

Frequently Asked Questions

How will students be held accountable in the new model?

There are three key parts to holding students accountable:

1. Every student is assigned an advisor who meets with them two times per day and then once every two weeks. The advisor reviews regularly with the student their progress in their classes. Students must make minimum progress each week or:
2. The advisor directs that student's schedule until the student is making minimum progress and has earned back some flexibility in their day.
3. The students are accountable to the same behavior, and academic requirements as are other students. They must earn _# of credits to graduate; they must be a student in good standing for certain activities, etc.

Why does relevance of learning matter?

Because relevance is what motivates us to learn and also answers the why learning matters.

How will GPA be calculated?

On a 4.0 GPA scale, just like it is now, except AP/College courses may be on a 5.0 scale.

How will students qualify for scholarships?

1. Application
2. Needs Based

Will there be additional technical courses available?

By 2019, there will be additional technical courses.

Will students be able to take dual enrollment classes?

Yes

Can students go to school in the morning and work in the afternoon?

Yes, if they are academically in good standing

How do I motivate the reluctant learner?

Find out what causes the reluctance and work with the student to remove those barriers – keep looking for a way to help the child.

What does a school day look like?

Students arrive by 8:30 a.m., meet with their advisor, set their goals and plan for the day, ensure they have workshops/seminars scheduled, and then go to the

classrooms to begin working on what they have determined needs the most attention. End the day with a check-out from their advisor.

	Pilot		Traditional – Regular 50 minute classes
830	Advisor Ck-In		
840	ELA/Math	Science/Social Studies	
1040	Teachers Available for 1:1, small group work	Workshop and Labs Going on during this time	
10:40	Elective	Elective	Electives
11:30	Elective	Elective	Electives
LUNCH	LUNCH		
1:00 – 2:30	Sci/SS Teachers available for small group work	ELA/Math Workshops Scheduled Ag Labs open for longer term project work Art Available for longer term project work	
2:35	ELECTIVE	ELECTIVE	ELECTIVE
3:25	Advisor Check-out		

Note: During Elective time slots, students can take electives in the traditional track.

How do you schedule with such diverse learners?

The schedule is set based on the student abilities and needs.

Who is the teacher advisor?

Certified Teachers in the Pilot

What is the structure for students transitioning to complete coursework?

This depends on the student and their particular circumstances. The Teacher-Advisor is heavily involved along with parents, counselor, admin., as needed.

What about deadlines?

Students have deadlines, if they are not making a minimum proficiency per week, then the teacher-advisor sets their daily schedules with the student until they are meeting proficiency (hence deadlines).

How will staff be allocated/ how will scheduling work?

Staff will be allocated based on student need. Scheduling is based on individual student needs. A sample schedule is provided in an earlier question.

What kind of training will teachers receive/what support will they have?

Training will be provided in the following areas:

- Designing curriculum for individualized/personalized learning
- Assessing in the pilot model
- The Teacher-Advisor Role
- Instructional strategies for a personalized environment
- Student Monitoring
- Mastery (80% scores on exams, 70% on assignments) Based Grading
- Technology Integration
- Workshop/Seminar Structures
- Parent Conference in the Pilot Model

Are qualified teachers going to teach each subject?

Yes

What's the success rate/dropout rate?

From schools we have investigated, the drop-out rate is less than 3%, and the success rate shows college graduation rates from these programs in the 70% (national average is 26%).

What schools are using PLE models?

There are school districts in Idaho, Wyoming, Utah, California, Hawaii, Nevada, Arizona, Wisconsin, Oklahoma, Wisconsin, New York and most States. In addition, in Montana there is St. Regis, Darby, Great Falls, Bozeman School Charter that use personalized learning.

What happens to kids who are ahead of the minimum pace?

They continue with their learning.

If a PLE School fails, why?

As with any failing enterprise, you would have to look at the specifics of their system. It could be a lot of reasons or a few reasons.

Are there alternative/traditional schools in those systems?

There might be, it depends on the school district and the systems they have in place.

Why start at 7th Grade?

Actually, there is a good amount of work being done in middle schools being the ideal grade levels to begin due to the flexibility of middle school students. We are including 7th and 8th grade because of location, interest, knowing that students have the ability at young ages to “own” their learning, learn at high levels and because they are digital natives. In other words, using a variety of tools is easier for students.

What is the ultimate goal?

An educational system that meets the needs of today’s students, preparing them for an unknown future, equipping them with the skills and attitudes that will provide them a “leg-up” for their future. Being the exceptional school system that can ensure every child gets the education they need and deserve. Being a model that other schools can look to for ideas.

Why did we present to kids before to parents?

Because the principal felt like he had a little firestorm going on and that students needed to have an assembly to explain more of the why and what.

Is there a GPA in both tracks?

Yes

Why the change?

Because the Traditional System, in Conrad, is in need of improvement and the improvement should be focused on a 21st century educational system vs. a 19th century educational model.

How will you monitor technology use?

The use of filtering systems and regular checks of the student used device by the teacher-advisor.

Will we need more teachers?

No

What happens if they get done early?

It students get done early, they continue on their pursuit of learning based on interests.

How many kids in the pilot?

It depends on the number of students and parents who request the pilot.

Why the pilot vs. all out?

Because change is difficult and this gives the system a chance to adapt and change more steadily than through a all-out change.

What about behavior problems?

They are addressed just the same as in the traditional system.

What about those students who fall behind?

Students who fall behind the minimum weekly pace will have schedules set for them by their advisor until they are making minimum weekly progress. In addition, it will be analyzed as “why” the student is falling behind, and an immediate plan of action put in place to help each students based on their unique circumstances.

Who is monitoring the kids?

The teacher advisor, the administration, faculty and staff of the entire school.

How many students will there be in the pilot?

First, that will depend on the number of parents and students who express interest.

Second, it will depend on the student interests and motivation for being in the pilot.

Third, it will depend on our teacher load. At this time there are seven teachers who have expressed some form of interest, in teaching in the pilot.

What if we are in the pilot and then a year or two from now we quit the PLE model?

The students would be able to transition to whatever model we have adopted without major disruption. If it was determined to abandon this model, then the pacing for students before the year end would change so credit earning would be completed for that year.

Is there less discipline in this model?

There tends to be less discipline because of student engagement, voice and choice.

Where will the students go?

They will go to workshops, classrooms to work, meetings with their advisor, and they will go to the bathroom and do other self-care as needed.

Will students just be wandering the halls?

No

Who will choose the students for the pilot?

Parents will call the school and indicate they want their child/children in the pilot. They will be placed on the pilot list and then those students will have the opportunity to meet with the teachers, in the pilot, to discuss requirements. The teachers will also hold a similar review session for parents.

How does a PLE system affect students after high school?

The current research seems to indicate better prepared students for life after high school.

How do you address cultural issues surrounding PLE vs Traditional?

All of our schools are building a culture of high expectations where students “own” their learning. It takes time and, one of the cultural issues that the PLE provides is the ability to change when opportunities present themselves.

How does a PLE affect graduation pacing/year group?

No change as there are benchmarks that students need to meet – one of those being graduation in four years or less.

Who pays for dual enrollment?

Parents/students – working on creating future scholarships.

Can students/teachers float between the two tracks?

Students will be able to float between the two tracks for certain classes.

Will all subjects be available in the pilot?

No, core academics along with some electives. Other electives will be accessed by “floating between two schedules, dual enrollment, etc.

How do you know where the child needs to start to excel?

Through diagnostic testing, prior testing, teacher recommendation, parent recommendation, student interviews.

Where does that seminar fit for kids that are stuck?

The student who is stuck may have a seminar specifically for where they are stuck to help them get moving.

What do we do with kids when balance is off?

The teacher advisor will be adjusting the student’s schedule so they will have required time to spend in their subjects until the balance is back.

Will the teacher advisor be helping the student with choices?

Yes