



2020-21 Phase Three: Executive Summary for  
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2020-21 Phase Three: Executive Summary for Districts

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## 2020-21 Phase Three: Executive Summary for Districts

. Describe the district's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the district serves?

The city of Hickman was established in 1834 and is the county seat of Fulton County. The Dorena-Hickman Ferry is the last remaining ferry on the Mississippi and one of the last in the United States. The primary industry is Agriculture, with production focusing mainly on grain crops such as corn, soybeans, and wheat. The county has an unemployment rate of 7.10% as of October 2020, but 87% of our students receive free or reduced lunches, which creates a challenge for this persistently poverty community where the average income is \$30,114 and 45% of the children live in poverty. The population of Hickman currently stands at 2,395 citizens with a total of 62.7% being high school graduates. Currently, only 13.4% of our residents have bachelor's degree or higher. In addition, we are located in far Western Kentucky and many of our students are transient; moving back and forth across the Kentucky/Tennessee border. The Fulton County School District is located in Hickman, Kentucky. Our schools serves a culturally diverse population. FC Schools recognizes that educational equity is an integral function of the educational process in the community, and it is a primary component of the School and District Improvement Plans. The Fulton County School District has 651 students in Preschool through 12th grade. Elementary and Middle Schools building currently houses 4 preschool classrooms with 84 students and 2 classes of each grade level kindergarten through 8th grade with 197 students K-4 and 193 students 5-8 for a total of 474 students. Fulton County High School is in a separate building with 177 students in grades 9-12. The Four Rivers Career Academy which offers five pathways is adjacent to the high school and serves Fulton County High School, Hickman County High School, and Fulton Independent High School. In addition to the five pathways in Auto, Business, Health Science, IT, and Welding at the Four Rivers Career Academy, the high school has a strong Agriculture program that offers three more pathways in Agriculture. The percentage of students on Free or Reduced Lunch is 87%; 17% of our students are classified as having a disability, and 13% of our students who are classified as homeless. We are proud to have the CEP where students eat breakfast and lunch at no charge. The racial makeups of our students are: 58.8% White/Caucasian, 30% Black/African American, 7.9% two or more races and 3.3% other of which 1% is Hispanic. Twenty percent of our high school students take advanced courses, 23.7% of our students are in the G/T program, and 78% of our students have a concentration in a CTE pathway. With a family resource center, a counselor, a part time college and career coach provided through a Gear UP grant,

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a digital learning coach, and a full-time nurse, FC Schools works hard to provide additional services to our students and community to help complete the learning process. Our caring faculty and staff strive to provide ALL students with a meaningful and enjoyable learning experience. FCES has 100% of the teachers who are highly qualified with a total of 3 who are certified by the National Board for Professional Standards. FCMS has 98% of the teachers who are highly qualified and FCHS has 100% of the staff who are highly qualified in the core content courses. Two teachers in the district are in the alternative special education program. The student/teacher ratio is 17:1. The average years of teaching experience for our staff is 11.4 years. All teachers and staff participate in content-focused professional development. All of the core academic classes are taught by highly qualified teachers. Twenty percent of the teachers have their Rank 1 with 45% of the teachers having their masters. Ninety-two percent of the teachers are Caucasian and 85 of the teachers are Black/African American. The district actively recruits minorities and highly qualified teachers to teach in the district. The elementary and middle schools are both CSI schools and due to not having statewide testing have remained so this year with three highly qualified educational recovery specialists provided by KDE. These individuals have become a part of the two schools' culture and provide resources, consulting and highly qualified professional development opportunities for our principals, teachers, and instructional assistants. Policies and procedures have been created and put in place to ensure long term improvement in our district. A revised RtI Plan as well as new evidenced based curriculum embedded with multiple PLCs and PD opportunities have strengthen our curriculum and our teaching and learning. Math and Reading labs have be created for students needing intervention in mathematics and reading at the elementary, middle, and high school using the iReady system that is provided for our in person and virtual students. Curriculum alignment to the new Kentucky Academic Standards has been done and in depth evaluation of our present curriculum programs has been completed requiring the addition of new science, social studies, math, and reading curriculum and supplements. The district still uses leader in me and has implement Second Steps to address social emotional learning needs in our students as well as hiring a new counselor who will be working with our students on coping skills. An NTI Plan and a Hybrid Plan have been developed and implemented as well as hiring a digital learning coach to address our virtual and in person students and to ensure rigorous learning during our NTi days. The BRIGANCE Kindergarten Screener is used to identify students who are not school ready. iReady is used to progress monitor the students both in person and virtual and Mastery Prep is used to determine ACT readiness at the high school. FC school district and school leaders are involved in KASA, P3 and Shipley and work closely with the educational recovery specialists and other partners such as the Four Rivers Foundation, the West Kentucky Educational Cooperative, the WK GEAR UP grant, Murray State University, West Kentucky

Community and Technical College, and local community partners to provide multiple opportunities for our students to be successful, graduate, and be transition ready for the next chapter in their lives.

. Provide the district's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the district embodies its purpose through its program offerings and expectations for students.

The purpose of the Fulton County School District is to provide all students in the system with a wide variety of learning experiences, both curricular and extra-curricular, that will develop them physically, emotionally, and academically and to offer a relevant and rigorous curriculum aligned to the state's new Kentucky Academic Standards and goals in order to allow them to gain the knowledge and life skills needed to succeed as they transition through the district and on to post-secondary college, career, and or vocational training. Vision: Proficiency, Positive Relationship, and Pilot Pride is the vision of Fulton County School District. From the moment our students enter preschool until they walk out the door as a senior, the decisions, actions, and resources we provide are focused on the mission of their attainment of being college and career ready. The District fully supports the faculty and staff in their efforts to meet the needs of all students by providing leadership, professional learning opportunities, resources, and technology. In partnership with and in service to our community, the Fulton County Board of Education provides leadership, acquires and allocates resources that enable all students to achieve a productive life through quality education. Increased participation in area vocational school, dual credit programming, and the Pilot Academy has increased college ready students, advancement in reading, writing, and math skill levels at the high school level. The elementary and middle schools have worked diligently to create a high quality program for our students in order to advance out of the CSI status. The 2020 Pandemic has created challenges for our students and staff; but has enabled us all to become more equipped at virtual and NTI learning and teaching tools and skills that will continue to help us provide for our students.

. Describe the district's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the district is striving to achieve in the next three years.

The district enrollment has increased over the last three years going from 554 to 651. The district has hired a counselor and a digital learning coach this year. Both educators are working closely with the students and parents to improve students' academic and social emotional learning. The School Improvement Grants that we have received from KDE has enabled the elementary and middle school to add

much needed evidenced based curriculum and progress monitoring software that is much needed and can be used in a virtual environment. It has also allowed us to have a 1:1 Chrome Book ratio for learning. In the next three years, we plan to increase our K-Prep scores and move out of CSI status and meet our progress goals set by KDE. We also plan to increase the skills sets of our students through their CTE and academic programs. We plan to have an ACT average of 19 or higher.

. **Districts Supporting CSI/TSI (including ATSI) Schools Only:** Describe the procedures for monitoring and providing support for (a) CSI/TSI school(s) so as to ensure the successful implementation of the school improvement plan.

The elementary and middle schools are both CSI schools and due to not having statewide testing have remained so this year with three highly qualified educational recovery specialists provided by KDE. These individuals have become a part of the two schools' culture and provide resources, consulting and highly qualified professional development opportunities for our principals, teachers, and instructional assistants. Policies and procedures have been created and put in place to ensure long term improvement in our district. A revised RtI Plan as well as new evidenced based curriculum embedded with multiple PLCs and PD opportunities have strengthen our curriculum and our teaching and learning. Math and Reading labs have be created for students needing intervention in mathematics and reading at the elementary, middle, and high school using the iReady system that is provided for our in person and virtual students. Curriculum alignment to the new Kentucky Academic Standards has been done and in depth evaluation of our present curriculum programs has been completed requiring the addition of new science, social studies, math, and reading curriculum and supplements. The district still uses leader in me and has implement Second Steps to address social emotional learning needs in our students as well as hiring a new counselor who will be working with our students on coping skills.

. Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

The district has been a part of ten other districts that partnered with the West Kentucky Educational Cooperative to be a part of a seven year nine million dollar grant that focuses on helping students in poverty become college and career ready. Part of this grant enables us to have access to STEM consultants and College and Career coaches as well as financial literacy, computer science curriculum, college visits, and many other opportunities for our students.

# Attachment Summary

| Attachment Name | Description | Associated Item(s) |
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