



Jane Lathrop Stanford (JLS) Middle School School Improvement Plan

Part I: School Profile

At JLS, we promote an intellectually rigorous academic experience within a supportive community that values the social, emotional and physical well being of all students. With a diverse group of over 1000 students, we provide a rich and engaging environment dedicated to preparing our students to understand, contribute to, and succeed in a changing world.

Part II: Goals, Strategies, & Expected Outcomes

Goal 1: Early Literacy

Literacy Goal: (S.M.A.R.T goal)

Our goal is to reduce the number of students in sub-groups with declining CAASPP performance indicators (Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and African American students) by half within a year.

Our strategies and actions below expand on our focus to increase intentional instruction within Tier 1 and Tier 2 strategies across all content areas. We aim to change the culture of JLS so that instruction in reading and writing is executed across all content areas.

See below for recent CAASPP Data for all students at JLS. In addition, iReady data will be reviewed as our staff becomes more familiar with this tool.

Baseline Data for All Student Groups

African American



No Performance Color

40.6 points below standard

Declined 4.9 Points ▼

Number of Students: 14

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Long-Term English Learners



No Performance Color

68.8 points below standard

Declined 36.2 Points ▼

Number of Students: 18

Pacific Islander



No Performance Color

0.6 points above standard

Declined 15.7 Points ▼

Number of Students: 11

Hispanic



Orange

16.4 points below standard

Declined 23.7 Points ▼

Number of Students: 106

Socioeconomically Disadvantaged



Orange

17.1 points below standard

Maintained 0.5 Points

Number of Students: 107

Students with Disabilities



Orange

55.3 points below standard

Declined 26 Points ▼

Number of Students: 85

English Learners



Yellow

9 points above standard

Declined 16.7 Points ▼

Number of Students: 169

Asian



Two or More Races



White



Title 1 School Only: (Title I schools must add a goal for Title I students)

Title I Goal: (S.M.A.R.T goal)

Baseline Data for Title I Students

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategies/Actions to Reach this goal:	Who is responsible for facilitation of this strategy/action item:	Monitoring Implementation Data/evidence we will collect to ensure that this strategy/action is being implemented:
startcollapse		
Build a schoolwide culture of literacy where reading/writing instruction is the responsibility of all staff.	Admin, Leadership Council, Team Leads, Teachers and Support Staff	Agendas and notes from Professional Learning Days, Staff Meetings, Team Meetings.
Schedule alignment opportunities through course-alike Professional Learning Communities (PLCs), departments, and cross-curricular content areas.	Admin, Instructional Leaders, Team Leads, Teachers and Support Staff	Agendas and notes from Professional Learning Days, Staff Meetings, Team Meetings.
Establish reading routines for the entire school (Tier 1), based on common reading assessment data and check-ins.	Leadership Council and Departments	Agendas and notes from Professional Learning Days, Staff Meetings, Team Meetings.
The Intervention Support Team (IST) will review JLS Literacy Data three times a year to clarify priorities and resources/services (Tier 2).	Admin and Intervention Team Members	Agendas and notes from Intervention Team Meeting, and DF reports by Admin
Analyze iReady Literacy data to determine prioritized interventions across all curricular areas.	Leadership Council	Agendas from Leadership Council Meetings
Expand Professional Learning Opportunities across all content divisions: such as Reading Apprenticeship, AVID, Phonological Awareness, and Morphology work, such as OG training.	Admin, Instructional Leaders, Team Leads, Teachers and Support Staff	Record keeping of which JLS Staff members have been trained, and which teachers still are interested in future trainings.
JLS Admin Team will create grade-level report of Gainers Stickers Sliders for Teaching Teams to have at the beginning of the school year to inform their instruction (planning of Tier 1 and Tier 2 supports).	Admin, Instructional Leaders, Team Leads, Teachers and Support Staff	CAASPP Reports to teachers in August

Fiscal Impact

.4 FTE is intentionally dedicated to providing interventions and support across all grade levels (Intervention TOSA, Academic Planning, Co-Taught and Team-Taught Sections). Professional Development costs of Reading Apprenticeships are to be determined.

Goals, Strategies, & Expected Outcomes

Goal 2: Equity and Excellence

Equity and Excellence Goal: (S.M.A.R.T goal)

Our goal is to reduce the number of students in sub-groups with declining CAASPP performance indicators (Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and African American students) by half within a year.

Our strategies and actions below expand on our focus to increase intentional instruction within Tier 1 and Tier 2 strategies across all content areas. We aim to change the culture of JLS so that instruction of reading and writing is executed across all content areas.

Identified Need: While over 85% of JLS students meet or exceed standards in both ELA and Math CAASPP, the percentage of students meeting standards is not as high for our historically ELL, HUR, SpEd and SED students. The academic achievement of students in these groups stands in the Yellow and/or Orange performance category, with specific populations (ELL & SED) struggling with ELA CAASPP scores, Chronic Absenteeism (SED, Students with Disabilities, and Hispanic), and Suspension Rates (ELL and Hispanic).

Below are images of recent CAASPP Scores for HUR students in ELA and Math areas. However, ALL students who score below standard will also be reviewed via Quarter and Semester Grades. Furthermore, other factors like Intervention Software Scores (such as iReady) and local assessments (such as teacher-scored IAB) will also be considered to determine the effectiveness of our school-based interventions.

Note: For future school years, counts of students receiving interventions will be collected and reviewed. Intervention Plans will be monitored via a school-wide tool: Panorama. Note: 2025-26 is JLS's second consecutive year of using this resource.

Baseline Data for All Student Groups

English Language Arts

All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



Green

87.1 points above standard

Declined 7.4 Points ▼

Number of Students: 979

Student Group Details

All Student Groups by Performance Level

12 Total Student Groups



Red

No Student Groups



Orange

Hispanic

Socioeconomically Disadvantaged

Students with Disabilities



Yellow

English Learners



Green

Asian

Two or More Races



Blue

No Student Groups



No Performance Color

African American

Filipino

Mathematics

All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



Blue

99.1 points above standard

Maintained 1 Points

Number of Students: 995

Student Group Details

All Student Groups by Performance Level

12 Total Student Groups



Red

No Student Groups



Orange

Hispanic

Students with Disabilities



Yellow

No Student Groups



Green

English Learners

Two or More Races

Socioeconomically Disadvantaged



Blue

Asian



No Performance Color

African American

Filipino

Homeless

Title 1 School Only: (Title I schools must add a goal for Title I students)

Title I Goal: (S.M.A.R.T goal)

.4 FTE is intentionally dedicated to providing interventions and support across all grade levels (Intervention TOSA, Academic Planning, Co-Taught and Team-Taught Sections). Professional Development costs of Reading Apprenticeships are to be determined.

Baseline Data for Title I Students

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategies/Actions to Reach this goal:	Who is responsible for facilitation of this strategy/action item:	Monitoring Implementation Data/evidence we will collect to ensure that this strategy/action is being implemented:
startcollapse		
Review Grading Practices and determine how to approach assessments and reporting of student performance and progress. Articulate Evidence-Based Grading Practices and/or Traditional Grading Practices.	Admin Team, Leadership Council, Departments and Teams	Agendas and Minutes from meetings, surveys within teams and PLCS for staff, students, parents.
Increase alignment and consistency across grading practices to avoid grading decisions for specific groups of students. Prevent bias.	PLCS of Teams, Course-Alikes and Departments	Course Guides for same content and grade levels should closely align (or match).
Ongoing School-wide Panorama Training for 2025-26 (Year Two)	Admin Team and Leadership Council	Staff Development agendas
Review multiple indicators: iReady data and D/F lists for students who are not yet meeting CAASPP standards. For example, hold a Leadership Council Retreat before school to do a data dive on CAASPP Assessment data (Gainers, Stickers, Sliders) and identify students who are close to meeting the next level of achievement. This is in addition to knowing the current achievement levels of students who are SED, SPED, HUR, etc.	Intervention Team to review assessment data and share with Leadership Council and teacher teams.	Quarterly Meetings that coincide with DF Grade Reports.
For each student either on the D/F list or earning a 1 or 2 on CAASPP, Counselors will work with JLS staff to create success plans based on assessment data, and monitor throughout the school year.	Facilitated by Counselors and Admin partners, partnering with teams of teachers.	Routine check-ins (twice monthly) between Counselors and teacher teams. Routine check-ins (at least twice monthly) between Counselors and students with success plans.

Strategies/Actions to Reach this goal:	Who is responsible for facilitation of this strategy/action item:	Monitoring Implementation Data/evidence we will collect to ensure that this strategy/action is being implemented:
Establish triggers for Interventions and Supports to clarify the SST process.	Counselors and Admin partners, as well as Leadership Council.	Counselors and Instructional Support Team (IST) to develop this plan in Fall 2023.
Revise Team Meeting Agendas to target the following categories: Attendance, Academics, Social-Emotional Learning, and Behavior. Develop a protocol for routine communication with IST for supporting students and following through with Tier 1 and Tier 2 interventions.	Leadership Council and IST	Agendas for team meetings will be reviewed weekly.
Increase and expand percentage of teachers participating in Evidence-Based Teaching and Learning (Grading) Pilot Teams by three PLC/course-alikes.	Leadership Council	Leadership Council meeting agendas
Instructional teams continue to develop Tier 1 and Tier 2 interventions and supports for specific skill development for each unit of study within a course.	PLC Teams (Course-alikes) and Department teams	Department meeting agendas
Revise and update JLS's MTSS plan and flowchart with a focus on Tier 1 and Tier 2 strategies and interventions (focusing on skills within a content area).	JLS Intervention Team and Leadership Council	Leadership Council meeting agendas
Expand our school-wide commitment around preventing bias(es) regarding expectations, achievement, discipline and interventions through partnering with our site's Multicultural Affairs Liaisons (MALs). Calendar one staff meeting per quarter (four per year).	JLS Admin, 3 JLS MALs, IST, Leadership Council	Staff Meeting Agendas and Student Survey Responses (Panorama, CHKS).
JLS Admin Team will create grade-level report of Gainers Stickers Sliders for Teaching Teams to have at the beginning of the school year to inform their instruction (planning of Tier 1 and Tier 2 supports).	Admin, Instructional Leaders, Team Leads, Teachers and Support Staff	CAASPP Reports to teachers in August

Fiscal Impact

Possible funds towards release time for PLCs to work on this goal (EBG, Tier 1 and Tier 2 strategies). As mentioned above, .4 FTE is intentionally dedicated to providing interventions and support across all grade levels (Intervention TOSA, Academic Planning, Co-Taught and Team-Taught Sections). Professional Development costs of Reading Apprenticeships are to be determined.

Goals, Strategies, & Expected Outcomes

Goal 3: Mental Health and Wellness

Jane Lathrop Stanford (JLS) Middle School will provide multiple positive supports that support the overall school experience, specifically social emotional support, for all students that create connection and safety.

Mental Health and Wellness Goal: (S.M.A.R.T goal)

Increase student and staff mental health and wellness as measured by the Panorama Survey across three areas: School Climate, Cultural Awareness and Action, and Sense of Belonging. This survey was administered in Fall 2022 to establish a baseline and was administered in Fall 2023 and Fall 2024 to determine progress and identify targeted improvement areas. See below:

Student Baseline Data: Fall 2022 (915 responses) Responses: Fall 2024 (926 responses)	Student Responses: Fall 2023 (945 responses)	Student
School Climate was 58% (PAUSD is 55%). School Climate: 63% = +5%	JLS School Climate: 58% = +/-0.	JLS
Cultural Awareness and Action was 58% (PAUSD is 61%). Cultural Awareness and Action: 52% = -2%	JLS Cultural Awareness and Action: 54% = -4%	JLS
Sense of Belonging was 47% (PAUSD is 41%). Sense of Belonging: 53% = +5%	JLS Sense of Belonging: 48% = +1%	JLS
Staff Baseline Data: Fall 2022 (20 responses) Response Data: Fall 2024 (14 responses)	Staff Response Data: Fall 2023 (16 responses)	Staff
School Climate was 74% (PAUSD is 68%). School Climate: 60% = +3%	JLS School Climate: 57% = -17%.	JLS
Cultural Awareness and Action was 67% (PAUSD is 62%). Cultural Awareness and Action: 64% = +5%	JLS Cultural Awareness and Action: 59% = -8%.	JLS
Sense of Belonging was 68% (PAUSD is 70%). Sense of Belonging: 74% = +8%	JLS Sense of Belonging: 66% = -2%.	JLS

Based on this data, we aim to improve the JLS student responses for Cultural Awareness and Action by 4%. We will do this through clubs (Poly, Unidos, Black Student Union, GSA clubs), heritage months, and other community events. Similarly, we will aim to improve our staff response data in the same category, as well as targeting the decline of favorable staff opinions of School Climate. It should be noted that of a school staff of 110, we had 14 responses.

Additionally, the California Healthy Kids Survey was administered to all 7th Grade Students in Spring 2024. See below for our 2024 7th grade Student Mental Health Report, as well as data comparisons/trends from 2022 and 2020, respectively. Areas of noteworthy improvements include (1) Caring Adult Relationships, up 4%, and (2) High Expectations, up 3%. An area of focus for improvement is Perceived School Safety, which dropped 3% from this survey's administration in Spring 2022.

Further Data comes from a variety of other sources:
SBMH (School-Based Mental Health Supports)
JLS Intake/Parent & Guardian Survey Data (Counselors)
Attendance Records, SART Records
Title IX complaints
Team Meeting RTI Monitoring Records
Instructional Support Team (IST) Monitoring Records
Health Office Check-in Records
R-Lounge Check-In Records (R-Lounge = Rest, Relax, & Recharge)
Behavioral and Mental Health w/Wellness Referrals (internal & external)
Suspension Data

Baseline Data for All Student Groups

Mental Health Report—2023-2024

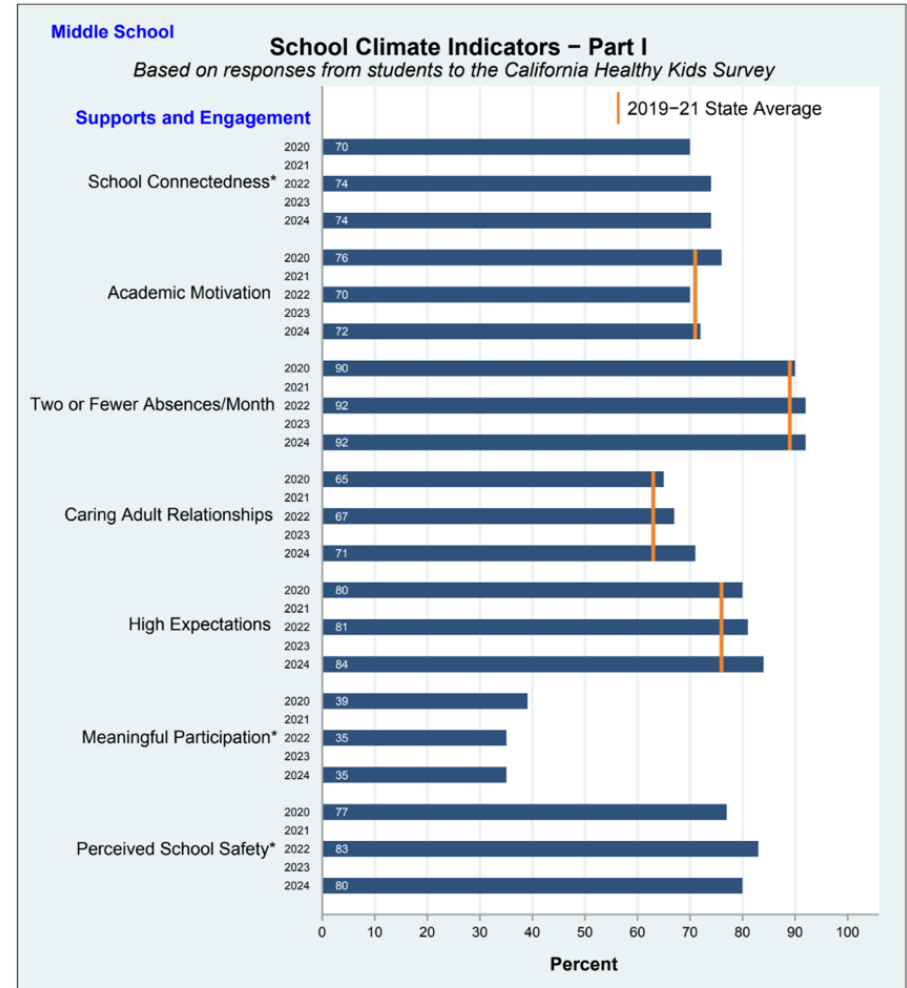
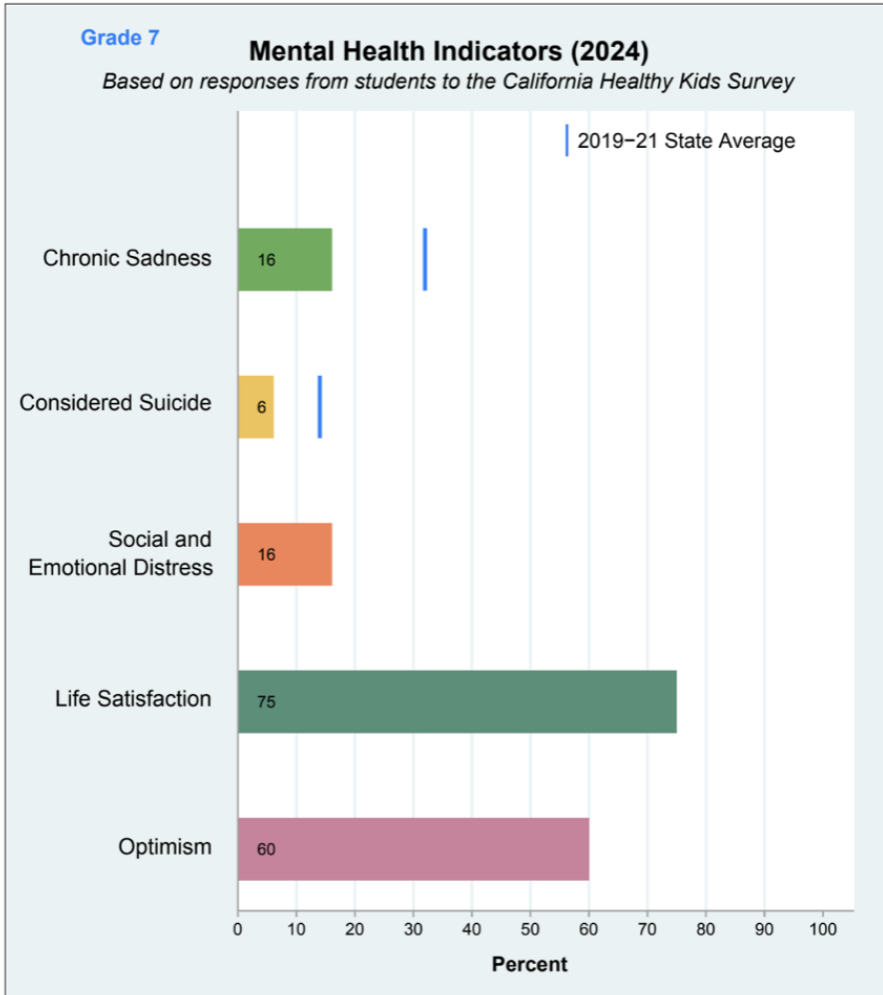
District: Palo Alto Unified
 School: Jane Lathrop Stanford Middle
 Number of Responses: 291 (Grade 7)
 Response Rate: 89% (Grade 7)

Date Prepared: 7 Mar 2024

School Climate Report Card (Middle School)—2023-2024

District: Palo Alto Unified
 School: Jane Lathrop Stanford Middle
 Response Rate: 71% (2020), 82% (2022), 93% (2024)

Date Prepared: 5 Mar 2024



Sense of Belonging

Your average

53%

926 responses

Change

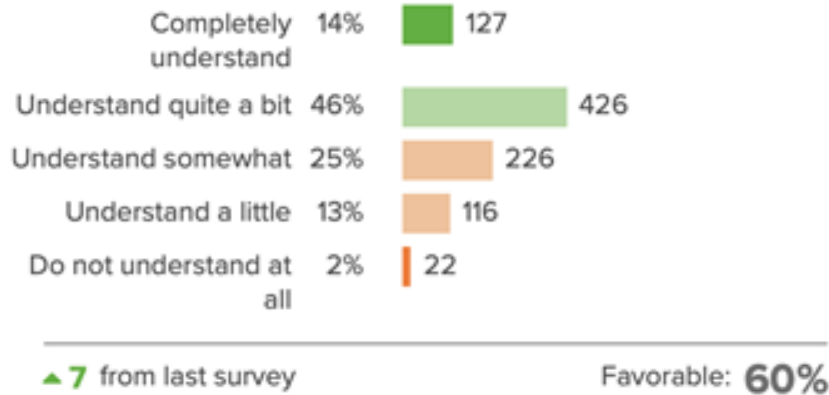
▲ 5

since last survey

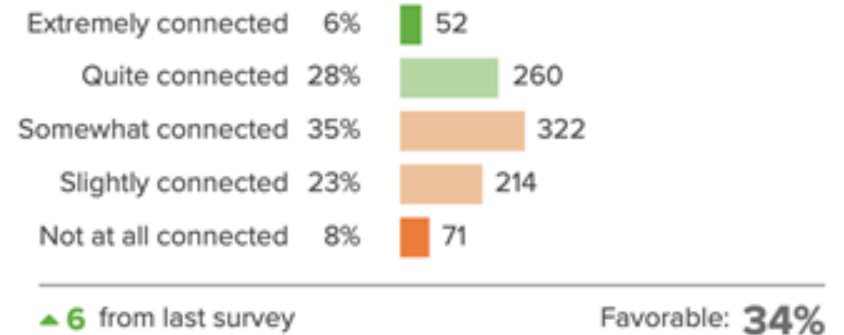
District average: **49%** Palo Alto Unified

How did people respond?

Q.1: How well do people at your school understand you as a person?



Q.2: How connected do you feel to the adults at your school?



Title 1 School Only: *(Title I schools must add a goal for Title I students)*

Title I Goal: (S.M.A.R.T goal)

Baseline Data for Title I Students

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategies/Actions to Reach this goal:	Who is responsible for facilitation of this strategy/action item:	Monitoring Implementation Data/evidence we will collect to ensure that this strategy/action is being implemented:
startcollapse		
Review the school-wide consolidated calendar (including the scope and sequence of meetings) that are coordinated with other events, holidays, breaks, etc. and match with Greene and Fletcher to the greatest extent possible.	Admin Team (coordinated with other middle school admin teams)	Publication of Calendar draft May/June 2024 and final August 2024.
Continue using Student Ad Hoc Groups and StuCo structure of surveying students to improve JLS systems.	Admin and Student Council	Student Ad Hoc group meeting agendas and student survey data
Continue Monthly Mental Health Campaigns and Wellness Wednesday Activities, improve visibility (develop a marketing plan for KJLS, Schoology, eNews, PA Announcements, ParentSquare, website updates, and social media updates).	Counselors and Wellness team	2024-25 Calendar
Develop Connectedness Survey for students who are identified as at risk. This includes student-to-staff and staff-to-student.	Counseling Team with Admin support	Individualized Student Success Plans
Increase opportunities for connection: Clubs, Service Projects, Lunch Intramural Sports, and other PALS activities.	Admin and Student Council	Calendar of activities and attendance logs for clubs
Continue SEL Curriculum Offerings: Tools To Thrive in 6th Grade, and review other sources for 7th and 8th Grade, Wayfinder, Reallyville, and explore potential of Project Cornerstone for Middle School.	Admin Team and Counselors (Wellness Team)	Leadership Council Meeting Agendas and Minutes
Have Psychologists, School And Family Engagement Specialists, and other Front Office Staff help with lunch supervision to connect with students.	Admin to design supervision schedule for Lunch time activities - priority is to increase access and familiarity with students.	Lunch Supervision Schedule

Strategies/Actions to Reach this goal:	Who is responsible for facilitation of this strategy/action item:	Monitoring Implementation Data/evidence we will collect to ensure that this strategy/action is being implemented:
Increase the number of formal and informal staff gatherings to improve health and wellness (and school climate) through play, relaxation, and/or other common interests.	Social Committee	Staff Meeting Calendar
Continue access to the R-Lounge (Wellness Center) every morning and Lunchtime	Counselors, Wellness Therapist and SAFE Specialists	Psychologist, Admin, Counselor Team (PACT) Agenda and Minutes

Fiscal Impact

Counseling budget for thematic activities such as new student lunches, Leadership budget for other school-wide events (Turkey Trot), money for poster printer paper.

Goals, Strategies, & Expected Outcomes

Goal 4: Healthy Attendance

To reduce the percentage of students that are chronically absent as identified on the California School Dashboard.

Healthy Attendance Goal: (S.M.A.R.T goal)

During the 2023-24 school year, 8.2% of our students (as of April 12, 2024) were identified as Chronically Absent. (This is an increase from 2022-23's 7.1%.)

In the 2024-25 school year, JLS set the goal to reduce the number of chronically absent students to 6.2% or lower. As of April 7, 2025, 6% (61 students) are identified as Chronically Absent.

Our goal remains to reduce this number in the coming year. The picture below is from our Panorama database, which pulls attendance and academic data from Infinite Campus.

Baseline Data for All Student Groups

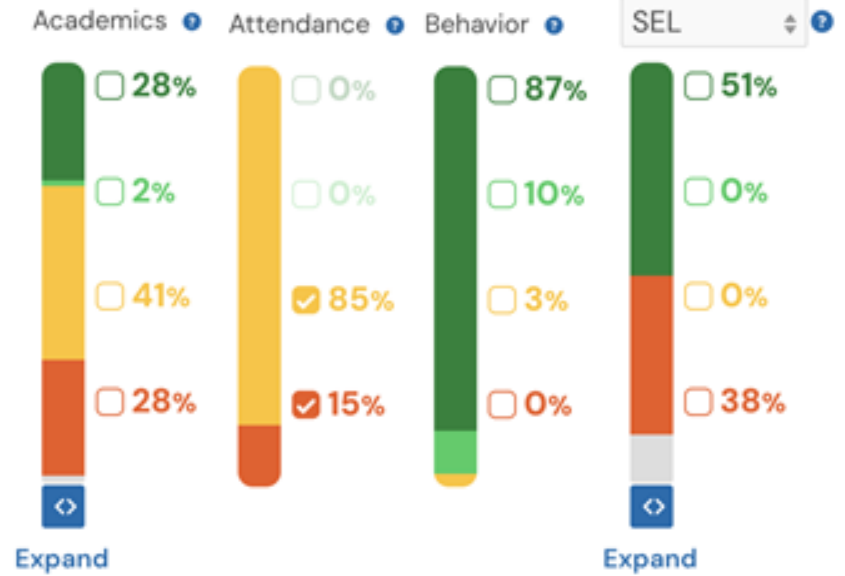
Viewing 61 of 1,008 students who match these attributes:

2024-2025

Attendance × Clear all
At Risk or Critical

Save Share Export Print

TIMEFRAME ⬇ S1 S2 (current) YTD



Title 1 School Only: *(Title I schools must add a goal for Title I students)*

Title I Goal: (S.M.A.R.T goal)

Baseline Data for Title I Students

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategies/Actions to Reach this goal:	Who is responsible for facilitation of this strategy/action item:	Monitoring Implementation Data/evidence we will collect to ensure that this strategy/action is being implemented:
startcollapse		
Train staff to look for absence code markers, including separate "travel" from other types of absences and/or Tardies.	Attendance Secretary and Admin Team	Ongoing Attendance Review (bi-weekly)
At the start of the school year, remind all families that "travel" is not an excused absence.	Admin and Counselors	Attendance Data, A2A Reports
Sort tiered responses by absence category, and respond accordingly with truancy letters, SART/SARB meetings.	Counselors, Attendance Secretary, Admin, SAFE Specialist	Attendance Data, A2A Reports
Follow the PAUSD Attendance Flow Chart, provide support to students and families through phone calls, conferences with families, home visits.	Counselors, Attendance Secretary, Admin, SAFE Specialist	Attendance Data, A2A Reports
Conduct outreach to identified students and families to determine barriers to attendance.	Counselors, Attendance Secretary, Admin, SAFE Specialist	Attendance Data, A2A Reports
Review and revise the JLS Tardy Policy.	Admin	Attendance Data, A2A Reports
Establish limits/triggers for Tardy Conferences (1:1 student and admin) to set goals and review progress.	Admin	Attendance Data, A2A Reports, JLS Tardy Contract
Strengthen the school-wide ePass system (a check-out/check-in program for students outside of class). For example: improved monitoring of bathroom breaks/concerns around work avoidance and school safety.	Admin Team and Attendance Secretary	Ongoing Attendance Review (bi-weekly)
Develop an acknowledgment system for students who improve their attendance and reduce their Tardies over time.	Admin Team and Attendance Secretary and Front Office Team	Front Office Team Meeting Agenda
Create an Attendance Contract to review with students and families in order to improve overall attendance and engagement.	Counselors, Attendance Secretary, SAFE Specialist	Attendance Data, A2A Reports and Attendance Contracts

Fiscal Impact

\$800 - Purchase barcode scanners for the remaining classrooms without them. (Students use these to scan out of class with their student ID.)

Goals, Strategies, & Expected Outcomes

Goal 5: Serve and Celebrate Others

Mental Health and Wellness Goal: (S.M.A.R.T goal)

All stakeholders in the JLS community have access to participate in activities that foster a sense of belonging and membership through serving and celebrating others. Strategies/Actions listed below are in no particular order of importance or priority. The activities listed are not a complete list, as the activities generated by students, staff, and parent ideas change from year to year. They often rely on extra efforts from students, staff, and parents, and make JLS a safe, fun, inspiring place to learn, work, and grow.

Furthermore, our JLS community is made up of diverse individuals (students, staff, and parents) who should be recognized for their growth, inclusivity, and kindness. Our goal for the year is to plan and execute activities that will recognize and serve in the effort to promote those aspects. Please note our school's PRIDE motto pictured below.

Baseline Data for All Student Groups

Panthers **R**espect, **I**nclude, and **D**epend on **E**ach other.

Title 1 School Only: (Title I schools must add a goal for Title I students)

Title I Goal: (S.M.A.R.T goal)

Baseline Data for Title I Students

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategies/Actions to Reach this goal:	Who is responsible for facilitation of this strategy/action item:	Monitoring Implementation Data/evidence we will collect to ensure that this strategy/action is being implemented:
startcollapse		
Wellness Wednesday Activities	JLS Wellness Team	2024-25 Calendar of activities

Strategies/Actions to Reach this goal:	Who is responsible for facilitation of this strategy/action item:	Monitoring Implementation Data/evidence we will collect to ensure that this strategy/action is being implemented:
Establish Agreements for collaborative meetings/conversations for staff and community members.	JLS Admin and Staff	Meeting Agendas
Positive Reinforcement: PAWs Awards, positive notes by teams (3 to 4 students per month, depending on size of team).	JLS Staff	Monthly record keeping
Team events: one per semester, increase student voice with student PRIME reps	Team Leads and StuCo	2024-25 Calendar of activities
Student Clubs	JLS Staff, JLS Wellness Team, Leadership, StuCo	Club Calendars (Semester One and Two)
Hump Day Bumps	JLS Staff	Staff Meeting Agendas
Mentor/Mentee Program - Explore an expansion of this program to include older/younger student buddies.	JLS Counselors	Counselor's records of student mentees
YCS Service Activities	YCS Club	2024-25 Calendar of activities
Connections International Market	Connections Board/Staff	Calendar (attendance and participation)
Unity Day/Anti-Bullying expanding to Unity Week	JLS Wellness Team, Leadership, StuCo	2024-25 Calendar of activities
Palo Alto Mental Health Resources Fair (one per semester)	JLS Wellness Team, Leadership, StuCo	2024-25 Calendar of activities
International Fair	PTA Leaders and Admin Team	2024-25 Calendar of activities
Latte Cart/Staff Appreciation	PTA Leaders and Admin Team	2024-25 Calendar of activities
Panther Camp Counselors (8th-grade students)	6th-Grade Teacher Leads and Admin	2024-25 Calendar of activities
Expand our year-long calendar of heritage month activities.	JLS Admin, MALs, Leadership and StuCo	2024-25 Calendar of activities
Digital Driver's License (Prizes - lottery for completion)	Front Office	2023-24 Calendar of Activities and DO-IT Meetings
Explore staff meeting snacks or brown bag lunch treats hosted by Departments.	JLS Leadership Council	2024-25 Calendar of activities
Noon Angels	PTA Leaders and Admin Team	Parent Volunteer Sign In Lists (Records)

Fiscal Impact

Some expenses are offset by donations and PTA funds under the Recognition Programs budget.

Goals, Strategies, & Expected Outcomes

Goal 6: Other (If needed)

Other Goal: (S.M.A.R.T goal)

Innovation Goal:

Background: Our 2023 goal focused on soliciting ideas from our community's stakeholders in order to make systemic changes. For the 2024-25 school year, our goal was to develop a four-phase innovation process: Evaluate (Phase 1), Create (Phase 2), Implement (Phase 3), and Sustain (Phase 4). For new initiatives or to revise current programs, we will structure our changes into four phases.

Continuing in this vein, a need has been observed to develop an overarching system to make intentional, educational changes at JLS.

For the future year, our programs and initiatives include: revising MTSS, establishing EBTL, and revamping our school-wide meeting structures for effectiveness.

Baseline Data for All Student Groups

Title 1 School Only: *(Title I schools must add a goal for Title I students)*

Title I Goal: (S.M.A.R.T goal)

Baseline Data for Title I Students

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategies/Actions to Reach this goal:	Who is responsible for facilitation of this strategy/action item:	Monitoring Implementation Data/evidence we will collect to ensure that this strategy/action is being implemented:
startcollapse		
Redefine Meeting Structure by soliciting feedback from Leadership Council during Leadership Retreat (August 2024).	JLS Admin and JLS Leadership Council	Meeting Calendar and Agendas (Phase 1)

Strategies/Actions to Reach this goal:	Who is responsible for facilitation of this strategy/action item:	Monitoring Implementation Data/evidence we will collect to ensure that this strategy/action is being implemented:
Create a JLS Roadmap for full MTSS implementation.	JLS IST Team and JLS Leadership Council	IST and Leadership Council Meeting Agendas (Phase 1 and 2)
Pilot RTI Tier 1 and Tier 2 supports and SMART goals for students.	Teachers and Counselors	Student Success Plans which include: D/F reports, CAASPP, iReady progress, Attendance, Behavior, teachers' anecdotal input, etc. (Phases 1, 2, 3)
JLS Admin Team and District Leaders will create a JLS Roadmap for EBTL implementation.	JLS Admin and Leadership Council	Leadership Council Meeting Agendas (Phase 2)
Pilot Teams for EBG/EBTL will share their progress twice a year with whole staff.	EBTL Pilot Teams and Admin	Staff Meeting Agendas (Phase 2 and 3)
Increase EBTL Pilot Team participation by 10%.	JLS Admin, Pilot Teams and Leadership Council	Leadership Council Meeting Agendas and PD records of Pilot Teams (Phase 2)
Redefine all meetings and implement new structures for more active input/collaborative sessions (as mentioned in Goal 2 of this SIP plan).	JLS Admin, Leadership Council and Team Leaders	All Meeting agendas (Phases 1, 2, 3)
Admin will model explicit collaborative strategies in all meetings for other facilitators to use across all meetings for teachers to replicate in classrooms.	JLS Admin Team	Admin, Staff, Leadership, IST, PACT, Aide Team meeting agendas (Phase 1, 2)
Use of Panorama to monitor Tier 1 and Tier 2 supports and SMART goals for students.	All Staff	Student Success Plans which include: D/F reports, CAASPP, iReady progress, Attendance, Behavior, teachers' anecdotal input, etc. (Phases 1, 2, 3)

Fiscal Impact

Possible cost for Professional Development resources to better lead engaging and effective meetings.

Part III: Annual Update on Progress from 2024/2025

Goal 1: Early Literacy

Outcome:

During the 2022-23 school year, a JLS Literacy TOSA worked closely with a small number of 6th-grade students who were below benchmark on two or more assessments (iReady, 5th Grade BAS, ELA CAASPP). Identified students received a phonics assessment, and depending on their score, then received 45 minutes of IMSE Orton-Gillingham phonics instruction twice a week. Their progress was further monitored by our 2022-23 Literacy TOSA. Utilizing this approach, 20 6th-grade students received targeted interventions, and 63% demonstrated literacy gains.

In 2023-24, JLS was unable to fill the part-time Literacy TOSA position, and instead, invested literacy resources school-wide to increase and expand the effectiveness of Tier 1 interventions. Full-staff professional development (PD) in Dyslexia for all staff and training for ELA teachers in iReady and Common Writing Assessments were identified as implementation priorities. Quarterly staff training on Dyslexia occurred during staff meeting time, PD days, and Late Start Mondays. It's with the experience of the 2023-24 school year that JLS committed to a systematic review of literacy supports and interventions across content areas--not solely limited to the English Language Arts Department. Our revised Goal 1 for the 2024 School Improvement Plan (SIP) reflected this area of need.

For 2024-25, JLS created a 60% Literacy TOSA position and provided interventions to 6th-grade students by redesigning our FLEX period. Our Literacy TOSA organized curriculum and supported three classroom teachers who led small groups of students through reading intervention exercises.

In our 6th Grade Readers Workshop #1 Intervention class, we had 14 students at three or more grade levels below. Of these 14 students, 3 exited the intervention at grade level.

In our 6th Grade Readers Workshop #2 Intervention class, we had 8 students at two grade levels below. Of these 8 students, 2 exited the intervention at grade level.

In our 6th Grade Readers Workshop #3 Intervention class, we had 17 students at one grade levels below. Of these 14 students, 7 exited the intervention at grade level.

All of these students made gains, and 12 (30%) exited at grade level literacy.

In the area of Math Workshop, 14 students participated for being below grade level, and 2 students exited at grade level.

Goal 2: Equity and Excellence

Outcome:

In comparing the CAASPP data from 2024 to 2025, it is worth noting:

In the area of ELA, Hispanic Students, Long-Term English Learners and Students with Disabilities showed declines:

Hispanic Students declined 23.7 points from above standard to 16.4 points below standard. Long-Term

English Learners declined 36.2 points to 68.8 points below standard.

Students with Disabilities declined 26 points to 55.3 points below standard.

African American and Pacific Islander Students also demonstrated declines in their 2024 ELA CAASPP scores.

Each of these groups of students will be of continual focus in the areas of literacy as well as equity, measured by CAASPP, course grades, attendance, behavior, and SEL (measured by Panorama).

In the area of CAASPP Math, Socioeconomically Disadvantaged Students (SED) increased 25.2 points to 17.4 below standard, while Hispanic Students, Long-Term English Learners and Students with Disabilities (SpEd) showed declines:

Hispanic Students declined 15.9 points from 32.5 points below standard.

Long-Term English Learners declined 29.9 points to 80.3 points below standard.

Students with Disabilities declined 23.9 points to 64.3 points below standard.

In addition, our African American Students declined 24.1 points to 87 points below standard, and our Pacific Islander students declined 69.7 points to be 75.4 points below standard. These points are significant for our students; especially compared to the overall population of all students combined earned a “maintaining” (blue score) of 99.1 points above standard.

During the 2024-25 school year we identified key staff members to work with our equity leaders at the District on a strategic partnership with innovators from Facing History. This group of two teachers and one counselor were trained and took on the roles of being the Multicultural Affairs Liaisons (MALs). Like last year (2023-24), this year, the JLS MALs led three different equity workshops for the entire JLS staff, giving the opportunity to complete an equity audit, as well as school-wide reflection on ways to improve culturally relevant pedagogy.

In addition, 2023-24 saw the intentional expansion of student clubs to bring voice, visibility, and a true sense of belonging and membership to our HUR students. This year, 2024-25, these clubs have continued under some new advisors: Unidos Club, Poly Club, and Black Student Union (BSU). Each of these clubs serves as a means for our students to involve themselves in activities and celebrations.

Goal 3: Mental Health and Wellness

Outcome:

JLS has continued the progress made in 2022-23 into 2023-24 in the creation of a cohesive team of Health and Wellness professionals made up of school counselors, mental health counselors, school psychologists, and ERMHS specialists to support students through a tiered system. 2023-24 is our second year of using the Panorama Survey data paired with deliberate check-ins to establish a new 2023-24 baseline for this work. During 2024-25, our weekly Intervention Support Team (IST) meetings, with monthly Wellness Team meetings helped to maintain consistency.

2023-24 successes included weekly offerings for practicing mental health for students and staff via “Wellness Wednesdays” (lunchtime activities) and piloting staff-focused “Thriving Thursdays.” In addition, we dedicated time during our staff meetings to focus on mental health and wellness through engaging in playful activities and practicing gratitude.

For 2023-24, an added element of increased awareness initially came via a district-wide SEL curriculum: Second Step lessons that were executed school-wide twice a month from August 2023 to March 2024. This SEL curriculum became less impactful through the year, as students and teachers shared their frustrations with the superficial nature of the program and its time constraints being administered during PRIME. Some staff have instead piloted the Wayfinder program and Reallyville to search for more engaging, authentic, and compelling SEL programs.

In 2024-25, as a function of our Multi-Tiered System of Support (MTSS), our Psychologist, Admin, Counselors, and Therapists created a weekly team to review student Health, Wellness, and Attendance. Based on the titles of the staff involved, we referred to this team as "PACTT." This MTSS team meets weekly to review strategies of support, individual cases and school-wide approaches.

Additionally, the Fall 2024 Panorama survey results indicated gains of students’ feelings of membership and belonging, and our district implemented ten Wayfinder lessons across all three grade levels. These lessons were chosen by each grade level based on the perceived needs of the students in each grade-level cohort.

Goal 4: Healthy Attendance

Outcome:

By holding parent-teacher conferences and more formalized School Attendance Review Team (SART) meetings, our community’s awareness of the importance of healthy attendance has improved, as measured by conversations with students and their families when being identified as potentially truant. We met our goal

of getting the percentage of students down from 8.2% truant to 6.2%, as our current percentage is 6.0%. (Note: CA Dashboard lists JLS students as 6.7% truant, however, as of April 9, 2025, Panorama pulls data from Infinite Campus, our Student Information System) and shows current data = 6.0%). Most of the reasons for students to be marked absent beyond 10% of the cumulative school year are due to travel.

As seen in this plan, we will continue pursuing two somewhat new areas of improvement: (1) tardies and (2) work avoidance. This year, we implemented a school-wide ePASS system of students signing out and into classrooms to accurately monitor time missed from instruction, implement stronger interventions, and improve student and campus safety. We have begun reviewing the data - amount of time students spend outside of class - and we are in the process of having SART meetings to address concerns stemming from work avoidance.

For 2024-25, a structure that has proved effective is reviewing attendance interventions and supports through weekly PACTT (Psychologists, Admin, Counselors and Therapists Team) meetings. By aligning our approaches and documenting interventions and supports, we have clarified our priorities and methods. These actions include outreach and partnerships with the students and student's family, ways to document conversations, goal-setting, data review, and incentives, such as dance eligibility. Once PACTT members have attendance information about a student, they share this context with teachers on the particular student's team, informing them of RTI (for attendance) strategies; this sequence has made impactful changes in the improvement of attendance for several students. It's with this effectiveness in mind that we will continue our weekly PACTT meeting structures for the future school year.

Goal 5: Serve and Celebrate Others

Outcome:

JLS has worked intentionally and consistently this year on helping recognize staff through a variety of acknowledgments. We shared staff appreciation(s) during staff meetings, and Hump Day Bumps have been available through our weekly Staff Memo. Our staff's Social Committee has expanded activities for fun celebrations beyond "Getting Boo'ed" in October and a "Quiet Cupid" in February to include Happy Hours and March Madness activities. We have also had more extracurricular activities like playing golf, taking walks, and enjoying meals together. We are working to build a strong culture of belonging and membership, and this happens through how we interact with colleagues, students, and families. Our continued 2025-26 goal highlights the need for this level of interaction to continue but also suggests some ways to simplify.

Students are recognized through Positive Actions With Success (PAWS) Awards, Good News Postcards (emails), and being featured in news stories covered by our PA Announcements and KJLS broadcasts.

JLS PTA has continued to work to expand our community's practice of service and celebration. This takes many shapes, including but not limited to volunteering across several JLS events such as field trips and parties. Parents often help with field trips, support students with the monthly International Marketplace, assist with library organization, and engage in Youth Community Service (YCS) activities. JLS PTA will continue to celebrate the incredible work of our entire staff with Staff Appreciation Week, Latte Carts, and other surprise treats throughout the school year. Our PTA supports the diversity of our community with International Night, Movie Night, International Market (monthly), ELL family nights, AVID nights, dances, and other appreciation events that bring JLS families on campus. The partnerships that come from these events are integral to students' success.

Goal 6: Other

Outcome:

Background: Our 2023 goal focused on soliciting ideas from our community's stakeholders in order to make systemic changes. For the 2024-25 school year, our goal was to develop a four-phase innovation process: Evaluate (Phase 1), Create (Phase 2), Implement (Phase 3), and Sustain (Phase 4). For new initiatives or to revise current programs, we will structure our changes into these four phases.

Continuing in this vein, a need has been observed to develop an overarching system to make intentional, educational changes at JLS. For the future year, our programs and initiatives include: revising MTSS and establishing EBTL.

A consistent meeting schedule has been established in alignment with the two other middle schools, Greene and Fletcher. The shared dates for the various groups (PLC, Course-Alikes, Departments, Leadership Council, Staff) provide access for singleton teachers and teams to coordinate and collaborate much easier than previous years would allow. It's with this in mind that we recommend that this approach continue for 2025-26.