation and the decision-making processes. This dedication is consistently reflected in communication between leadership, staff and students. Students reported feeling secure and well-supported by the program staff. A strong focus on mental health support positively influences every aspect of the programs. Preschool staff reported a culture of respect and belonging within their buildings and throughout the program. The teachers are recognized as experts in their fields and given support when needed.

#### **Final Overview**

Hopkins County Schools strive for continuous improvement and staff work diligently to ensure that all Comprehensive District and School Improvement Plans (CDIP and CSIP) are being implemented effectively. Regular meetings with administrators and instructional leaders reflect a strong commitment to efficient communication, which positively impacts collaboration and unity. The consistent implementation of communication procedures fosters teamwork and helps to ensure consistency for a district serving a sizeable population. Initiatives such as the new teacher mentor program assist in providing professional development and building confidence, which allows teachers to make a positive impact on students. Hopkins County maintains a comprehensive approach to education, prioritizing academic achievement and social-emotional well-being for all students. The monitoring team is confident that the district will utilize the feedback from this report to enhance its continuous improvement efforts.