

MUNFORDVILLE ELEMENTARY SCHOOL

Munfordville, KY

Munfordville Elementary School

Grades Preschool-8

516 Students

35.5 Certified Staff

Rural Setting

Socioeconomic:

60.9% free lunch

6.4% reduced lunch

Ethnicity:

5% African American

0% Asian

3.3% Hispanic

88.2% White

\$7,601 per student spending

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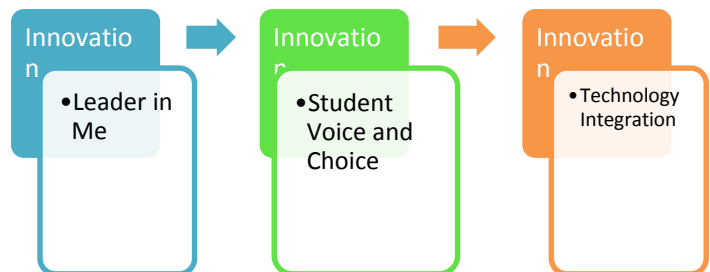
*Preparing Every Student to be
College or Career Ready*

Innovation Snapshot

Graduation Planning

Munfordville 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
- Personalized Learning
- Community of Practice
- Leader In Me
- FRSYC Funds



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Graduation Planning – Middle School

Hart County School District is one of three Kentucky School Districts with K-8 schools. There is no middle school in the district; eighth grade students transition directly to the high school. Students do experience some transition activities via sports and high school visits; however, our school-based Innovative Team and the College/Career Readiness Counselor have initiated a graduation plan which will provide students with a successful transition from our school to the high school as well as assist students with the identification of college and career goals so that they can begin an earlier pursuit of those goals when they enter grade 9. The ultimate goal is to help students create a four-year, five-year, or six-year graduation plan for ALL students in grades 6-8.

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.

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Via the Race to the Top grant, three teachers have begun to incorporate strategies that will prepare students for the rigor of the high school pace and curriculum. These communities of practice have allowed our school to create classrooms of innovation related to student empowerment, real-world applications for learning, and digital learning. Students are experiencing more choice in their learning environments and curriculum materials as well as self-paced learning activities via various technologies including tablets and laptops. One classroom is piloting a modified one-to-one laptop initiative. The class has been stocked with a set of 31 lap top computers; all students in each of her classes use these computers on a daily basis for a variety of activities including self-paced reading and writing, differentiated instruction, research, and the development of technology-based projects.

Although our school has only three communities of practice at this time, all teachers maintain high expectations for students. Students are expected to exhibit work of a high quality. Students in many classrooms experience differentiated learning in a variety of ways including one-to-one instruction, extended school services, web-based learning, and elective classes.

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