Stevenson High School Board Bulletin

A monthly message from the Board of Education

FEBRUARY 2026

Welcome to our Stevenson High School Board Bulletin, a monthly message from our Board of Education that will include key updates that impact student life at Stevenson. We are very pleased to share several key takeaways from our most recent board meeting below. Thank you for your engagement on these very important issues! We look forward to staying in touch.

Sincerely,
Stevenson High School Board of Education

KEY TAKEAWAYS

Our board meeting agendas often include many items for discussion. While you will always be able to review the agenda, meeting minutes, and video recordings of these meetings on **our Board webpage**, this Board Bulletin provides key takeaways for our Stevenson community.

1. The Science Division's Chemistry team — including Alden Zimlich, Cristina Higgins, Maggie Armstrong, Molly Greenberg, Ashley Rose and Kaitlin Kramer — gave a presentation on their Level Up initiative and its impact on students who recently took Chemistry.

The Level Up initiative emerged from a question of how to build a learning experience that helps students build a strong mindset, agency and competence. What they ultimately came up with was a menu of "level up" strategies, a differentiated way for students to take action through the use of meaningful study strategies, supports their growth mindset and strengthens their agency. The menu of "level up" strategies were tailored to each unit and could including:

- Make a slide to explain a concept
- Create flash cards
- Create a concept map, mind map or flowchart
- Create a review game (Kahoot)
- Watch a video and take notes
- Meet with the teacher/tutor at school or use AI tools at home

By actively engaging students in Level Up strategies, students could plan and reflect on what has helped them the most as they move from unit to unit. This cycle of planning, "leveling up" and reflecting has helped students take ownership of their learning experience.

The team built on this work by introducing summative tracking sheets to help students make the connection between their behaviors and outcomes; mastery trackers so students document which skills they feel they are doing well, where they need more practice or need to get help; and habit trackers to reinforce the value of small actions leading to big goals.