



Robin Fields Kinney  
Interim Commissioner of Education

**KENTUCKY DEPARTMENT OF EDUCATION**

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June 7, 2024

Patrice Chambers, Superintendent  
Fulton County Public Schools  
2780 Moscow Ave.  
Hickman, KY 42050

Dear Superintendent Chambers:

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 2023-2024 school year, the Kentucky Department of Education (KDE) conducted monitoring in the Fulton 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
- Gifted and Talented
- Preschool

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 with 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 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

KF/TR/ES/vb

Attachment: Consolidated Monitoring Report for Fulton County Public Schools

# **2023-2024 Statewide Consolidated Monitoring Report**

**District:** Fulton County

**Date(s) of Visit:** March 26-28, 2024

**Team Leads:**

- Title I, Part A – Sharma Aitken
- Title II, Part A – Sean Murphy
- Title IV, Part A – Lee Bowling
- Title V, Part B – Shashawna Williams
- Gifted and Talented – Kathie Anderson
- Preschool – Taysa Oglesby

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

**Program(s) Addressed: Title I, Part A; Gifted and Talented**

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

Fulton County has developed partnerships within the community, local organizations and businesses that help provide resources that benefit students and families. In addition, the district's Gifted and Talented (GT) students have many opportunities to serve in the community such as Habitat for Humanity and school clubs. The district continues to connect with the community through the user-friendly website.

## **Effective Practice No. 2: Parent and Family Engagement**

**Program(s) Addressed: Gifted and Talented**

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

The district's GT program regularly communicates with parents and families with a newsletter that is sent four times a year. The newsletter gives updates on services such as participation in the Robo Challenge Xtreme (RCX) Robotics Team; science, technology, engineering and math (STEM); and upcoming summer camps offered at Western Kentucky University (WKU).

## **Effective Practice No. 3: Student Services and Plans**

**Program(s) Addressed: Title V, Part B**

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

A portion of the Title V, Part B funds provide supplemental reading materials for kindergarten students to close achievement gaps before they enter 1st grade. The remainder is divided equally among 1st through 12th grades to provide technology resources.

## **Effective Practice No. 4: Professional Development**

**Program(s) Addressed: Title II, Part A; Gifted and Talented; Preschool**

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

The district recognizes that professional development is an important component to increasing student achievement. The district's new teacher mentoring program supports new and inexperienced teachers. The GT teachers visit classroom teachers individually at the beginning of the year to discuss the GT program and how to identify students. Additionally, PowerPoint presentations regarding the GT Primary Talent Pool (PTP) and formal identification are posted on the district webpage for easy access by staff and families. GT staff conduct a follow-up visit mid-year to gather input regarding the program and to support students in the classroom. The district also utilizes Early Childhood Regional Training Centers, Head Start and state funded opportunities to provide professional development for their early childhood education staff.

# **2023-2024 Statewide Consolidated Monitoring Report**

## **Effective Practice No. 5: Leadership**

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

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

The administrative staff and teacher relationships are mutually respectful and productive. The district has effective and supportive leadership that promotes communication and teamwork. The district annually evaluates the effectiveness of its Title II, Part A program to address student and educator learning needs. The District Leadership Team meetings and evaluations allow the Title II, Part A coordinator to effectively consult with schools in the development and implementation of their programs. Several programs acknowledged that administration is actively involved with each school and the principals. District administrators are present in every building every day, which allows for a strong awareness of the needs of the entire student body. School and district staff are focused on maintaining a close-knit team that provides a positive atmosphere for their students.

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

**Program(s) Addressed: Gifted and Talented**

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

The GT program is part of a consortium of four school districts which includes Fulton County, Fulton Independent, Carlisle County and Hickman County. The GT coordinator and GT teacher provide services for each of the school districts in the consortium. The superintendents from each of the four districts and the GT staff meet regularly to review the development of the program for GT students. The GT teachers discuss different programs they have provided throughout the year and additional programs they plan to add in the coming year.

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

**Program(s) Addressed: Preschool**

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

The district's preschool staff create a sense of student community and responsibility by involving elementary student council members and middle school students in the preschool drop-off and pick-up times during which the older students accompany the preschoolers to and from their classrooms.

## **Opportunity for Improvement No. 1: Finance**

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

### **Summary of Opportunity for Improvement No. 1**

Title I, Part A funds reserved for students experiencing homelessness funds were not utilized in an effective and timely fashion. At the time of the monitoring visit, the majority of fiscal year (FY) 2023 funds had not been spent and no funds had been spent for FY 2024. The district has not spent Title IV, Part A funds in the current year (552K) in all three components of the grant. The district has spent funds in the Well-Rounded Education and Safe and Healthy Students components. However, funds have not been spent in the Effective Use of Technology component. The district purchased a possibly allowable item in the Well-Rounded Education component. However, it was not in the approved application.

# **2023-2024 Statewide Consolidated Monitoring Report**

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

The district is encouraged to review GMAP and MUNIS regularly to ensure that 1) spending aligns with approved applications and 2) funds are being spent down appropriately and by budget deadlines. Increasing the frequency of meetings between the federal programs coordinator and the finance officer will help the district ensure program funds are being spent in line with the approved application. Additional meetings will also allow the district to review expenditures and verify that allowability procedures are being followed.

## **Opportunity for Improvement No. 2: Policies and Procedures Programs Addressed: Title I, Part A; Title IV, Part A**

### **Summary of Opportunity for Improvement No. 2**

The district does not have several of the written procedures required under Title I, Part A such as time and effort procedures, the transportation agreement for foster children and procedures for awarding full or partial credit or a high school diploma to students experiencing homelessness. The district did not provide sufficient documentation showing that members of all stakeholder groups, specifically students and community members, were invited to participate in Title IV, Part A meetings throughout the year to review and provide input on program activities.

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

The district should work to formalize processes to ensure they document compliance regarding Title IV, Part A stakeholder group meetings. The processes should specify the importance of inviting all stakeholders to meetings throughout the year to review and evaluate Title IV supported activities.

## **Final Overview**

All schools in Fulton County are located on one campus, making it easy for district leadership to visit schools daily. District leadership is committed to advocating for schools and the needs of students. Administration and staff work well together and have been focused on the district's mission and vision: Growth for All and Relentlessly Pursing Excellence. The collaboration among consortium districts for the GT program and engaging dialogue with district staff, principals and parents and families help to set clear goals and expectations, monitor progress and hold the district accountable for results. Professional development has been identified by the Title II program as a strength. The dedication that the district has towards the Title II program as well as the Title I, Part A parent and family engagement program evaluation ensures that schools thrive and evolve. The district is very intentional about employing staff that display passionate work qualities and a desire to build meaningful relationships with the community, students, families and staff. Fulton County stands out for its unwavering dedication to teacher support through its new teacher mentoring program. GT teachers raise awareness of the GT program and provide an overview to regular education teachers on how to identify students for the program.

Dedicated staff across the district contribute to its positive climate; effective community engagement allows that positivity to extend beyond the schools. It is recommended that Fulton County focuses on strengths that have been pointed out to serve as a catalyst for improving processes and procedures in other areas.