



Dr. Robbie Fletcher
Commissioner of Education

KENTUCKY DEPARTMENT OF EDUCATION

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July 17, 2025

Bruce Smith, Superintendent
Lincoln County School District
305 Danville Avenue
Stanford, KY 40484

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 Lincoln 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 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 Lincoln County Public Schools

2024-2025 Statewide Consolidated Monitoring Report

District: Lincoln County

Date(s) of Visit: April 22-23, 2025

Team Leads:

- Title I, Part A – Jennifer White
- Title II, Part A – Jason Howard
- Title IV, Part A – Lee Bowling
- Title V, Part B – Shashawna Williams
- Alternative Education Programs – Leticia Porter
- Preschool – Taysa Oglesby

Effective Practice No. 1: Student Services and Plans

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

Highlight of Effective Practice No. 1

Lincoln County School District has developed partnerships with the University of Louisville's Kentucky Autism Training Center. This partnership was started with an identified need for autism-specific support at the elementary level. Recognizing the impact of the training and support, the district expanded the initiative to middle and high school levels. This professional learning will develop a greater capacity to meet the diverse needs of students. Additionally, schools in the district have focused their funds on reducing class sizes at the elementary and middle school levels. Individual schools have seen improvement on the Kentucky School Report Card and attribute their growth to more individualized help for students due to extra staffing.

Effective Practice No. 2: Policies and Procedures

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

Highlight of Effective Practice No. 2

The school district maintains strong internal controls for all purchases by requiring multiple levels of review for each transaction. These processes ensure funds are used responsibly and aligned with district goals. To support transparency at the school level, the district distributes a monthly "financial dashboard" to school administrators which outlines the funding each school receives, and the initiatives supported. In addition, the district has strong policies and procedures in place for enrolling students experiencing homelessness. A schedule of services is also provided for these students, and district staff conduct regular needs assessments to ensure support is responsive. In preparation for monitoring, district and school staff revised all school-level compacts and parent and family engagement policies. All schools begin transition activities as early as December, giving preschool students multiple opportunities to interact with kindergarten staff and become familiar with expectations and experiences.

Effective Practice No. 3: Professional Development

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

Highlight of Effective Practice No. 3

Lincoln County School District prioritizes professional development that is relevant and aligned to school and district-level needs. The district is supportive of requests for training from school staff and it works to obtain targeted opportunities for individuals in need. A recent focus on science instruction at the high school-level led to the participation of teachers in the Partnership Institute for Math and Science

Education Reform (PIMSER) training. While Title II, Part A, funds were minimally used for professional development, the district maximized the impact of general funds to support meaningful learning for educators. Teachers and principals expressed strong appreciation for the Thinking Maps training and curriculum. The district also provides a new teacher training program that offers ongoing support, mentorship and strategies for classroom success. Staff are trained in the Rutheford Artisan Teacher Method which utilizes cognitive learning theory and is enriched by the principles of theatrical performance. These lessons help to create optimal information retention using positive surprises.

Effective Practice No. 4: Leadership

Program(s) Addressed: Title I, Part A, Preschool

Highlight of Effective Practice No. 4

The leadership in the district has prioritized cultivating a healthy school culture and positive climate. District leadership meets with school staff and stakeholders on a regular basis for healthy school meetings. These meetings allow for collaborative problem-solving and support for individual students. Principals report consistent communication and responsiveness from the district office. To further support staff, the Title I coordinator developed a federal programs handbook outlining requirements and guidance for program implementation. New school principals are also provided support through mentorship programs facilitated by the district and the local educational cooperative. Leadership has also focused on improving kindergarten readiness in the district. Staff use the Brigance screener several times a year to gather data, analyze results and adjust instruction.

Opportunity for Improvement No. 1: Community

Programs Addressed: Title II, Part A; Title IV, Part A

Summary of Opportunity for Improvement No. 1

The district did not provide documentation of periodic consultation throughout the year with all its stakeholder groups. The district should create a plan for consulting with its stakeholders and collecting input on their supported activities.

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

The district's ability to identify this as an area of improvement during the monitoring visit demonstrates a commitment to continuous growth. Evidence of consultation efforts under Title I, Part A was noted by monitoring staff and could serve as a foundation. Successful practices such as agenda documentation and sign-in sheets can be expanded and customized to meet the requirements of other programs.

Opportunity for Improvement No. 2: Finance

Programs Addressed: Title II, Part A; Title IV, Part A

Summary of Opportunity for Improvement No. 2

While the district has demonstrated strong fiscal management under Title V, with both the 350K and 350L budgets closely aligned to the approved application and minimal remaining balances there are areas under Title II and Title IV that need more focused attention. Under Title II, Part A, the district did not implement the plan as outlined in their approved application. Funds that were designated for instructional coaches were instead used to pay salaries for classroom teachers. In addition, required protocols and documentation for class size reduction were not being followed. Similarly, Title IV, Part

A expenditures lacked timely spending. Of the three required components, only one had recorded expenditure for the current year.

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

To address inconsistencies in program implementation and fiscal oversight in Title II, Part A and Title IV, Part A, the district should ensure use of up-to-date resources from The Kentucky Department of Education. District and program staff should meet with finance on a quarterly basis to ensure expenditures and activities remain aligned with the approved GMAP application. While the misalignments were not intentional, the district has shown a clear willingness to acknowledge the issues and take corrective action. Building on areas of strength such as timely and compliant spending in Title V, the district should consider replicating successful practices across federal program such as the use of the monthly financial dashboard.

Final Overview

Lincoln County Schools demonstrates a commitment to student-centered growth through partnerships, collaborative leadership and data-informed practices. The focus on class size reduction, kindergarten readiness and professional development have enhanced the district's efforts to support its diverse population of learners. While opportunities remain in strengthening stakeholder consultation and ensuring fidelity, district staff have already demonstrated the ability to self-reflect, respond to feedback and take corrective action. This willingness to make changes reflects a growth mindset that positions the district for continuous progress and compliance. The strengths identified in this report can be used and expanded to provide growth in other programs.