

School Advisory Council
November 13, 2018

NOTES FROM DISCUSSION OF SCHOOL IMPROVEMENT PLAN: INCREASE THE % OF GRADUATES QUALIFYING FOR BRIGHT FUTURES

- AP does not equal and is not required for Bright Futures
- Qualifications include GPA, specific course requirements, Community Service, & SAT/ACT score
- Will participating in the SAT be a requirement or a family option?
- How do we address testing pressure and shifts in college application requirements? What about the national conversation regarding SAT/ACT? And colleges are moving away from using SAT/ACT?
- How do we make sure we continue to teach with relevance and to nurture creativity and problem solving?
- What about racial differences in testing performance?
- Student performance on the SAT/ACT is the primary discriminating factor that determines eligibility for Bright Futures by P.K. Yonge graduates
- What about students who want to attend an out-of-state school?
- To what extent can Bright Futures be applied to out-of-state and private schools?
- How will we communicate with families and students about Bright Futures scholarship opportunities and pathways to achievement?
- In what ways will curriculums help more students achieve eligibility?
- How can we strengthen direct support for individual interests and passions?
- What will the conversation and systems around test preparation become as we take on this challenge?
- How do make sure our work focuses on curriculums that promote 4 C's and not just test prep?
- How can we be assured that College Board has students' best interests in mind?
- How do we engage all students in planning for the future so that the message does not become college or nothing after high school?
- In what ways do students' aspirations at graduation align with the goal of 80%+ Bright Futures?
- Can we pursue a parallel effort to demonstrate why SAT performance isn't the only way to know who is college/career ready?
- How can we use this as an opportunity to increase access and opportunity for first generation students?
- In what ways can we provide more hands-on learning for students that will supplement and inform college and career readiness?
- How can planning for the future beyond PK Yonge begin earlier for our students and families?
- What can we learn from the current % of students not qualifying for Bright Futures? What can we learn from where we have seen shifts in eligibility over time?
- How can we examine implicit bias at PKY and understand when/where instruction is not working for our students?
- How does test taking/preparation not become a "waste of time" for students? How do we make sure students are prepared for the test? How do we minimize how many times a student has to take a test to qualify for Bright Futures?
- How do we make sure we aren't unintentionally blocking access to Bright Futures for our students?

- How do we link student reflections on learning goals to achieving the Bright Futures requirements?
- Could we offer a course or beyond-school-time opportunity for those students who want to spend more time preparing for the SAT?
- Keep learning relevant. Make sure students know why they need to learn what they are being challenged to learn and do.
- Teachers will continue to attend to how to best position and prepare students for high stakes requirements.
- How can we incorporate more community-based learning opportunities?
- What about the Duke Tip experience at 7th grade? How can 8/9 SAT create an experience to prepare all students in a low stakes testing environment?
- Scholarship and career exploration can begin early with students.
- How can we increase knowledge of options beyond high school?