

Matthew G. Bevin  
Governor



Hal Heiner  
Secretary  
Education and  
Workforce Development Cabinet

Stephen L. Pruitt, Ph.D.  
Commissioner of Education

**KENTUCKY DEPARTMENT OF EDUCATION**

Capital Plaza Tower • 500 Mero Street • Frankfort, Kentucky 40601  
Phone: (502) 564-3141 • [www.education.ky.gov](http://www.education.ky.gov)

April 20, 2016

Aaron Collins, Superintendent  
Fulton County Schools  
2780 Moscow Avenue  
Hickman, KY 42050

Dear Superintendent Collins:

As we make changes to address the needs of our students, we encounter the walls of the past. One goal of Kentucky Statewide Consolidated Monitoring (KSCM) is to help remove those walls wherever possible and 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 2015-16 school year, the Kentucky Department of Education (KDE) conducted monitoring in Fulton County Public 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
- Preschool
- Alternative Programs
- Individuals with Disabilities Act (IDEA)
- Career and Technical Education
- Gifted and Talented

Each program involved in the KSCM has an impact on our goal. For example, Career and Technical Education (CTE) impacts student success and helps to close the achievement gap by working to make all students Career Ready. Through the use of a sequence of courses known as career pathways, CTE ensures that all students have equal opportunity to develop skills in demand by local industry. The Individuals with Disabilities Education Act (IDEA) supports the vision of KDE by focusing the efforts of the State, districts, schools and teachers toward closing achievement gaps for students with disabilities and ensuring all students reach proficiency, graduate from high school, and successfully transition to a career or post-secondary education.

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

Superintendent Aaron Collins  
April 20, 2016  
Page 2 of 2

not only funding but guidance on working with disadvantaged students. These programs and the others engaged in consolidated monitoring, simply by reducing duplication of effort, can work together to achieve more collaboratively than any of them could alone.

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 practices that the individual programs felt were effective, and in some cases innovative. We strongly suggest that the practices identified be submitted to the KDE Best Practices website.

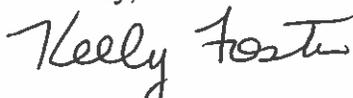
In addition, the monitoring team collectively discussed the findings and concerns of each program to identify what is categorized as “Common Concerns”. This represents a consolidation of findings reported by individual programs that were similar in nature and therefore presented a potential opportunity for collaboration between identified programs. Each of these concerns has been identified by at least two programs. Any suggested or required actions will be addressed by the specified programs. During this collaborative time, team members from all programs discuss suggestions for potential opportunities to work across programs, streamline implementation and increase success within each program.

Each program has already provided an individual report as required by federal or state law. Any required actions are monitored by the programs through those individual reports. In order to help the collaborative work of the programs and provide districts with a way to document improvement efforts, we encourage you to utilize the Consolidated School and District Improvement Planning tools in ASSIST.

KDE is striving to provide examples of collaboration and continuous improvement. Our hope is that what we have begun becomes an example that can be replicated across the state. Each district representative will have the opportunity to provide feedback on the consolidated monitoring process. 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 Helen Jones by e-mail at [helen.jones@education.ky.gov](mailto:helen.jones@education.ky.gov) or by phone at (502)564-3791. Information regarding education programs within the state of Kentucky may also be found at [www.education.ky.gov](http://www.education.ky.gov).

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

Sincerely,



Kelly Foster, Ed.D.  
Associate Commissioner

KF/HJ/vb

Attachment

## 2015-2016 Statewide Consolidated Monitoring Report

<b>District:</b>	Fulton County
<b>Date(s) of Visit:</b>	Wednesday, March 2, 2016
<b>Team Leads:</b> <i>(List primary person on this visit for each program)</i>	
<i>Title I- Monica Shack, Brandon Quick</i>	<i>Preschool- N/A</i>
<i>Title II- Kathy Collins, David Millanti</i>	<i>Career and Technical Education- Karla Tipton and Claude Christian</i>
<i>Alternative Programs- N/A</i>	<i>IDEA- Stephanie Sterling, Tristan Parson, Pamela Pickens, Lori Shephard</i>
<i>ESL- Gary Martin</i>	<i>Gifted And Talented- LeAnn Pickerill</i>

### Highlight of Effective Practices 1

Programs Addressed <i>(Check all that apply)</i>	Title I	X	Preschool		Career and Technical Education
	Title II		IDEA	X	Alternative Programs
	ESL		Gifted and Talented		
<i>Clearly describe actions and/or practices that the team deems as effective (Include impact on student achievement)</i>					
<b><u>Building a Positive Culture</u></b>					
<p>Fulton County Schools provide a rigorous curriculum that is focused on student achievement. Teachers create a warm, welcoming environment for all students. Students are engaged in conversations and have multiple opportunities to explore and develop a range of readiness skills. Learning centers are well designed. The classrooms also provide materials for multiple activities. The staff is focused on meeting individual student needs to ensure all students are instructionally ready for the next academic level. Each individual classrooms have learning targets posted which are aligned with the Kentucky Academic Standards. Therefore, teachers accurately instruct and assess each learning target for student engagement. All schools were incorporating "A leader in Me" theme or mindset. Majority of the skills included critical thinking, goal setting, listening and speaking, self-directed learning and presentation-making skills.</p>					

## 2015-2016 Statewide Consolidated Monitoring Report

<b>District:</b>	Fulton County
<b>Date(s) of Visit:</b>	Wednesday, March 2, 2016
<b>Team Leads:</b> <i>(List primary person on this visit for each program)</i>	
Title I- Monica Shack, Brandon Quick	Preschool- N/A
Title II- Kathy Collins, David Millanti	Career and Technical Education- Karla Tipton and Claude Christian
Alternative Programs- N/A	IDEA- Stephanie Sterling, Tristan Parson, Pamela Pickens, Lori Shephard
ESL- Gary Martin	Gifted and Talented- LeAnn Pickerill

### Common Issue 1

<b>Programs Addressed</b> <i>(Check all that apply)</i>	Title I	X	Preschool	Career and Technical Education
	Title II	X	IDEA	Alternative Programs
	ESL		Gifted and Talented	
<b>Common Issue</b> <i>(Clearly describe Issue as it relates to each program)</i>				
<p><u>Lack of Annual Program Evaluation</u></p> <p>District leadership does not ensure effective procedures are in place to annually evaluate the effectiveness of the Title I, Part A and Title II, Part A programs. As a result, the district cannot effectively revise those programs as necessary to meet the district's and schools' needs.</p>				
<b>Common Solution(s)/Recommendation(s)</b>				
<p>The district should develop an evaluation system for these programs that determines how well federal, state, and local programs are integrated. This system should include periodic evaluations throughout the year, with revisions made as necessary, to ensure programs can fluidly meet needs. In addition, involvement and clear communication with stakeholders would help to ensure everyone understands the purposes of programs, how the programs can work together, and whether all stakeholders' needs are being met.</p>				

## 2015-2016 Statewide Consolidated Monitoring Report

<b>District:</b>	Fulton County
<b>Date(s) of Visit:</b>	Wednesday, March 2, 2016
<b>Team Leads:</b> <i>(List primary person on this visit for each program)</i>	
<i>Title I- Monica Shack &amp; Brandon Quick</i>	<i>Preschool- N/A</i>
<i>Title II-Kathy Collins &amp; David Millanti</i>	<i>Career and Technical Education- Karla Tipton &amp; Claude Christian</i>
<i>Alternative Programs- N/A</i>	<i>IDEA- Stephanie Sterling, Tristan Parson, Pamela Pickens, Lori Shephard</i>
<i>ESL- Gary Martin</i>	<i>Gifted and Talented</i>

### Final Overview

<p><i>Clearly describe the following for the identified program(s):</i></p> <p><i>How programs are effectively working collaboratively to better serve students</i></p> <p><i>Suggestions for adjustments that could help programs begin or improve their collaborative efforts</i></p> <p><i>Suggestions for how each program can further help with student success and closing gaps</i></p>
<p>Fulton County has incorporated effective use of time for individualizing instruction and interventions to meet each of the student’s needs. The schools have a strong Rtl program. It is evident that Fulton County puts the children’s individualized needs first.</p> <p>The district was well organized, and the fairly new district staff was quite knowledgeable of its individual programs. The documentation at the district level was strong, thorough and organized. Due to several Fulton County staff members having to take on multiple roles within the district, we would like to encourage Fulton County and its staff to consult with KDE more frequently for technical assistance and training when applicable.</p>