

HART COUNTY HIGH SCHOOL

Munfordville, KY

Hart County High

Grades 9-12

732 Students

46.6 Certified Staff

Rural Setting

Socioeconomic:

51.5% free lunch

9.3% reduced lunch

Ethnicity:

1.9% African American

.1% Asian

1.9% Hispanic

94.5% White

\$7,601 per student spending



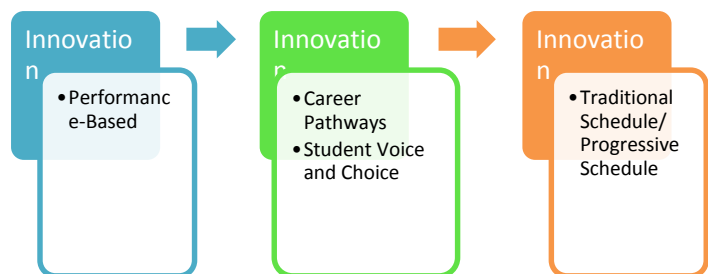
*Preparing Every Student to be
College or Career Ready*

Innovation Snapshot

Progressive Learning

Hart County High School will allow students to complete a high school career at a faster pace, if desired. Students will have a personalized plan that best fits and meets their individual needs.

Key Elements



kid-FRIENDLY Supports

- Data Retreat
- Community of Learners
- Community of Practice
- Leader In Me
- FRSYC Funds



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PROGRESSIVE LEARNING

We believe students can best maximize their learning by building a school environment where students drive their own learning. To accomplish this, students must take ownership of their learning, while administrators, teachers and parents act as support and or advisory systems. After visiting several innovative schools, researching, etc., our school-based Innovative Team has developed a performance-based, personalized learning plan that we feel best suits our culture. Outlined below is our strategy for the 2015-2016 school year that will bring about this innovative student driven learning environment.

Freshman Year: This year will be a transitional year for our students as they all come from K-8 school environments all together as Hart County Raiders. We will continue with our Raider Academy main schedule for students. However, Freshmen will have in place a graduation plan that outlines their diploma level, as well as their career pathway for elective courses. We will have some students that have high school credits upon entering Raider Academy; and those students will have an alternate schedule so they can progress in those subject areas.

Sophomore Year: Two Options: 1) Traditional Schedule or 2) Progressive Schedule

- 1) Traditional Schedule:** Students will continue with coursework in a traditional classroom setting with career pathways leading to Industry Certifications are KOSSA.
- 2) Progressive Schedule:** Students will work at their own pace on online curriculum. When a student completes a course, they will have a capstone project to complete that demonstrates they have mastered the standards in the class. Students on a progressive schedule will be scheduled into vocational classes and electives from the main schedule. Students will be allowed to work at their own pace with teacher direction. It will allow students the flexibility to prepare for pathway options their senior year.

This design will call for four teachers (one from each content area) to be available to mentor and monitor student progress, design capstone projects with their students' and teach students in a more personalized way with more one on one interaction. Students will choose which teacher they meet with based on their needs.

Junior Year: Two Options: 1) Traditional Schedule or 2) Progressive Schedule

- 1) Traditional Schedule:** Students will continue with coursework in a traditional classroom setting with career pathways leading to Industry Certifications are KOSSA.
- 2) Progressive Schedule:** Students continue with self-paced online curriculum, including dual credit coursework. Also, students may attend Barren County Area Technology Center for one-half day, or the Hilltop Institute (WKU Glasgow Campus) for college classes.

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Senior Year:

- 1) **Traditional Schedule:** Students will continue with coursework in a traditional classroom setting with career pathways leading to Industry Certifications are KOSSA.
- 2) **Progressive Schedule:** Students continue with self-paced online curriculum, including dual credit coursework. Also, students may attend Barren County Area Technology Center for one-half day, or the Hilltop Institute (WKU Glasgow Campus) for college classes. Also, students may become dual student and attend college or vocational school all day at ECTC, SKYTC, or WKU. Also, students may find Apprenticeships with area businesses.

Our one-to-one technology initiative will support this tremendously as all students are equipped with progressive technology to be used onsite and or offsite as needed. PD will be conducted to educate our faculty on this innovative learning environment. Gear-up, FRYSC, and RTT staff will help to educate our parents regarding these changes. RTT and Local funding and sponsorships will help fund technology and software to afford students every opportunity they desire and progress to.

We are currently piloting this with a few junior/senior students. We are also meeting individually with all students to review transcripts and seek chosen career pathways for all students. Data from these reviews will drive the Traditional Master Schedule. Furthermore, we will use this data to determine a percentage of 2015-2016 Sophomore students to offer the Progressive Schedule.

We envision this process, over the next several years, will allow our students to complete coursework at a faster, personalized pace, making them ready for dual credit, dual student, vocational and apprenticeship opportunities. Also, through this change, we hope to see students move from their “sit and get” traditional learning culture towards a desire to a more inquisitive “seek and learn” culture. We are very aware that there will be growing pains and bumps along the way, as we have already experienced some with our pilot students.

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