



Dr. Robbie Fletcher
Commissioner of Education

KENTUCKY DEPARTMENT OF EDUCATION

300 Sower Boulevard • Frankfort, Kentucky 40601 Phone: (502) 564-3141 • www.education.ky.gov

May 1, 2025

Danny Adkins, Superintendent
Woodford County Public Schools
330 Pisgah Pike
Versailles, KY 40383

Dear Superintendent Adkins:

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 Woodford 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 Woodford County Public Schools

2024-2025 Statewide Consolidated Monitoring Report

District: Woodford County

Date(s) of Visit: Feb. 4-6, 2025

Team Leads:

- Title I, Part A – Shashawna Williams
- Title II, Part A – Laura McCullough
- Title III, Part A – Kaiman Triplett
- Title IV, Part A – Lee Bowling
- Alternative Education Programs – Leticia Porter
- Preschool – Taysha Oglesby

Effective Practice No. 1: Community

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

Highlight of Effective Practice No. 1

The Title I program has a committee that develops and reviews the Comprehensive District Improvement Plan (CDIP) annually. This committee includes school staff, parents, students and community members. The district also connects with local organizations and businesses as well as regional post-secondary institutions and branches of the military to offer a Career/Industry Day for high school students. The foster care liaison collaborates weekly with Department of Community Based Services (DCBS) regarding students placed in foster care. The homeless liaison partners with Kentucky River Foothills and a local church to provide families with housing, job resources and food. The Title IV program solicits community and stakeholder feedback regarding needs and activities to be funded. The district hosts community wellness meetings based upon public input several times a year. The alternative education program (AEP) welcomes community involvement. AEP administrators have established a robust community experience for students through service learning projects at a local park, experiential and therapeutic learning opportunities through the Life Adventure Center, visits from military recruiters and church ministers and a career fair. District preschool leadership participates in community councils at the state, regional and county levels to advocate for all early childhood students. The preschool coordinator is a member of First5 Bluegrass, a regional collaborative and early childhood council.

Effective Practice No. 2: Parent and Family Engagement

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

Highlight of Effective Practice No. 2

The Title I program hosts regular English learner (EL) family nights throughout the school year. Activities have included joint efforts with the health department, a local bank, Migrant Head Start, a fitness trainer and a psychologist to provide fun and informative events for EL parents and their children. The district's Woodford Wins leadership team coordinates with community partners to provide volunteers for schoolwide family nights. The Title III liaison provides transition services to ensure that EL students and families make a successful transition into the community. Each EL family receives a folder with helpful information and forms in both English and their primary language.

Effective Practice No. 3: Student Services and Plans

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

Highlight of Effective Practice No. 3

Woodford County is committed to providing behavioral interventions that help students to stay in the classroom to receive instruction. Tier II and III intervention staff and classified staff participate in annual training in trauma-informed classrooms and restorative practices. The District Integrated School Mental Health and Wellness Team meets monthly to discuss behavior data, trauma, DCBS referrals, students experiencing homelessness, mental health referrals and counseling data across all schools. The team's work has led to a decrease in behavior incidents across the district. Woodford County collaborates with its private schools to support participating students throughout the school year. Participating private schools do not serve students beyond 6th and 8th grade and many students finish their education in Woodford County Schools. The district and both private schools have chosen to focus on equitable services to fund staff that provide interventions to struggling students that closely mirror the ones used in the public schools. This allows the opportunity for a private school student to transfer to a public school with detailed intervention records that allow the new school to get an accurate picture of that student's needs. The Title III program ensures that each school in the district has a dedicated EL teacher in addition to other staff to support student achievement. AEP staff collect and utilize data throughout a student's time in the program to determine counseling, assessment, referral, educational and career planning needs. Weekly meetings occur for the discussion of individual students as well as program effectiveness in order to meet the evolving and changing needs within the student population. During the school day, students have access to a school counselor and two mental health specialists. If mental health needs arise outside of school hours, there is a district social worker that students can rely on for support. Students also have access to outside contracted therapists based on referrals and needs. The AEP also contracts with Life Adventure Center to provide equine-assisted learning/psychotherapy and other outdoor adventure-based activities.

Effective Practice No. 4: Policies and Procedures

Program(s) Addressed: Alternative Education Programs

Highlight of Effective Practice No. 4

The AEP handbook clearly states its mission and program philosophy. The handbook also aligns with the goals of the district demonstrating that it is unified with the district as a whole and not merely a standalone alternative program. Support and respect for the autonomy of program leadership by the district administration in day-to-day operations occurs in conjunction with collaboration between district and program staff. Student success is central to the mission statement and the mission and vision are evidenced by the daily program culture. Processes are in place for smooth transitions in and out of the program and program leadership is involved throughout. Data processes are utilized to monitor student progress and to ensure continuous improvement which is clearly evident by its embedding into program structure and success. Students can communicate the Positive Behavioral Interventions and Supports (PBIS) process and program procedures, creating an environment where they understand how to attain goals as well as how to reach higher levels of achievement.

Effective Practice No. 5: Professional Development

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

Highlight of Effective Practice No. 5

Certified, classified and participating private school staff are invited to attend a “Best Practice Academy” hosted by the district that reviews district standards for teachers at the beginning of each school year. Classified and participating private school staff are invited to take part in all of the professional development (PD) opportunities throughout the school year. Woodford County’s Title II program has a system of professional growth and improvement that provides excellent support for building the capacity of teachers through the PD provided by the district. The district creates intentionality by connecting pathways with professional learning to ensure a cohesive approach. In addition, private schools receive communication about these PD opportunities. The district EL coordinator collaborates with EL teachers on a regular basis to build their skillset to serve students and families and meet those specific areas of need. Additionally, monthly meetings as well as ongoing collaboration have built a sense of community amongst EL program staff.

Effective Practice No. 6: Leadership

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

Highlight of Effective Practice No. 6

Woodford County created a district-specific Title I Guidance Handbook to administer its Title I, Part A program with fidelity. This guide includes a very detailed list of program requirements and is available to all staff on the district’s website. The district level administration provides a support system for preschool teachers seeking National Board Certification which is uncommon at the preschool level. Currently, the preschool program has one lead teacher who has achieved National Board Certification.

Effective Practice No. 7: Communication

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

Highlight of Effective Practice No. 7

Title I funds are used to provide a school-home communication platform which is used as the main method of communication for parents. The Title I coordinator meets quarterly with the private school principals regarding funds available for services and student progress. The Title II coordinator effectively consults with public and non-public schools in the development, implementation and evaluation of their Title II programs. Communication occurs through in-person meetings and emails. Private school staff appreciate the Title I and II programs in their buildings receive the same level of attention and guidance as the public school programs.

Effective Practice No. 8: Climate and Culture

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

Highlight of Effective Practice No. 8

At the beginning of the year training for all district staff includes sessions on Woodford’s Trauma-Informed Approach Plan, a discussion of restorative practices and Trauma Informed Care. Tiers II and III intervention staff receive extra training in trauma-informed classrooms, Win-Win Discipline, restorative practices and participate in the University of Louisville’s Academic and Behavioral Response to Intervention (ABRI) professional development. As stated in the highlight of effective practice number 3, the work of the District Integrated School and Mental Health and Wellness Team provides a

welcoming culture for all students. The AEP maintains a positive culture and supportive relationship between staff members and leadership that includes shared values about teaching and learning. There is a high level of teacher retention and overall staff satisfaction surrounding these shared values. The whole child philosophy is evident in daily routines, not only through academic opportunities, but also active relationship building, established and visible PBIS structures, direct social-emotional learning opportunities, executive skill development activities and access to mental health therapists. Student interviews and surveys indicate high levels of engagement due to what they report as the inclusion of interesting and fun activities, a staff that cares for and listens to them and a feeling of success provided by the flexible learning structures available to them in the program.

Opportunity for Improvement No. 1: Finance

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

Summary of Opportunity for Improvement No. 1

The district has several purchases that do not meet the intent of Title I homeless and parent and family engagement requirements. The majority of homeless set-aside, parent and family engagement set-aside and equitable service funds are not spent during the year in which they are allocated, indicating a lack of timely spending. The Title IV budgets show some misalignment issues between the district's financial records and the approved application. Funds have not been spent in all three areas of the grant for the current year.

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

It is recommended that federal program coordinators and the finance officer meet quarterly to review budgets for timely expenditure of funds, allowability of expenditures and the alignment of the budgets of the district's financial documents with the approved program applications. It is also recommended that the district develop a formal written process for the occurrence and documentation of these meetings. In addition, allowability training for the expenditure of federal program funds for all staff districtwide is recommended to ensure an additional layer of accountability.

Final Overview

Woodford County Schools recognizes the importance of utilizing their federal funds to enhance student learning. The effective practices highlighted in this report reflect a unified vision regarding the provision of services to students enrolled in an alternative setting as well as those receiving equitable services in one of the district's private schools. District staff are receptive to feedback and actively seek ways to administer and execute the requirements of their programs in the most effective manner possible with the goals of developing a sense of belonging and of meeting the academic and behavioral needs of all students.