



Secondary Tiger Learning Q&A

Informational Meeting Aug. 15th @ 7:00 PM in Media Center

Q: Will we still be doing block scheduling the same way? Still allow open campus for seniors?

A: Yes, we will still have block scheduling but we will alternate Mondays between A and B days instead of having all classes on Mondays. Open campus is still allowed as long as students are on pace with their learning.

Q: How are 9th and 10th graders, who do not or can not drive, going to get to and from the main building to the Crew Center for Ignite Pathways classes?

A: Schedules between WHS and IGNITE are aligned this year whereas last year there were gaps in the time between classes. This should prevent students leaving classes early. PowerSchool will provide Bell Schedules for students so they know where they are to be and when. There is a sign up for IGNITE Orientation to go into detail about expectations when it comes to traveling between the two buildings. A transportation van is in the works to transport kids between locations if they do not want to walk or are unable to drive.

Q: I would just like to see what Middle School is offering to bridge the gap between all the things elementary and high school are doing. What interest based learning are you offering for our middle school students?

A: We are offering a STEM period for ALL 5th/6th graders and all 7th/8th graders this year. Our lead STEM team will include Kyle Bartels, Shawna Harris, Maureen Allen and they will have support from our ART teacher Alec Schweizer, and newly hire IGNITE instructors Brian Sauter and Justin Esser. Students will have choices to explore different areas of STEM, Computer Science, Tiger Vision, Lego League, Art, etc. Our school received Five STEM Scale Up grants that our 5-8 students will have access to during this period. Information is below:

Our STEM TEAM's purpose is to do the following for the Woodbine middle school students:

- a) Expose MS students to as many different things as possible that benefits them.
Find a pathway for those students.
- b) Creates relevance for what they are learning. STEM allows them to apply their math/science knowledge.
- c) STEM allows the opportunity for integration-PBL experience seeing all facets of content area standards with the hands on relevancy.

- d) Growing up thinking scientifically about integrating what the CS world has to offer.
- e) Problem solving-how to regroup and push through-time to think about it.
- f) Anchoring back to Universal Constructs

2022-2023 STEM Scale Up Info.

Q: How will standards work in relation to grades?

A: At the 5-8 level, students will be graded on a 1,2,3,4 scale on each Essential Standard for the course they are taking. The goal is to work with students to show level 3 on ALL Essential Standards. Proficiency Rubrics are the teacher guides to scoring student work. At the 9-12 level, students will also be scored for each essential standard. The average of the Essential Standards will determine their overall letter grade for the course which will be converted to a comparable GPA score as in a traditional system. We felt this would be needed as scholarships and colleges are still asking for student GPA's. The conversion scale can be found in the Handbook or here. Students do not need to get a 4 on all Essential Standards to earn a 4.0 for the course.

| Standards Average | Letter Grade | GPA conversion (2022) |
|--------------------------|---------------------|------------------------------|
| 3.75-4.00 | A+ | 4 |
| 3.26-3.74 | A | 3.75 |
| 3.00-3.25 | A- | 3.5 |
| 2.84-2.99 | B+ | 3.25 |
| 2.67-2.83 | B | 3 |
| 2.50-2.66 | B- | 2.75 |
| 2.34-2.49 | C+ | 2.5 |
| 2.17-2.33 | C | 2.25 |
| 2.00-2.16 | C- | 2 |
| 1.76-1.99 | D+ | 1.75 |
| 1.26-1.75 | D | 1.5 |
| 1.00-1.25 | D- | 1.25 |
| Insufficient Evidence | I | No Grade |

Q: I want to know just how much "On your own" teaching will be happening?

A: Tiger Learning is meant to support all students with their learning preference. Teachers are still able to teach whole group lessons, pull small groups for mini-lessons, or provide individual instruction for students. Students are encouraged to work on assignments in groups as well to increase collaboration and support each other in their learning.

Q: What is the day going to look like for 5-6 grades this year with Tiger LEARNING?

A: Students in grades 5-6 will be working in mixed grade levels in the following areas: Math, Science, Social Studies, STEM, ART, Guidance, ELA, Writing, PE/Physical Fitness, and Vocal/Band. Students will not be with the same students each period as in the past. We feel it is important for students to learn to work with different groups throughout the day.

Q: Do you actually listen to the kids, teachers, and parents that do not like Tiger Learning?

A: We believe feedback will help us continue to improve this system so it can truly support all students the way we want it to. Mr. Breyfogle met with a group of students to get their feedback on the good and the not so good of the first year of Tiger Learning. We want to support the students who prefer to learn through lecture & discussion while helping students that need more individualized instruction.

Q: Tiger learning is not working for everyone, how do you expect to make sure these kids aren't going to get further behind?

A: Pacing guides will be put in place from the beginning of the year and shared with students and parents. No student will be more than a week behind pace without direct and intense interventions. Homerooms are also being put in place this year so that each student has an Academic support advisor to provide support and increase accountability.

Q: Since kids and parents are being held responsible for their education and pace, how can you communicate better with parents on how their student is doing in each class?

A: Pacing guides for each class will be shared at the beginning of the year with students and parents and teachers will contact parents weekly if their student is behind pace. Teachers are also required to update students' proficiency of standards in PowerSchool every 2 weeks.

Q: When will we be having a meeting for middle school to know how their days will look?

A: An Secondary Informational Meeting has been scheduled for August 15th @ 7:00 PM in the Media Center and also will be on Facebook Live.

Q: We were supposed to have a 4 year plan for high school students, I am not sure that ever happened. How will you inform parents that this is happening or has happened?

A: Our new guidance counselor Mr. Goebel is still onboarding but this will be one of his tasks. He will make sure students are staying on track to graduate while meeting all necessary graduation requirements. He will also help guide them in creating 4 year plans that target their end game goals in choosing their post-secondary path.

Q: These are some of the topics I have questions on: Due dates for assignments to help the kids stay on track and accountable, visibility for the parents to see where their child is with pacing on completion of assignments and grasping concepts, increase in communication throughout the quarter limiting surprises at conferences and with semester grades, teachers identifying needs and partnering with student/parents to add additional support sharing responsibility vs. requiring the student to identify the issue and seek assistance

A: Three of the Tiger Learning Roadmap Steps focus on this question/comment from a teachers lens:

- 1. I have given access to all stakeholders to the essential standards, proficiency rubrics, and pacing guides for the courses I teach.**
- 2. I have a system in place within my classroom where students are expected to learn and will be held accountable to the pacing guide.**
- 3. I update students' proficiency of standards in Power School every 2 weeks.**

Q: I want to know what electives my child will be able to take instead of music classes I also want to know what changes are being made for communication. For example I would like a form of communication knowing where my kid is at if they are behind at all.

A: Students in 7th & 8th grade are given access to a Novels and Guidance course split between two teachers. The focus would be on reading a novel or more interest based reading while learning life skills through guidance lessons. Mentoring options with younger students may also be available. Contact Mr. Breyfogle if interested. See above answers about communication home if your student is behind pace.

Q: At what points will students be held accountable for incomplete work, grading

A: Accountability check points and work complete action plans will be put in place to assist students that are not on pace. Students' homeroom teachers will help track whether a student is on or off pace in all their classes. Students have homeroom time at the beginning and end of the day they will be expected to complete work in if they are off-pace.

Q: Is tiger learning going to be more thought out?

A: This year, there are several more supports in place to help with the communication and follow through with Tiger Learning. These include roadmaps with teacher, student, and administrator expectations in relation to Tiger Learning, content-alike and grade-alike professional learning communities to identify and support student learning needs, and a homeroom time at the beginning and end of the day to support student work accountability.

Q: What AG offerings will be available this year?

A: Interested students in 7th/8th grade will have the opportunity to start meeting with our AG instructor periodically this year. HS students will have more course offerings this year.

Q: Homework assignments and grades

A: Assignments and learning tasks will be centered around Essential Standards. Grades will be determined by teachers' proficiency rubrics.

Q: How to have a more of a standard grading scale? If we have changed the 3 to 4 grading scale or tweaked it? Report cards could be more clear to parents. Let me know and I can explain further if need be.

- A. We agree that communication needs to improve in terms of students' grades and clarity with how students get a 1,2,3 or 4. Teachers' rubrics continue to be tweaked to be in a more student friendly language and should provide clarity to the student on what they need to do to get a certain grade. The transition to PowerSchool from JMC will enable the ability to create more clear report cards for students and parents.

The research to support Standards Based Grading continues to grow and our PLC processes will help our teaching continue to refine their assessments that focus on student learning. A sample of the research linked here: [What does the research say about Standards Based Grading?](#)

Q: I would like clarity on the purpose of moving through standards quickly. Is the goal to rush as quickly as possible or is the goal to acquire depth and breadth of knowledge? I would also like clarity on how all students are being exposed to a high quality core curriculum. Are all students exposed to at least grade level content?

A: The goal is that when students show proficiency of an Essential Standard that is at grade level they are able to go deeper in that standard or move on to the next Essential Standard. When students complete all Essential Standards for a course or grade level subject, our teachers will use a three-pronged approach to determine next steps for the student. Guidance is shared below.

Three-Prong Approach to Tiger Learning Transitions

It is the School's responsibility to inform the parent of the transition for moving forward. Communication with parents will be a required step before student transition occurs.

- 1). Need a credible data source of learning to determine proficiency of a standard. The data source should be aligned to the rubric.
- 2). Teacher expertise and guidance on next steps
- 3). Parent input after understanding the top two items

NOTE: Tie goes to the parent if there is conflict in #1 and #2
[Secondary Essential Standard Completion Form](#)

Teachers align instruction and assessments with essential standards chosen from the Iowa Core Standards. Proficiency rubrics break down the standard, with a "3" being a breakdown of the standard itself. This is a process that is continually refined in professional learning communities.

We support the use of high-quality instructional materials and utilize EdReports, Achieve the Core, and other Iowa Department of Education resources when selecting and revising materials and assessments.

Q: What sort of opportunities will there be for middle school students to explore interest based learning?

A: The STEM time discussed earlier will allow opportunities for students to explore different hands-on learning interests. Teachers are also encouraged to allow more student voice and choice when it comes to meeting Essential Standards.

Q: Is it possible to have teachers in front of the classroom teaching classes for the kids that struggle with only being on-line? Students could then still have the testing options, but the content would be delivered in person and tailored to those kids. For example, one student may need in person teaching for English, but another student may only need it for Math.

A: Teachers are still allowed to provide whole-group learning opportunities. A one-page document describes what Tiger Learning “IS” and “IS NOT”. This has been shared with our teachers to help provide more clarity when planning how they will teach their content.

☰ 22-23 Tiger Learning Defined

Tiger Learning Defined

A process that enables students to move at the depth and breadth of their learning, provided in an in-person format supported by a system that allows immediate educational movement for students. Upon proficiency of essential standards, students have the opportunity to move at the pace of their own learning.

Is

- Process that allows students to move at the depth and breadth of their learning
- Provided in person
- Taught by licensed, certified teachers
- Learning where students can move at their own pace once they **have** shown proficiency on essential standards for a course
- Provided in multiple modes of instruction (whole group, small group, individual, electronic)
- Learning where students **can** all be on different standards at the same time
- Learning where explicit instruction is given on each standard by the teacher either in-person, electronically via video, or a

Is Not

- A one-size-fits all approach
- All online instruction
- Taught by unlicensed staff
- Learning where students can move at their own pace if they **have not** shown proficiency on essential standards for a course
- Provided in just one mode of instruction
- Learning where all students **have** to be on different standards at the same time
- Learning where students have to ask to be given explicit instruction

combination of both

- Learning where collaboration between teacher and students is fostered and scheduled daily
- Supported by online systems (Google Classroom and PowerSchool) that students and parents can access anytime/anywhere
- Feedback-centered. Teachers provide students feedback daily to keep them moving forward in their learning of essential standards
- A system that utilizes the three-prong approach (data, teacher expertise, parent input)
- Learning where no collaboration ever happens between teachers and students
- Learning that can only happen in the classroom during a certain period of the day
- Learning where students never receive feedback on where they are at on learning the essential standards
- A system where learning is optional and parents have no say in their child's education

Q: Last summer parents were told that kids would have to show they learned a standard before they moved on to the next standard. This would show teachers what kids were struggling with and teachers could re-teach that standard (either individually or in small groups). In my experience, it didn't happen like that. It's my understanding that the student was just told to re-do it or show the teacher another method of their knowledge. How is this any different than the traditional way of learning/teaching?

A: Students not showing proficiency of an Essential Standard are allowed to make changes to assignments or take a different assessment as it relates to the teacher's rubrics. We continue to improve the assessment process and believe our professional learning community teams will help as teachers collaborate on determining student evidence of learning.

Q: Who will be my student's Special Education Teacher this year?

A: Reach out to Mrs. Ridder or Mr. Breyfogle and that information can be shared with you. Those teachers should be reaching out to you soon as well.