

May 16th SAC

Checkin: Final thoughts on the 23-24 school year at AHS.

Agenda

Cori- another amazing year- daughter is thriving- appreciate the responses to any concerns; get off campus and have freedom, but understand the safety. Looking forward to DP.

Jill- completely impressed after our first year here

Jett-real pleasure to come to AHS with organization; appreciate response from admin; more consistency with teachers on Schoology so students can access work!

Jenny- echo everyone's sentiments- can't believe we are weeks away; it's been a wonderful year- thank you. Hope everyone can take a well deserved break! It has been a pleasure

Dara- great year; leo finding his place and home; seen community develop- fully in the Aviation program and seeing more courses and more support

Alyssa-great year- 4th year on the SAC- always feels well organized and making contributions; MYP & Personal Project needs more support and is not understood by parents- it can (and will) be better next year.

Carolina- Kids have had a good year- see so much improvement in their academics; I can see how hard you work and you listen and try to find solutions; MYP concerns around testing this week and missing class.

Elizabeth- I have appreciated learning what's going on; I think these meetings are efficient and focused. I appreciate that on a district level we are hiring from within; I hope we continue to see more teacher retention and developing leaders from within.

Priorities for School Improvement

What issues should be added?

[We need to share our thinking and craft some action items for us to consider & work on over the summer.](#)

Senior Exit Survey

In general, what information do we actually need and want?

We need to aim for 25 questions.

This will go out to students next week and be completed before checkout on May 24th.

[Generate Questions here.](#)

Last item: who would like to remain on the SAC for next year? [Please fill out this form.](#)

April 18th SAC

Checkin: Any celebrations OR concerns we must address?

Elizabeth- Course Counselors in the high school - Is two counselors enough?

Sarah - AHS has the highest ratio of students to counselors - Sarah, Beck, and Josh have divided Kelly's students, and we have Mary Cate from the Hope Center for a mental/emotional health resource.

Alyssa - Kim and Sarah's presentation about Chromebooks for next year went really well, very informative. (presented during virtual Parent Coffee last week). More help with course selection and electives, understanding prerequisites.

Sarah D. - If she didn't know what questions to ask because she has been part of the school system, then her family wouldn't get the best, most helpful information. More resources to help navigate courses, older students help younger students, open forums with Sarah S. and Eileen.

Sarah - Pathway Flowchart helpful for IB selection. Barton made the one on the website interactive so people can click on courses to get more information. Class meetings tomorrow - students will hear from the different departments (science, english, etc) about courses.

Cori - Chromebook presentation was very helpful in understanding all the details.

Address enforcing phone policy, letting students leave campus, too much security in high school,

Sarah -All the school security is about keeping students safe. If students want cell phones then students need to follow the rules, learning personal responsibility, but if students can't follow the rules then it shows that they need a cell phone ban.

At the BOE Meeting, it was brought up to maybe wait a year, more time to review. Need students and the community to agree that cell phones should not be allowed in the classroom. In turn, the school supports students having their phones outside of class.

Elizabeth - Changing and shaping behaviors and good habits should start earlier, get to high school and they already know about what's expected of them for things like cell phones. Support seeing people/friends in person.

Sarah D. - Upcoming middle school SAC also discussing cell phone policy in that building. Learn how to use it, when it's appropriate, learning self regulation for high school and even later in adult life.

Alyssa - Think tank to include parents, students and some staff to brainstorm ideas like cell phone free days, leads to more productive conversation, students have more of a voice, their ideas are getting heard. What can help students stay on campus during lunch?

Sarah - AEF possibly funding something like a student lounge, meeting with students for ideas.

Eileen - excited about the schedule next school year, getting more teaching hours in.

Sarah D - Unified bell schedule for all buildings, no decisions made yet because Tharyn was just voted in for Superintendent, some decisions on hold.

Carolina - celebrate the opportunity to attend the Summer Job Fair and the College Case Study events. Students taking IB exams don't feel like they have enough prep time in school.

Sarah - less stress, more time means we need to start earlier. Shortening SET to provide more teaching time, go back to pre covid times of 90 min classes.

Sarah D. - Feels like Ex Ed is really helpful in raising teens into adults, teaching them life skills, really happy with the program.

[Here is the SIP for reference.](#) Please review page 14-20 for our identified improvement strategies.

Agenda

Content Goal: School Improvement Priorities to be in place for 24-25: What are Tier 1 (easy) and/or Tier 2 (More complex) issues

Process Goal: Reflection & brainstorming

Work time:

[We need to share our thinking and craft some action items for us to consider & work on over the summer.](#)

Academic Issues to Consider for 24-25

Tier 1

Tier 2

School Climate & Culture Issues to Consider for 24-25

Tier 1

Tier 2

Miscellaneous Issues to Consider for 24-25

Tier 1

Tier 2

March 21st

(Reminder: Press RECORD!!)

Checkin

What concerns or celebrations would you like to share heading into our final quarter of school?

Jenny - not as up to speed on calendar - school day-

Jill- want to know about earlier start

Alyssa- clarification on IB and helping kids with schedules- offer small group options where parents could come to be able to guide kids as they select courses.

Cori- hearing about earlier start- how are we making that decision- looking forward to cell phone discussion

Agenda

Updates:

- We only have 3 SAT opt-outs so far!!!
- We are all set for the April 24th IB Exam Kickoff Lunch!
- Eileen has ordered IB banners that will hang on both bridges to acknowledge and celebrate our students- all students.
- We offered a test prep session for 11th graders with a local tutor.
- Integrated Science was approved by the BOE
- [Here is my presentation from last week's parent coffee.](#)
- We have had a few resignations and we have posted for the following positions: School Counselor, Librarian, CTE/Design Teacher. We may have more postings, but please spread the word!
- All students should be registered by tomorrow.

Items for Discussion

Cell Phones- Any thoughts?

Calendar

Bell Schedule

February 15th

Agenda

Checkin: What are your ideas about celebrating the students taking IB Exams? What ideas might you have for an inspirational 2-3 minute speaker(s)?

Jenny- love the idea- Wondering about seniors who may be mailing it in- do we have a sense from looking at data? Yes- predicted grades versus actual. Speakers who can share how the IB scores benefited them.

April 24th- Hard to find a student who will be back. Students might really want to do well for their teachers.

Eileen- If we are doing our jobs, true IB students would want to show up and do their best.

Jill- new to this IB with 9th graders. In Maine everyone took AP exams and there was a celebration. Create a community that embraced that this is important

Cori- love the idea of bringing awareness- like AEF benefits. Signs and PR - signs/banners in yards. What are we trying to accomplish with the speakers- business leader? Inspiration? Ahs grad? Eileen- my two themes: be acknowledged for your hard work; we are so proud, and highlight what they have experienced over their educational career; we want you to show up and do your best- end on a high note with these exams. What about a motivational speaker?

Sarah D- love the idea of signs/flags in yards/windows. Great community feel. Does not have a great idea for a speaker- like a motivational speaker. Not sure about a recent grad. How might we get the underclassmen involved? Parade- how do we get 9/10 involved so people can feel excited about IB Exams.

Carolina- what was important about DP- colleges saw that they took the harder route- kids are proud of taking the harder classes- bring in graduates who did the DP, etc. Bring in someone from the community- it is important for there to be that connection.

Dara- not much to add- Not excluding...be careful that we are not leaving anyone out.

Think about the two ends- I want college credit and then kids who took just one class- someone who

Elizabeth- kids are “subjected” to listening to a lot of speakers- celebration, ownership of this journey. Bring in a teacher (or a few) who can talk about their journey...find a really fun, engaging speech about how you do something is how you do everything...recognizing the challenge & the struggle and then what it means to take ownership of your learning. Community is behind, but this last step is about the kids. Let them walk out of there feeling a sense of ownership.

Alyssa- one important thing to recognize- different classes come easily to some kids. It is about perseverance and we need to celebrate that. Challenge yourself and take yourself somewhere you did not think you could go. Sophie said 100% college credit is a huge motivator. Being recognized at graduation and other ways.

Action Items

- We need to improve our global awareness and our IB Learner Trait of Communication (add verbiage). What about parent run conversation groups that are focused on Native Spanish speakers? What about a Spanish Language Parent Coffee?
 - Could we link up with Skico employees?
 - Having days where lunch is “speak your non native language”- make it a bit of a challenge- not tie it to academics. Teachers should do that too!
 - Kids - whole school- understand that the world (and Aspen) want Spanish speakers.
 - Be able to communicate on a global level, in work and other avenues in life
- How can we create more buy-in with PSAT/SAT testing? We need students to take these tests as we use this as one data point for the school.
 - Shift happening in admissions offices.
 - Kids are not caring because parents are opting them out
 - Extra Credit for high score to incentivize students
 - Article in NY times, Dartmouth - derails where people thought testing was headed. Send out article for parents to see, inform about test importance. Article is research based, better way to predict success.
 - If parents already know what the college needs, like Dartmouth, then their students are better prepared, see importance of testing.

- Students come in after testing to Commons to snacks and fun, donations from parents. Refuel your brain!
- PSAT are practice, show what you know!!

Updates

- All students with the exception of 26 kids have a coach or an AHS teacher that they can go to- this is the biggest factor for school safety.
- Staffing has been a huge struggle this year for no particular reason, but that has impacted students.
- Courses remain as is for now- we did not add the proposed courses for 24-25.
- The Ex Ed Syllabi are streamlined and focused
- Students and staff will be filling out feedback forms about the PP. We already have a great list of improvements:
 - Kate will host once a week meetings for groups of 10th graders during SET
 - There will be 4 assignments in PS to keep students on track
 - We will share out the exemplars first thing so that students know what to strive for
 - We will collect completed projects before Winter Break, and then spend two weeks on finessing the reports
 - If possible, we will have an exhibition open to families.
 - Some of the projects were incredible: a southern cookbook, a handmade watercolor calendar, a ski made in the wood shop, a children's book, a book on skiing, performance of a concerto, an oboe reed made by hand, a photo exhibit, interior design websites, an app, landscape architecture design for a home with indigenous plants, original music, and so much more!
 - Pictures of projects will go on social media, newsletter, website.

January 18th

Sarah Strassburger , Carolina Lozano, Eileen Knapp, Brijetta Waller, Dara Erck, AHS Parent Grp/Alyssa S., Elizabeth Stewart-Severy, Sarah Daniels, Maria Eshelman, Cori Berger

Agenda

Checkin- What School Improvement Issues are on your mind?

AS - 10th graders and personal projects - changes for next year, more dialed in, parents and students are on same page

SS - room for changes/improvements, feedback from staff, students, etc.

SD - her student has had some trouble with placement in world language this year.

SS - main issue that needs to be addressed is that world language is seen as an exploration, improvements needed in MYP, middle school schedule needs to set up students for more success in foreign lang as they go into 9th grade, new 9th graders from other middle schools are much more advanced

CL - curriculum, teaching, etc all needs to be aligned from middle school to high school, more prepared for high school level classes

CL - concerns about attendance in SET, seeing her student having trouble with this

SS - showing up for SET and attendance has been addressed multiple times, not a school wide issue, seems to be student specific. Becky sends out attendance notifications,

CL - spanish translation for for SAC, parent coffee

DE - 10th graders and personal projects, students didn't seem to understand the "why," why was the project important? English teacher that was let go, rumors going around, students are in the dark

SS - legally cannot say anything more on the subject of when teachers are let go

AS - students concerned about grades, assignments not graded, connecting with the new teacher

EK - getting more hours for academic time

SS - make this an action item, our current calendar does not meet students' needs for academic time. Look at other school calendars, make changes to our calendar to better meet the needs of our students while still keeping up with state/edu requirements.

Updates:

- Proposed New Courses - need BOE approval (Snow Tech 2, Bike Tech 2 & MYP Integrated Science)
- Interim Data shows upward trajectory for both Reading & Math (STAR)
- All Ex Ed Courses will follow a syllabus template ([example](#))
- All students will fill out a course/teacher eval form for S1.

SS - everything students do at AHS is worth credit. Grades matter, attendance matters, Targeted outreach in the spring, have students and parents understand the transition to high school from middle school, what's expected/required

Action Steps To Improve Community

- All 10th graders are completing the Personal Project; all staff (admin and counseling, too) will assess the project reports in teams.
- Input on April 24th Lunch for IB juniors & seniors. The culmination of ASD Learning with an IB Lunch & celebration of learning prior to IB assessments. We want to celebrate hard work (encourage more students to see the benefits of IB coursework)
- All students have taken the Go To Adult Survey; we have also asked all staff to identify between 1 and 5 students that they are worried about in terms of connection. We will crosswalk that data.

IB Exam idea feedback:

AS - great idea, her student felt that IB better prepared her for college classes, taught her perseverance in the face of a challenging IB course,

CB - hard sell for a student that knows their done with high school

EK - these exams are required, celebrate how much these students have invested in their Aspen School education

SS - even if you don't get a good score in IB the experience will benefit you in college, sense of accomplishment/pride

EK - idea for lunch celebration - Sofie Genshaft as a graduate/student speaker?? Share her experience with IB and how it has set her up for success in her college courses

SS - getting the message out that IB is for every type of student, all levels/skill sets

AS - MYP help prepare for IB

Action Items before next meeting:

- **Feedback about personal projects**
- **Ideas about celebrating IB students in April, goodie bags, range of speakers at the event**
- **Grading concerns from Brandon S's class**

2 hour delay feedback - students would rather have a snow day, miss SET time

CB - her family likes, gives sleep in time, travel time

AS - gives time for weather to clear up, work in a SET time? Shorter lunch and 30 mins of SET?

DE - her family are fans of the delay

December 21st

CANCELED - "We will meet at our regularly scheduled January time. Have a lovely Winter Break and here's to a fabulous 2024! - Sarah S."

November 16th

Attendees: Sarah Strassburger, Maria Eshelman, Elizabeth Stewart-Severy, Sarah Daniels, Carolina Lozano, Dara Erck, Alyssa Shenk/AHS Parent Group, Brijetta Waller, Cori Berger, Jenny Hurd, Nicole McDermott, Jill Marsh

Agenda

Checkin:

Congratulations to Sarah Daniels for winning her BOE seat!

Sarah D. - Did PT conferences go well?

Cori B. - conferences went well, concerned about Spanish teachers, student-spanish teacher connection?

Math curriculum/teacher concerns

SS - math teachers and curriculum is tied to the standards, well rounded

Cori B. - AHS is below national standards in math

Carolina L. - feels like teachers are doing well in teaching students; new spanish teachers are finding a balance on what working with their lessons and what doesn't

SS - our new Spanish teachers have taught in a lot of other places, taken aback by how little AHS students know about foreign language, having to rework how to teach students - basic skills, intermediate, advanced

Sarah D. - In AMS, students take placement tests for math but not spanish.

SS - We need to work on how to placement tests for foreign language

Cori B. - would workbooks be helpful to show progress? Help students learn and study?

Jenny H. - Country Day uses a textbook for spanish, level 1, 2, etc. Help students see what they already know and what they still need to learn, help with placement. (Descubres..?)

SS - MYP uses textbooks to plan lessons. Textbook recommendation is being vetted.

Jenny H. - loved Zoom way to do PT conferences, helpful when a teacher was out sick, zoom meetings for scheduled a later date

Nicole M. - PT conferences - most impressed by that all the teachers of her child really did know him, he is shy.

Elizabeth SS. - happy to hear that there is a JV hockey coach. What are changes being made in AMS to get students ready for MYP lang courses?

SS - Students take assessments to see the level of skills. What has been learned and what still needs to be taught.

Elizabeth SS - when do foreign lang classes start?

SS - elementary, more being taught in middle school. Working with Sister Cities.

Alyssa / AHS Parent Grp - happy with the school

Jett - Hope Week?

SS - Hope Week went well, a very positive movement, all students knew what was going on and why.

Dara E. - Field Trips are important that involve foreign lang. Students get excited with applying their new skills in real world setting, real conversation. Saw the importance when she went to school.

Math - her student wasn't sure where to be placed. Teachers weighed. Maybe needed to be placed differently. He wasn't sure, maybe not getting enough information to make an informed decision.

SS - Math Dept Head Megan N., placement work in progress

Sarah D - Miguel Hernandez hired to help with curriculum content, more robust lesson plans, more skills learned in elem and middle, better prepare students going to high school.

PT conferences - really happy with how teachers knew her student after such a short time. One teacher she was not that happy with.

SS - if parents are walking away from PT conferences not happy with how it went then feedback given to that teacher would be helpful

Jenny H - MYP question - where will grades show up?

SS - personal projects are pass/fail, not on transcripts

Jett W. - have students opted in for a certificate? How many?

SS - yes, and 17

SS - If teachers are assessing students correctly we will not be moderated down. EUR makes stronger teachers. Gives valuable feedback for the teachers.

Jenny H. - Are teachers being tracked, why moderations are going up and down? Teachers making changes?

SS - depts do this together

Review:

SIP Improvement strategies and Targets

#1(MATH) Implementation of vertically aligned IB MYP framework for Math, including targeted intervention classes. All students will benefit from an aligned curriculum (Illustrative Math) with built in assessments and progress monitoring tools. Math achievement data will increase for ALL students, including minority students.

Performance Indicator		PSAT/SAT
Measures / Metrics		Mean Scores
Annual Performance Targets	This Year:	Students will meet or exceed 2019 Mean Scores (511) on PSAT/SAT
	Next Year:	Minority students will close the gap with nonminority peers by 15 points on mean scores
Interim Measures:		STAR Math Achievement Data MOY & EOY

#2 (ELA) IB for All: all AHS students take one of four IB DP English courses, which are differentiated and students choose based on skill set and interests. All students (including minority students) will benefit from a rigorous and aligned IB curriculum to increase their literacy skills. All 10th grade students will participate in the IB MYP Personal Project. Students whose first language is not English, may take IB English B, and we have added a IB study of Literature (SSST) in students' native language. Literacy growth and achievement data will increase for ALL students, specifically minority students.

Performance Indicator		PSAT/SAT EBRW
Measures / Metrics		Mean Scores

Annual Performance Targets	This Year:	Students as a whole will meet or exceed 2019 & 2021 Mean Scores (523) on PSAT/SAT
	Next Year:	Minority students will close the gap with nonminority peers by 15 points on mean scores
Interim Measures:		STAR Reading Achievement Data MOY & EOY

#3 (Minority Grad Rates) Addition of dedicated time within the school day (Student Empowerment Time or SET) to allow all students to access their teachers for support; Post Secondary holds targeted outreach sessions during this time for students. All students have 1:1 meetings with Post Secondary counselors starting in 11th grade; all parent meetings include Spanish language translation as well. The graduation rate for minority students will increase.

Performance Indicator		4 year graduation rates for Minorities
Measures / Metrics		4 year graduation rates for Minorities
Annual Performance Targets	This Year	Minority Students 4 graduation rate will improve from 91% to 95%
	Next Year:	Minority Students 4 graduation rate will meet non minority students 4 year graduation rate (97.2 for 2022).

IB DP/MYP Overview- Sarah

9th Grade - Community Project

10th - Personal Project

IB Eval Survey- This is for DP 5 year Evaluation [Link](#)

Happy Thanksgiving!

Oct 19, 2023

Attendees: Brijetta Waller Cori Berger Carolina Lozano Dara Erck Knapp, Eileen Elizabeth Stewart-Severy Hurd, Jenny Jill Marsh linasouki@yahoo.com Maria Eshelman nicole.mcdermott1@gmail.com Alyssa Shenk sarah.daniels@gmail.com Sarah Strassburger

Agenda:

Checkin: What questions/concerns do you have about the data?

Jenny H - Wondering if we are looking at each teacher individually, giving feedback on last year's moderation, see where things can improve?

Sarah S. - yes teachers have their scores and moderations have been crazy (harsh) this past year

Elizabeth S. - is it just our teachers that saw varied scores or nationwide?

Sarah S. - everyone was seeing wonky changes

Eileen K. - Leniency in past years due to IB changes and 2020 COVID, last year was more harsh and it was a shock to everyone

Sarah D. - more kids taking tests? Less higher grades?

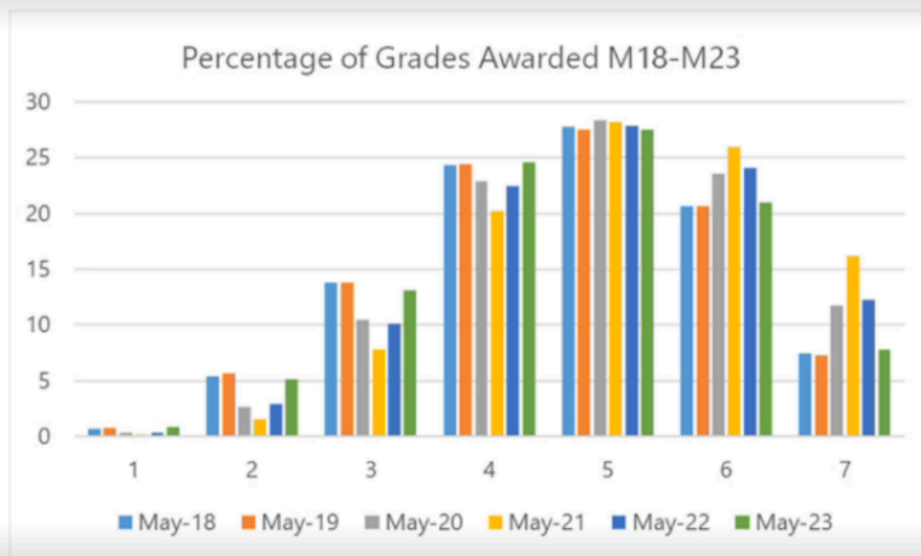
Eileen - loss of learning from COVID, now more kids are in school, IB grading is attempt to getting back to normal in classroom

SIP Draft- Sarah will review with everyone

SIP Draft feedback/input specifically on root cause and improvement strategies

Results Headlines

- The distribution of grades awarded is similar to that of M19 and M18;



Cori B. - is there an ability for students and families to give feedback on teachers?

Sarah S. - student anonymous surveys at the end of year gives Becky and Sarah info

Sarah D. - Math - students are entering below levels for ELA. Writing levels are not up to par when students go from middle school to high school. Need to look at how students are prepared. Fixes?

ELA - curriculum is important, kids can opt in to ELA at higher levels, maybe should not be as open, students/families think they are ready to be challenged but are they? Or are they being pushed into something they are not ready for? Are kids being prepared now that we are out of pandemic?

ELA scores being skewed by one or two kids?

Sarah S. - need to be more thoughtful in making sure we are looking at those individual students

Sarah D. - Are students ready for tests? Are students being taught and prepared for specifically what's on the test?

Sarah S. - using toggle and using IB standards to make sure students are covering the correct curriculum.

Carolina L. - How is data and mental health being seen? Home health situations, mental health, affects how students are doing in school, grades, test taking.

Sarah S. - using Intellispark to help at risk students

Alyssa - students learn how to strategize/study for tests, study in groups vs. studying alone, are students shown how to do this, are we assuming they know how? Are students ready for college tests or are they underprepared because they don't know how to study, using peers to help tutoring/studying vs. using tutoring services. Study groups teach kids how to form different connections outside of friend group

Jenny H. - foundation classes are being taught?

Jett W. - students being pressed through the curriculum too fast, parent pressure?

Elizabeth SS. - Lack of course offerings and differentiated course offerings?

Sarah S. - allows students to learn at their ability. Spanish speakers being taught in spanish so they learn the curriculum as well as learning english

Elizabeth SS - worry how students see themselves compared to other students, confidence. Advocate for teachers, is their teaching style reaching all students, do they have a chance to get feedback and learn new ways?

Sarah SS. - away with demoralizing students by putting them in lower level classes, diversity of kids in all classes, gives choices based on learning level, students strengths,

Eillen K. - minority groups - do we have representation in higher level classes? Number of students that are white ethnicity students who are taking higher level classes vs. minority students? Reached out to Jolaine for list.

Sarah S. - Look at the number of students who are in certain math classes at the time of testing.

Sep 21, 2023 | 📅 SAC Meeting

Attendees: Brijetta Waller Cori Berger Carolina Lozano Dara Erck Jennifer Johnston-Jones
Knapp, Eileen Elizabeth Stewart-Severy gwen2009co@gmail.com gwenethlevy@gmail.com
Hurd, Jenny Jill Marsh linasouki@yahoo.com Maria Eshelman nicole.mcdermott1@gmail.com
Alyssa Shenk sarah.daniels@gmail.com Sarah Strassburger

Notes

- From the email you received;
Overarching Goal: improve the school. To that end, we want to have representation for a diverse group of students, and we want to use our time to consider and discuss big picture items that will improve AHS across the board. [the SAC guidelines as established by the CDE](#); in addition, please be prepared to share your priority for school improvement this year.

Logistics:

- We meet virtually for one hour each month on Thursday. We have a large group of interested people this year, so we need to ensure that everyone will be able to attend ALL meetings.
- All of the agendas will be linked in the calendar invite. Prior to our first meeting this Thursday, please review our agendas are public record, and we will record our meetings, as they are also public record.

History:

- Last year, this team reviewed IB Policies, made recommendations regarding graduation requirements (now in place), improved parent engagement through targeted outreach (Thank you, Alyssa), discussed AI & ChatGBT, and more.

Looking ahead to this year:

- 5 year IB DP Evaluation 23-24
- Continued work on MYP units, the Personal Project for 10th, and the MYP Certificate option
- Literacy & Numeracy- how might we improve for all students, and close the achievement Gap between minority students and their non-minority peers.
- School Improvement Plan is due October 16th!

AGENDA

Intros

- Name, Connection to the School (eg, my daughter is Stella and she is in 10th grade).

School Overview for 23-24

- Whole School Focus:
 - Kindness to self, students, staff, & families (fostering deep relationships)

- Worthy Tasks (intellectual, physical, creative, and social/emotional) Ensure that we do not get complacent!
- Teacher Professional Goals:
 - Literacy or Numeracy
 - Something regarding kindness or worthy tasks
- Measures of Student Learning: Growth (one year) in a targeted area that is assessed BOY MOY EOY
- Data
 - 1 National Merit Scholarship Semi-Finalist and 1 commendation
 - [SAT & PSAT Overview of Scores](#)
 - [IB Stats & Scores](#)

Priorities

- In the chat, share your ONE priority to be addressed this year.

Present: Eileen Knapp, Jenny Hurd, Carolina Lozano, Jill Marsh, Alyssa Shenk, Sarah Daniels, Elizabeth Stewart-Severy, Cori Berger, Dara Erck, Brijetta Waller, Gweneth Levy, Sarah Strassburger, Maria Eshelman

Sarah Daniels: (in both AHS and AMS SAC, has two kids, one in AMS, one in AHS)

- Concerns about writing skills being proficient enough for AMS students graduating to AHS. Do the lessons for middle school numeracy, literacy and reading be brought up to a level where middle school students are better prepared for high school classes and IB? How are teachers preparing students for IB tests? How can we encourage students to utilize their school time to be better prepared for IB tests?

Jenny Hurd: (has three kids, one in college, two in AHS)

- Concerns about IB classes. Is there enough time to cover all the material? Are students utilizing time during SET? What happens if all of the curriculum is not covered before the IB tests?

Cori Berger: (4yrs with SAC, has three children, one college graduate, one in college, one in AHS)

- Concerns about math courses. Is the curriculum we are teaching aligning with MYB and IB Test preparation? Are we seeing low math scores because students are not grasping the concepts? Are middle school students not being prepared enough for high school level classes?

Dara Erck: (2yrs with SAC, two children in AHS, works for Global Health: Vaccine Development)

- Concerns that art students are not being recognized. Encouraging students to be involved with the arts as well as athletics. Celebrating the accomplishments of art students as well as athletes winning games.

Alyssa Shenk: (5yrs with SAC, has 2 children, Head of Parent Group)

- How can we improve students utilizing SET time? Last year was the first full year of SET. What improvements can we make and what does not work now that we are going into our second year of SET? Getting students to see that SET is a privilege. They are given time to work on studies, time to meet with teachers, etc.
- How can we improve ways of teaching high schoolers respect for their peers and teachers/staff? Teaching social cues/skills and manners will better prepare them for adult (college, workplace, life) social situations.
- Concerns about the bad behavior from students seen at the College Fair lunch. Students not cleaning up after themselves. (Students also not cleaning up their trash in the Commons)

Carolina Lozano (AHS spanish teacher, 10yrs AFC, two children in AHS)

- Making sure that minority students and their families are being informed of what IB is, what SET time is used for, how all this benefits college, etc. A lot of these families have not seen this high level of education when they were in school. Their child is the first to graduate and go on to college. Are

we making sure these families and students are getting all the resources that they need to understand and succeed?

Jill Marsh: (three children, one in college, two in AHS)

- Concerns about emotional wellbeing (emotional health) of students? Are they being supported? Are we showing them that high school is more than just classes? Are we showing them that high school is a community and a chance to be a part of something bigger than themselves? Are we seeing students make those important connections with their peers and teachers? Are these connections being nurtured?

Elizabeth Stewart-Severy: (used to be a teacher, now a reporter, has two young children, AHS Graduate)

- Are we not just focusing on kindness but also showing students how it can be applied universally? Can kindness lead to better test scores? Do students who have been shown kindness feel more supported and in turn pay more attention to their studies, seek out help from teachers and counselors, etc? Are we supporting students' needs fully?
- Are students being taught critical thinking? Will this lead to better test scores? Test scores are just one data point. How else are we looking at (the uniqueness) students?

Brijetta Waller: (children in AHS)

- How are community conflicts and differences in society affecting our students? How can we improve bridging gaps? What can the school do to promote more minority awareness so students can connect with other cultures? Will this help overcome diversity? Invite speakers, celebrate culture month?
- Are all students being seen, heard, valued? Do students feel visible and recognized?

Eileen Knapp (IB Coordinator, AHS teacher, 14 years in education, child in AES)

- How can we be more creative with the time students have to study? How can we increase the amount of time students have for school?

Gwyneth Levy: (has children in AHS)

- Concerns about school and event communications reaching all parents. (How can we reach more parents who don't look at the website or read their emails?)

- Maria Eshelman 9/25/23

Closing

For next meeting:

- Please review the priorities listed by the members and come with action items and/or questions.
- [Take a deeper dive into the data](#)
- [US News](#)