JEBMS October 2025

1. Connection to the Problem of Practice

Work is continuing around our school to focus on differentiation and engagement. Faculty members participated in a refresher and experience with 4 new Kegan Strategies. Teachers tried 2 of the 4 strategies in the classes over a 2 week period and then came back together to share their experience and collaborate around ways to improve.

2. Needs Assessment Data

The 25-26 District Needs Assessment provides valuable insights. Most of the insights aligned with our 24/25 School Needs Assessment (completed May '25). Below are the key take-aways that include strengths and areas of improvement.

Key Take-aways
- Top Strengths are in Student Supports- specifically Mental Health Supports, MTSS Supports and Parent and Family Communication.
- Administration is responsive- Several respondents noted positive improvements, specifically that administration "listened and adjusted to the individual needs assessment provided last year" and is being "more receptive to feedback and change"
- More support is needed in Tier 2 and Tier 3 Supports- MTSS
- Refining our Process is the biggest area of improvement, specifically around student interventions.
- Time/Workload is the second area of improvement.

Adjustments based on feedback:

- Continued support is being provided for tier 2 and tier 3 supports. Admin teams complete weekly walkthroughs during W.I.N. to see what can be done to improve. Noticeable trend- math tier 2 supports in W.I.N. We have found more resources for teachers teaching tier 2 in math. Will track progress.
- Meeting requirements and times have been altered to increase planning time and remove workload. Example: Achievement teams met in addition to PLCs, we combined two into 1 meeting per week.
- MTSS Meetings have been combined into a one day event that offers the teachers the ability to have one meeting instead of 2 and they will not lose their planning time. This also offers students chances to have additional enrichment time, career exploration, and catch-up/intervention time.

3. Instructional Practice & Walkthrough Trends

Walkthroughs	August	September
Principal	29	20
Team	102- Data collection for PGP	54

Data from Walkthroughs indicates there is an improvement in the amount of times differentiation is used in classrooms as compared to the KDE 2-Day review. Deeper dive into the type of differentiation used as well as the feedback/conversation with teachers, as well as Needs Assessment indicate there is still more need for support in these areas. Specifically, teachers need resources and training around differentiated grouping and activities after assessments. Continual work in Faculty meetings, PLCs, and coaching cycles are supporting this work.

Our focus for the month has been around engagement. We want to ensure that teachers are using a variety of strategies to get the students moving around and highly engaged in their lessons. Higher numbers of emotional and cognitive engagement are trending up, especially in September. Intentional work around Kegan Strategies in Faculty Meeting Learning Clubs have contributed to these numbers.

4. Student Learning & Intervention Data

MVPA was completed on October 15 and 16th. Have not received data yet.

5. Culture, Climate, and Behavior

Work is canoeing on promoting a culture of positive behaviors. Positive Behavior Referrals are higher than the number of negatives for the first time ever. We are seeing shifts in classroom environments behaviorally and academically.

Behavior	August	September
Disruption	9	34
Disrespect/Defiance	7	11
Fighting	0	1
Bullying	0	3

Positives:

Behavior	August	September
Positive Behavior- PRIDE Expectations	44	79

6. Celebrations & Next Steps

Not finalized yet, but initial looks at English/Reading Predictive scores shows multiple classrooms with 50-60% Proficiency.

Student Led Conferences are scheduled for Oct. 23. Students will be sharing their progress with parents around the data (KSA, Fastbridge, and MVPA) as well as their uploaded artifiacts in Abre.

Once scores are finalized, staff will be analyzing the results to set goals and implement a Plan Do Study Act cycle to track progress towards goals on the 2nd administration of the MVPA.