



**Purpose:** The purpose of this document is to serve as the Principal report to the Governing Council when scheduled.

**Relevant Point Persons:**

- Margi Miranda, Principal, ([mmiranda@eastmountainhigh.net](mailto:mmiranda@eastmountainhigh.net))
- Amanda Simmons, Faculty/Advisory Support ([asimmons@eastmountainhigh.net](mailto:asimmons@eastmountainhigh.net))
- Bird Podzemny, Director of Student Success, ([bpodzemny@eastmountainhigh.net](mailto:bpodzemny@eastmountainhigh.net))

### Short Cycle Assessment Plan 2025-2026

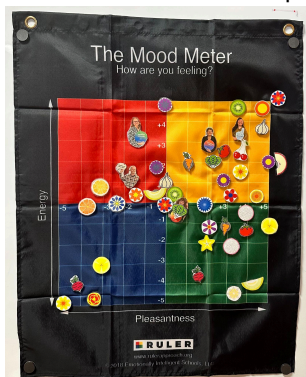
<b>Move to NWEA/Map</b>	MAP testing will be used for both 8th grade Reading/ELA placement, and growth data over time. <ul style="list-style-type: none"><li>- Testing to be done in content relevant courses in order to better support by in, and data usage for both staff and students.</li><li>- Scores are shared immediately with students and staff</li><li>- Staff and access real time, and user friendly reports and tools to promote growth tracking</li><li>- This move more seamlessly supports the middle school transition.</li></ul>
<b>Read 180</b>	<ul style="list-style-type: none"><li>- Students who are scoring many grade levels behind (below 3rd) will continue to be placed in Read 180 courses.</li><li>- Students who are scoring below grade level but whose comprehension skills are more developed will continue to be placed in a co-taught ELA course for 9th grade.</li></ul>

### Advisory

<b>RULER Training @ Yale</b>	<p>Bird, Amanda S, Tucker, Atalie and Margi attended RULER training at the Yale Center for Emotional Intelligence to support our changing advisory program.</p> <ul style="list-style-type: none"><li>- Gained tools, resources and materials to support a curricular change to move Advocacy to Advisory.</li><li>- A focus on SEL and community building, to create a sense of purpose for advisory and support a 4 year curricular scope for all students and advisors.</li></ul> <p>"I look forward to my advisory everyday! It's my favorite period!" - Teacher</p>
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<b>Staff PD</b>	<ul style="list-style-type: none"> <li>- Professional Development: We provided three sessions over three days of learning and practice. <ul style="list-style-type: none"> <li>- Slides <a href="#">HERE</a></li> </ul> </li> <li>- Created a 1 period curriculum creation and implementation support role (Amanda Simmons) to best support the adoption of this type of advisory program.</li> <li>- Staff Advisory: Once a month professional learning and support for grade level advisors to engage in a critical friend or problem of practice protocols to support challenges in advisory, share what works well, and reflect together while gathering feedback.</li> </ul>
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Mood Meter: An example tool to engage students in discussion



<b>Advisory Enthusiasm and Understanding Data</b>	
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<b>School Culture Shifts</b>	
<b>Restorative Practice Pilots</b>	<p>Piloting some Restorative approaches with students this year.</p> <ul style="list-style-type: none"> <li>- Conversations with families and reflection conversations with either Bird or Margi at first offense.</li> <li>- Checking in with students quickly on low level infractions, that result in student reflection and naming change in behavior supports</li> <li>- Explaining the next steps in the ladder of accountability before issuing more punitive consequences, so students know what is coming next if their behavior/choices continue.</li> </ul>
<b>Attendance Accountability Groups</b>	<p>Tracking attendance closely, specifically late to first period. Bird having 1-1 conversations with each student that has at least 2 tardies to 1st then explaining the next steps. Students who have at least 3 tardies first meet with</p>

	Bird during a lunch accountability group, then if the behavior continues we meet with the families to strategize next steps and needed support.
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<b>PD Cycles</b>	PD Calendar <a href="#">HERE</a> : This year there are 4 major cycles of professional development taking place on Wednesdays. Including faculty-led PD sessions. Topics have been created from a team of teachers that participated in a metacognition and visible thinking PD from last year. <ul style="list-style-type: none"><li>- Department Team Time</li><li>- Grade Level Team Time</li><li>- Professional Learning (Faculty Led)</li><li>- Staff Advisory</li></ul>
<b>Faculty Led PD Session Cycles</b>	August/September: Data Driven Reflection and Decision Making & Increasing Students Engagement through Planned Participation  October/November: Storytelling for Student Learning & Active Feedback  January/February: Student Driven Questioning & Active Thinking  March/April: Play in the Humanities & Play in STEAM

## Team Goal Setting

Grade Level Team Focus Areas	Department Team Goals
9th: <i>We will increase use of visual representations to help students track their progress through larger projects or units. The goal is to transition them from the MS mindset to the HS mindset of directing their own learning and progress.</i>	Electives: By the end of each semester, Electives department teachers will have students participate in a 2-phase process to 1) set an individual growth goal based on a specific quality for the Graduate Profile, and 2) reflect on how they have used class activities to make progress in that area.
10th: Together we will empower students to become active agents of their own learning. (with action plan)	ELA: By emphasizing personal relationships with students and tailoring instruction to students' individual needs the ELA team aims to have 5% fewer students meeting "no benchmarks", resulting in at least a 5% increase in "approaching benchmarks" per semester.
11th: Identify and address as a team, specific students with absence and/or mental health issues that we will work together to focus on and mentor while trying to foster and create a welcoming classroom culture to make all students feel welcome and supported at school. (Same focus as last year)	Math: During the 2025/26 school year, the math department will require students to reflect on their collaboration growth at least once per unit or assessment cycle.
12th: Procedural self-actualization; Process vs Product; tolerating discomfort; Working with students who equate success to being a "getting it done" vs the deep thinking, questioning, the lessons in the process	Science:
	Social Studies: <i>The department will collectively review summative assessments at each grade level with a focus on using evidence and evidence-based analysis. We will measure student growth through post-assessment teacher observations/reflections (with a focus on cohort performance on key skills that may reflect programmatic needs).</i>
	Special Education: The special education department will improve on our communication skills, data collection practices, and team collaboration. Success will be measured by overall understanding and department member feelings on communication, 80% accurate and up to date data collection, and staff participation in department meetings.
	World Language: Increasing class sizes in advanced language classes (levels 3, 4, and 5). Student enrollment numbers will be larger in 2026-2027 than they are in 2025-2026.  Create more opportunities for students to practice their interpersonal speaking skills, increasing student proficiency and confidence (and therefore interest!) in this mode. (Using ACTFL Standards)