

MEMORIAL ELEMENTARY SCHOOL

Hardyville, KY

Memorial Elementary School

Grades Preschool-8

311 Students

23.82 Certified Staff

Rural Setting

Socioeconomic:

67.5% free lunch

7.1% reduced lunch

Ethnicity:

.6% African American

0% Asian

2.9% Hispanic

93.9% White

\$8,129 per student spending



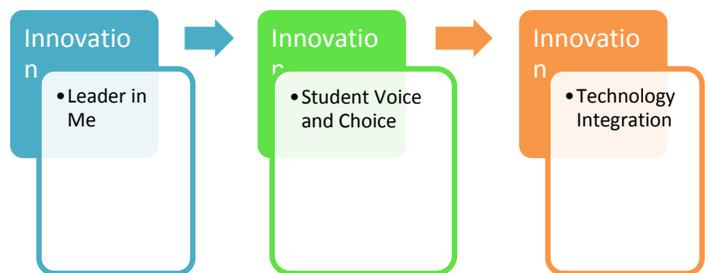
*Preparing Every Student to be
College or Career Ready*

Innovation Snapshot

Graduation Planning

Memorial Elementary School will initiate a graduation plan which will provide students with a successful transition from elementary to high school, as there is no middle school in the district. The school will provide opportunities for students to become advocates for their own learning.

Key Elements



kid-FRIENDLY Supports

- Data Retreat
- Community of Practice
- Leader In Me
- FRSYC Funds
- Personalized Learning



Memorial School RTT School Innovation Snapshot January, 2015

Graduation Planning

Hart County School District is one of three Kentucky School Districts that has K-8 schools that transition directly to the High School. We have no middle schools. We feel we do an excellent job transitioning students socially into the high school culture through sports, high school visits, teambuilding activities, etc. However, academically, we have fallen short. Therefore, our school-based Innovative Team and College/Career Readiness Counselor have teamed up to initiate a graduation plan for all middle school students to help them identify and pursue learning and development that is linked to college/career-ready graduation requirements. Through this process, it is our goal to having a 6-year, 5-year, or 4-year graduation plan for ALL 6th, 7th, and 8th graders.

The Process:

December:	Meet to plan roll-out of this plan and schedule class meetings
January:	Complete Raider Handbook and presentation for each grade level
February:	Conduct small group grade-leveled class meetings to discuss various opportunities at HCHS including diploma options, dual credit, dual student, career pathways and vocational school opportunities.

Each student, with guidance from school counselor, CCR counselor and/or parents/guardians, will then complete a DRAFT of his/her graduation plan based on his/her career interests. Students will reflect on how they can equip themselves to maximize academic opportunities at Hart County High School and beyond, and even progressing beyond coursework offered to his/her grade level prior to the Freshman Year at HCHS. By looking ahead and planning, students will have more ownership in their educational pathways, allowing them to progress ahead of schedule and even have some high school credits upon entering HCHS.

All plans will be revisited each year to confirm or make changes based on need. Data from sixth and seventh grade plans will be shared with the high school counselors for long range planning so that student choice will help align master schedules. Hart County High School Freshmen Counselor will assist eighth grade students in completing their final graduation plan for transition into the High School. As this innovation evolves, it is our goal that this approach to learning becomes the norm rather than the exception, and that even more learning opportunities are utilized through the use of technology.

Freshman year at HCHS will be a transitional year for our students as they all come from K-8 school environments all together as Hart County Raiders. They will participate in the Raider Academy main schedule for students with their academic schedule and career pathway driven by their graduation plans. Any Freshman that has high school credits upon entering Raider Academy will have an alternate schedule so they can progress in those subject areas.

Gear-up, FRYSC, and RTT staff will help to educate our parents regarding these changes during spring parent/teacher meetings; and will help facilitate the building of a culture of student leadership and responsibility through Leader In Me in school and throughout the community. RTT and Local funding and sponsorships will help fund technology and software to afford students every opportunity they desire and progress to the highest level possible for each student.

Personalization of Learning

In order to provide more personalized learning opportunities for our students, teachers involved in the Communities of Practice are beginning to provide opportunities for students to choose learning activities based on their learning style or preference. Currently, these teachers are focusing on changing the environment of their classrooms. They began this process by surveying their students to see how each one learns best. From there, they have developed various classroom learning “areas” which may consist of carpeted areas, bean bags, and even allowing students to be seated on yoga balls.

Our goal is to expand these types of personalized learning activities to additional classrooms each year. For example, we have written a Dart Foundation grant and if funded, we will be incorporating mini-iPads into these classrooms. These iPads will allow for even more personalization to the learning environment in these classrooms. Also, teachers are incorporating student choice-student voice even in their assignments and classroom activities by utilizing strategies such as “Must-do’s”/“Can-do’s” and accelerated learning for those who are ready to advance ahead.

We are excited about these opportunities and already, these teachers are sharing bits and pieces of their activities with other teachers throughout our building. Students are excited about the learning opportunities because they are different from the traditional classroom set-up. As these teachers continue their journey into personalized learning, we anticipate them being able to provide professional development for our teachers and any others from outside the building. Also, it is our plan to have at least one demonstration classroom in our building by the 2016 school year.

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