



TOBY JOHNSON MIDDLE SCHOOL COMPREHENSIVE SAFE SCHOOL PLAN 2022-2023

Section I School Site Council/Safety Committee Members

At Toby Johnson Middle School, the safety and security of our students is the top priority. Over the past year, our school faculty and community has developed a plan to ensure that the unique safety and security needs of our school, as determined through an analysis of a variety of data sources, are addressed to the highest degree possible. Our Faculty and School Site Council/Safety Committee develop the Comprehensive Safe School Plan. Our School Site Council, which is composed by members of our administration, faculty, and school community, reviews and adopts the plan annually. The EGUSD Board of Education also reviews and approves the site plan as part of the district's overall Comprehensive Safe Schools Plan.

School Site Council and/or Safety Committee

Parents

Mark A. Brown, Chairperson
Christina Isabel Bravo-Hang, Vice Chairperson
Huma Akhtar

Staff

Jennifer Keyport, Principal
Jasbir Bhupal, Secretary
Hinnah Khan, Teacher
Wendy Wisdom, Teacher
Robert Souliere, Teacher

Section II – School Vision

The vision of Toby Johnson is to challenge students to maximize their potential as learners, achievers, and productive world citizens. To that end, Toby Johnson Middle school will provide for all students:

1. Rigorous standards-based curricula in preparation for high school and other advanced education opportunities.
2. The knowledge and skill necessary to attain optimal health and physical fitness and to maintain both throughout their lives.
3. Opportunity for personal development through cultural, athletic and extracurricular activities.
4. An atmosphere that fosters mutual respect, acceptance of diversity and cooperative, collegial behavior.
5. Opportunity to contribute positively to their school and community.
6. Curriculum that incorporates the use of technological skills necessary for academic and career success.

Section III – Academic Programs & Academic/Social-Emotional Supports

Positive Behavior Intervention System (PBIS TIER I) Team

Jennifer Keyport, Principal
Shelby Ganzert, Teacher & Co-PBIS Coordinator
Jody Hill, Activities Director & Co- PBIS Coordinator
Catherine Cunningham, Teacher
Elsa Lyon, Teacher
Karen Richey, Teacher
Eileen Baclig, Counselor
Rachel Clarin, Teacher
Michelle Foltz, Teacher

Positive Behavior Intervention System (PBIS TIER II) Team

Michele Liebelt, PBIS Coordinator Taranjeet Wacker, Vice-Principal Albert
Nguyen, Social Worker Amanda Holder, Teacher
Nicole Harada, Lead Counselor Julie Munguia, Counselor
Carolann Jones, Counselor Rocky Johnson, Community Liaison
Chelsi Streete, School Psychologist

EL Program

Tatiana Paredes-Tapia, Vice-Principal
Christopher Wagner, EL Coordinator

ROAR

Nicole Harada, Lead Counselor
Amanda Holder, Teacher
Brian Kincaid, Teacher

Targeted Tutoring Program

Nicole Harada, Lead Counselor
Julie Middlebrook, Teacher
Rachel Clarin, Teacher

Weekly Advocacy Lessons

- Lessons focused on building school community, social/emotional learning, academic planning

Activities

- Spirit rallies, PBIS recognition, games, Student of the Month

Average Daily Attendance

Departments

- Monthly whole department meetings and weekly content area PLC meetings
- SBAC testing and interim assessments

Integrated Teams

- Meet weekly to focus on student support

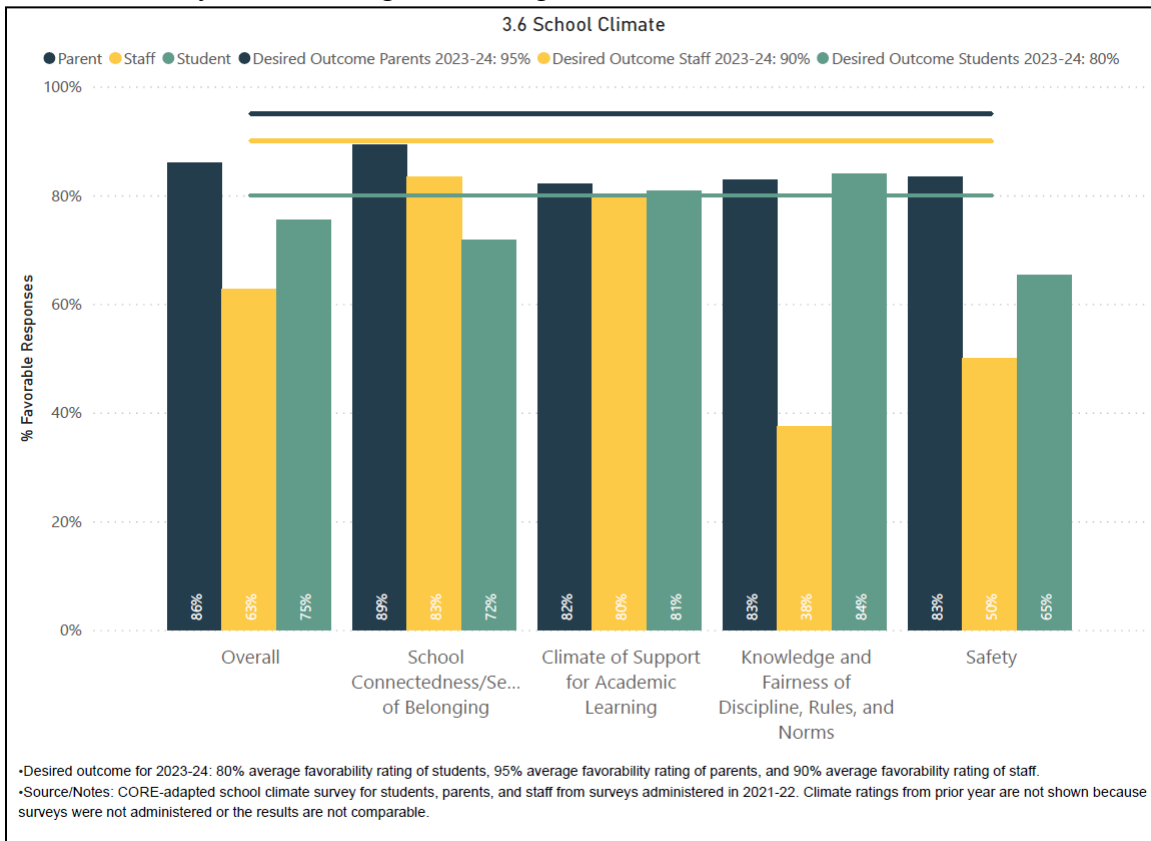
Section IV –Data Synopsis (LCAP Metrics/Synergy Reports)

Data Sources


- Enrollment trends

Ethnicity	Attendance		Absence		Total Days Membership	Days	Avg. Daily Attendance	Avg. Daily Membership	Percent Present
	Regular	Concurrent	Regular	Concurrent					
	American Indian or Alaska Native	734.00	0.00	29.00					
Asian	53,842.00	994.00	1,911.00	0.00	56,747.00	109.00	503.08	520.61	96.63
Black or African American	12,995.00	136.00	838.00	0.00	13,969.00	109.00	120.47	128.16	94.00
Decline To State	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Hispanic	25,402.00	68.00	1,765.00	0.00	27,235.00	109.00	233.67	249.86	93.52
Native Hawaiian or Other Pacific Islander	1,092.00	68.00	54.00	0.00	1,214.00	109.00	10.64	11.14	95.55
Two or More	15,638.00	340.00	959.00	0.00	16,937.00	109.00	146.59	155.39	94.34
White	18,574.00	408.00	986.00	0.00	19,968.00	109.00	174.15	183.19	95.06
Totals	128,277.00	2,014.00	6,542.00	0.00	136,833.00	109.00	1,195.33	1,255.35	95.22

- Ethnicity / School Program Participation



- Suspensions / Suspension Rate



Toby Johnson Middle School SDMR Summary

Suspension Type: Teacher In-School Suspension, Admin In-School Suspension, Home Suspension

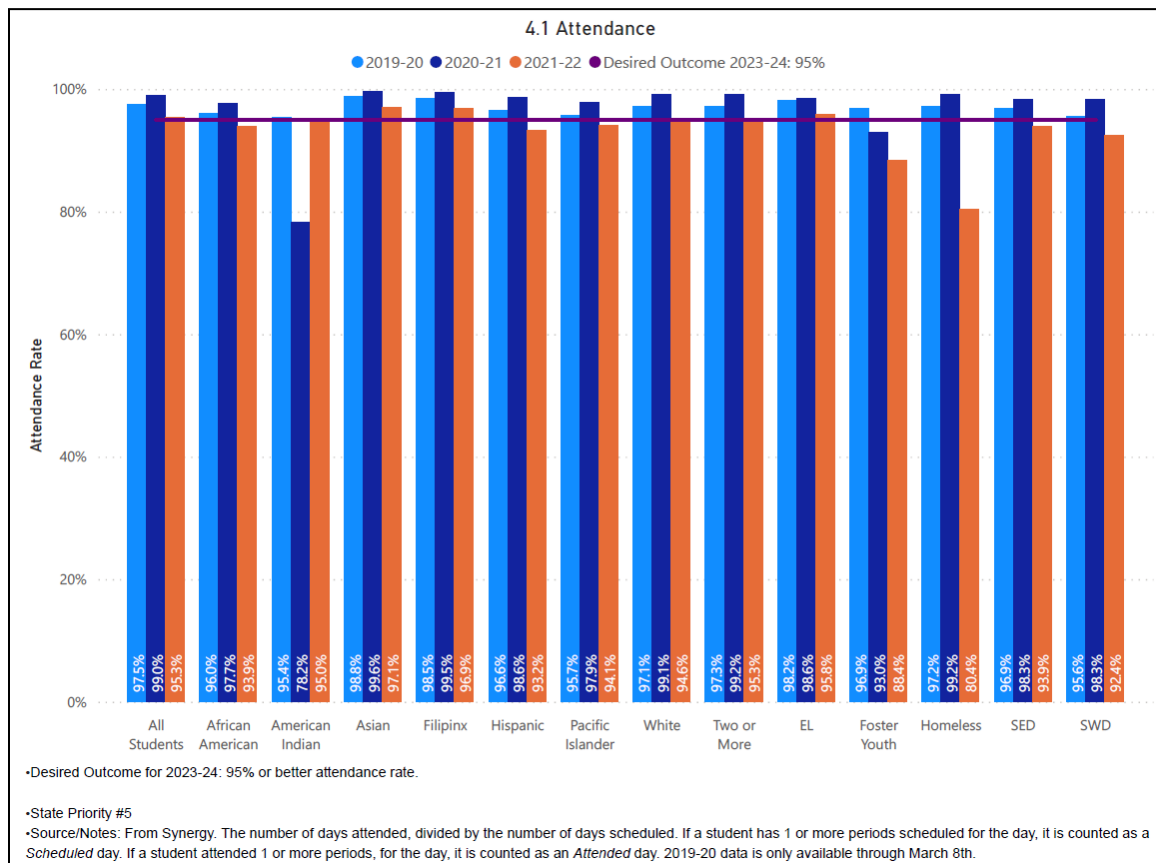
	Census		July		August		September		October		November		December		January		February		M
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Total	1234				6		25		25		7		10		24		11		
SDMR	204	16.5			3	50.0	18	72.0	13	52.0	5	71.4	6	60.0	13	54.2	5	45.5	
AfrAm	128	10.4			3	50.0	16	64.0	10	40.0	4	57.1	6	60.0	9	37.5	2	18.2	
SPED	92	7.5			3	50.0	5	20.0	7	28.0	3	42.9	0	0.0	8	33.3	3	27.3	
Foster	4	0.3			0	0.0	1	4.0	0	0.0	0	0.0	0	0.0	2	8.3	1	9.1	
Non-SDMR Subgroups																			
AfrAm+	92	7.5			0	0.0	1	4.0	8	32.0	1	14.3	1	10.0	4	16.7	4	36.4	
AmInd	7	0.6			0	0.0	0	0.0	0	0.0	0	0.0	1	10.0	0	0.0	0	0.0	
AmInd+	83	6.7			0	0.0	1	4.0	1	4.0	1	14.3	0	0.0	0	0.0	0	0.0	
Female	596	48.3			4	66.7	16	64.0	11	44.0	1	14.3	7	70.0	8	33.3	4	36.4	
Male	635	51.5			2	33.3	9	36.0	14	56.0	6	85.7	3	30.0	16	66.7	7	63.6	
Non Binary	3	0.2			0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	

AfrAm+ : African American and at least one other Race or Hispanic chosen (not included in SDMR data)
AmInd and AmInd+: American Indian is not included in SDMR data.

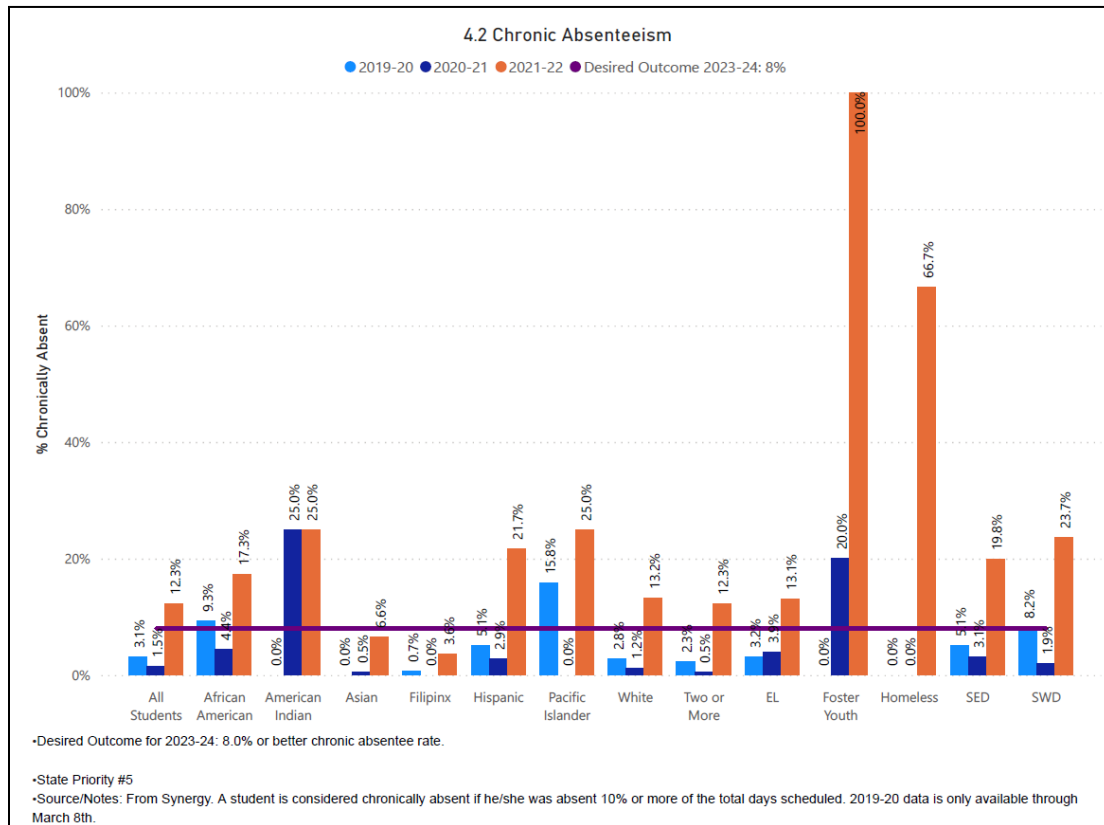
- Expulsions

- o None

- Attendance Rate



- **Chronic Absenteeism**



Data Analysis

Analysis of the data results in continued efforts in the following areas:

- Active and immediate attendance reviews to have accurate reporting and quick responses to the need for intervention, including Tier II (MTSS) referrals, referral to counselors or FACE representative.
- Ongoing work to maintain and increase restorative practices through site wide PBIS Tier I strategies and practices, admin increasing training and experience, and a robust activities and clubs program giving a connection to school for all students.

Step IV – Data Analysis and Goals for the Year

The following focus areas form the foundation of our school’s safety and wellness systems and are the focus of our day-to-day work. Each stated goal has objectives that will guide the students and staff in their pursuit of the goal. Each objective contains related activities, necessary resources, responsible person(s), and a timeline.

- Implementation of a fully developed progressive discipline model to set clear expectations and consequences along with positive incentives and reinforcement for regular attendance and meeting behavior expectations.
- TJMS has adopted Character Strong, which is research based social emotional learning and character education, as the new advocacy curriculum this school year. The social emotional well being of students is a continued priority for the

school site. Teachers and counselors will continue to identify students of concern to support student learning and social emotional well being.

Step V – Strategies for Implementation

Component 1: Social Climate - People and Programs

Goal 1: To create a safe, positive, and predictable school environment with support systems where students feel safer, have better academic performance, higher test results and make better behavior choices in order to reduce the number of behavior and administrative referrals.

Related Objectives/Strategies/Activities:

- Continued implementation of Positive Behavior Intervention System (PBIS) Tier 1 by teachers, administration, campus supervisors, and support staff.
- Continued implementation of PBIS Tier 2 programs including ROAR for both male and female students, and lunch student support groups by teachers, counselors, the school psychologist, mental health therapist, social worker, and administrators.
- Students will complete citizenship, goal setting, and character education lessons in Advocacy every Wednesday throughout the school year.
- Students will voluntarily participate in clubs to connect with the school community.
- Staff will participate in Parent Teacher Conferences and Student Study Teams to develop and implement support plans for students.
- Staff will participate in PBIS Tier 1 programs, including the yearly start of the year Kick-off and Jag Swag.
- Teachers will implement additional Digital Citizenship curriculum during Advocacy class.
- Teachers will implement “character strong” education and goal setting lessons during Advocacy class.
- Teachers will participate in a variety of professional learning communities, such as grade level teams, department level teams, AVID, and/or ELD.
- Clerical staff will inform counseling and administration of habitually late and/or truant students.
- Campus supervisors will monitor the students and the campus.
- Counselors will meet with habitually late and/or truant students.
- Counselors will meet with students regarding academic progress and social/emotional needs.
- Counselors and Administrators will work with students, teachers, and parents to develop Behavior Intervention Plans and Academic Improvement Plans.
- Counselors and Administrators will conduct conflict mediation with students.
- Administration will mentor students individually regarding behavior.
- Parents will voluntarily participate in “Bring your parents to Lunch” days.
- Parents will voluntarily participate in two Back to School Nights.
- MTSS will respond to team concerns on individual students.

Persons responsible for implementation:

- Students, parents, teachers, classified staff, counselors, PBIS team, and administration

Timeline for Implementation, Progress Monitoring, and Evaluation:

- School year 2023-2024

Component 2: Physical Environment – The Site

Goal 1: To maintain appropriate emergency protocols and procedures by conducting regular fire, earthquake, and lockdown drills throughout the year.

Related Objectives/Strategies/Activities:

- Practice evacuating buildings and facilities during fire and earthquake drills.
- Practice proper procedures during earthquake and lockdown drills.
- Provide all teachers and staff with written protocols and procedures.

Persons responsible for implementation:

- Administration, Campus Supervisors, Lead Custodian

Timeline for Implementation, Progress Monitoring, and Evaluation:

Tue, August 23 rd Period 1	:	Fire Drill – “Dry Run” (No alarm will sound)
Tue, September 27 th	:	Fire Drill (Period 1)
Thurs, October 20 th	:	Earthquake Drill – California Great Shake out (P2)
Thurs, November 17 th	:	Lockdown Drill (Period ¾)
Fri, February 17 th	:	Fire Drill (Period 2)
Mon, March 27 th	:	Fire Drill (Period 5)
Wed, April 26 th	:	Lockdown Drill (Period 1)

Procedures:

Evacuation Map

Earthquake Drill Procedures

Emergency Narrative

Preparation for the Earthquake

Fire Drill Procedures

Drill/Procedures

Student Accountability form

Lockdown Drill

Blacktop Roster

Fire Inspection

Step VI – Communicating the Plan with Staff and School Community

The Comprehensive Safe School Plan will be shared with the public through the School Site Council, staff meetings, and on the school website (tjms.egusd.net), which publishes news for our parents and community. A copy of the Comprehensive Safe School Plan will be kept in the Administrative offices for review.

Step VII – Progress Monitoring / Evaluation of CSSP Implementation

The Comprehensive Safe School Plan in conjunction with the Toby Johnson Administration Team will be reviewed and evaluated every year. The Safe School Planning committee will meet throughout the year to update and identify areas of concerns for change. The steps to implement the changes will occur during the year. The new plan will then be implemented and shared with the community.