



# T. R. Smedberg Middle School Comprehensive Safe School Plan 2021 - 2022

---

## **I: Planning Committee**

The T. R. Smedberg Middle School Plan Committee will be comprised but not limited to the members of our administrative team, teaching team, staff team, students, and parent community. These members will meet to create, review, refine, and implement the vision of the CSSP. The members of the School Site Council will review and approve the plan:

1. Richard Wall (Principal)
2. Sheryl Quintero (Teacher)
3. Michael Hughes (Teacher)
4. Sara Stephenson (Teacher)
5. Katie Morgan (Teacher)
6. Marion Pratt (Classified)
7. Charles Gibson (Parent)
8. Gustavo Lomeli (Parent)
9. Rhea Stites (Parent)
10. Kaylee Trann (Student 8<sup>th</sup> grade, ASB President)
11. Chheng Ung (Student 8<sup>th</sup> grade)
12. Abigail Le (Student, 8<sup>th</sup> grade)

Each person on the committee will have a responsibility to work within a group, collect data, evaluate the data, devise goals, and make recommendations on how to achieve the goals. This work is continuous. The group will routinely collect data to verify goal achievement. If the goals are not being achieved, then the committee will regroup to determine why the strategy failed and modify/change the strategy in order to gain the expected result.

## **II: Vision**

It is our vision that in the 2021 – 2022 school year - T. R. Smedberg Middle School will be a peaceful campus where students and staff feel safe and connected – working and thriving together. We are continuously working to build an encouraging environment that values all cultures and perspectives while getting students college and career ready as they make their journey to High School. T. R. Smedberg will be continue to work to be a source of pride for the entire community.

## **III: Gather and Analyze Data**

The committee reviewed the following data sources:

CDE – Educational Demographics Data  
CSD – California School Dashboard  
EGUSD – Research & Evaluation Reports

EGUSD – School Accountability Report Card  
EGUSD – Synergy Reports

## **2020-2021 Enrollment Data**

- There were 1,169 total students enrolled
- 11% of the students enrolled were African American
- 27% of the students enrolled were Hispanic
- 15% of the students enrolled were White
- 32% of the students enrolled were Asian
- 2% of the students enrolled were Pacific Islander
- 6% of the students enrolled were Filipino
- 1% of the students enrolled were American Indian
- 7% of the students enrolled were of multiple ethnicity
- 52% of the students enrolled received Free and Reduced Lunch
- 1% of the students enrolled were Homeless
- 0.5% of the students enrolled were Foster Youth
- 9% of the students enrolled were English Language Learners
- 65% of the students enrolled were Economically Disadvantaged
- 12% of the students enrolled were Students with Disabilities

## **Home Suspension Data Comparison (Rounded to the nearest whole number)**

	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>
<b>By Ethnicity</b>	226 suspensions	139 suspensions	None due to Covid
African American	28%	40%	
American Indian	2%	1%	
Asian	9%	8%	
Filipino			
Hispanic	39%	28%	
Pacific Islander	1%		
White	9%	16%	
Two or more ethnicities	11%	7%	
English Language Learners	10%	5%	
Foster Youth	3%		
Homeless	4%	5%	
Economically Disadvantaged	85%	86%	
Students with Disabilities	28%	30%	

## **Cumulative GPA Data Comparison by Percentages**

	<b>2018-2019</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2020-2021</b>
	7 <sup>th</sup> grade	8 <sup>th</sup> grade	7 <sup>th</sup> grade	8 <sup>th</sup> grade	7 <sup>th</sup> grade	8 <sup>th</sup> grade
4.0 or higher	6%	10%	7%	7%	9%	7%
3.9 – 3.0	56%	51%	50%	54%	54%	48%
2.9 – 2.0	28%	28%	25%	28%	22%	27%
2.0 or higher	90%	89%	82%	89%	85%	82%

After reviewing the data for T. R. Smedberg Middle School, our committee determined we need to set goals to improve (1) the social climate, and (2) academic success for all students. We believe that as we look to bring in resources to support our site, we must focus on those two core areas. We expect that with the continued implementation of our PBIS program on our campus in conjunction with our developing Restorative Practices program and “Expect Respect” Anti-bullying program - we will see an increase in the number of students who feel safe and connected on our campus. We will also continue to provide training and support to teachers in the areas of wellness and high quality instruction - specifically learning targets and success criteria; as we know that the only way to improve academic outcomes for students are if our staff improves as well. We will continue to provide training in order to build capacity amongst our staff to ensure we meet the needs of the entire child both socially, emotionally and academically, as we return to in person instruction.

#### **IV: Areas of Desired Change**

T. R. Smedberg Middle School is a student-centered learning environment that is rooted in the principles that all students are entitled to:

- ✓ A safe environment – both physically and emotionally
- ✓ Respect for themselves and their families
- ✓ The opportunity to develop a growth mindset, responsibility, integrity and thoughtfulness
- ✓ The opportunity to achieve academic success

The Smedberg team believes in empowering our students, and by doing so, we will help them become successful members of society. Our strength and source of pride encompasses the unique diversities of our student and community population and the many different ways in which we help our students succeed academically, socially and emotionally.

The 2020-2021 school year brought much uncertainty with the transition to distance learning and concurrent learning due to the Covid 19 pandemic. TR Smedberg Middle School adapted quickly to the changes under the guidance of the Elk Grove Unified School District, as teachers and staff tried their best to accommodate for this new way of teaching and learning. As we return to campus for the 2021-2022 school year –we continue to work diligently under the guidance of the CDC and EGUSD to ensure the safety of staff and students while on campus. Hand sanitizing stations have been installed in each classroom and throughout the campus to ensure we are able to keep our staff and students safe. Masks are worn at all times indoors and desks are cleaned and sanitized daily.

It is our goal that during the 2021-2022 school year, more students will experience academic success, social-emotional wellness and a safe and violence-free school year. After reviewing the data for T. R. Smedberg Middle School, it was determined that there is still room for improvement in the areas of truancy, discipline, high quality instruction, and school culture and climate. Our CSSP will assist us in improving our already established supportive climate and rigorous curriculum. Students who report feeling connected to their school show an increase in attendance and a decrease in behavior infractions. Additionally, our CSSP will facilitate the enhancement of our physical environment that will communicate respect for learning and for all individuals. Students who report feeling comfortable socially and supported academically while being taught a challenging curriculum are more likely to realize their full potential.

## **V: Goals & Implementation Plan**

Three core beliefs will form the foundation for implementing the CSSP. First, everyone will be respected. Second, all students, staff, parents, and community members will have a stake in the school's success and a role to play in keeping it safe. Third, the school will be many things to many people including a place for all students to learn and a place where staff takes pride in their work and know that they make a difference.

Goal #1 – Improving our academic culture and climate in order to decrease both truancy and behavior infractions while increasing student academic achievement.

### Objective(s):

- Students will participate in Positive Behavior Intervention and Supports (PBIS) Lessons at the beginning of the school year and routinely throughout the school year through Advocacy.
- Staff will continue to implement PBIS Tier 1 supports to teach expectations and positively reinforce them via Smeddy Bucks, verbal, and non-verbal praise.
- Staff will access PBIS Tier 2 Supports for students in need through the MTSS process
- Staff PBIS Tier 2 Team will meet bi-weekly to discuss ways to provide more supports to students
- Staff will utilize restorative approaches to discipline in addition to current practices
- Students will resolve conflicts using the Conflict Resolution Program via Counseling
- Students will have access to report concerns such a bullying anonymously via the iCare form and/or Catapult on the school website
- Students and staff are trained to use and access Catapult via the school website
- Students will voluntarily participate in Wednesday Clubs to increase connections to school
- Staff will create a college going culture via AVID and Career Exploration
- Staff will participate in All Teacher Conferences and Student Study Teams to develop and implement support plans for students
- Staff will participate in Individualized Education Program Meetings and 504 Accommodation Plan Meetings to ensure that we are meeting the needs of our students who qualify for Special Education.
- Teachers will implement PBIS Lessons at the beginning of the school year and routinely throughout the school year.
- Teachers will implement Internet Safety-Digital Citizenship curriculum during Advocacy class
- Teachers will implement character education and goal setting lessons during Advocacy class
- Counselors will teach lessons on Sexual Harassment through English classes
- Teachers will participate in Professional Learning Communities to share best practices, analyze data, and modify instruction.
- Clerical staff will inform counseling and administration of attendance issues and will meet regularly to discuss them
- Campus Supervisors will monitor the students and the campus and report concerns as appropriate to Administration
- Cafeteria staff will provide nutritious meals to students and staff
- Counselors and Administration will meet with students that are habitually late and/or truant
- Counselors will meet with students regarding academic progress and social/emotional needs
- Counselors will reach out to families of students who are credit deficient to enroll them in our credit recovery program, Extended Day.
- Counselors and Administration will work proactively with students to develop Behavior Intervention Plans and Academic Improvement Plans
- Counselors and Administration will work to implement Restorative Practices on campus where appropriate

- Parents will voluntarily participate in Bring Your Parent to School Day when Covid restrictions are lifted
- Parents will voluntarily participate in our quarterly Lunch on the Lawn Days when Covid restrictions are lifted
- Parents will voluntarily attend evening presentations provided by the site and district via Zoom until Covid restrictions are lifted
- Families will voluntarily participate in Back-to-School Night and Celebrate Smedberg (Open House Event) via Zoom until Covid restrictions are lifted
- Families will actively use Synergy to monitor student progress and communicate with staff.

Person(s) responsible: Students, Families, Teachers, Counselors, Classified, and Administration

Timeline: Implementation began at the start of the 2021-2022 school year and is on-going.

Goal #2 – Improve our maintenance of classrooms and grounds to ensure that the campus is a comfortable place for students to learn, teachers to provide instruction, and the community to utilize.

Objective(s): Custodial staff will be reminded of cleaning standards  
 Custodial staff will identify and report deficiencies to head/lead custodian  
 Head/lead custodian will actively supervise custodial staff and facilities  
 Head/lead custodian will submit work orders for deficiencies when necessary

Person(s) responsible: Maria Smith (Head Custodian), Jason White (Lead Custodian), Gina Country (VP)

Timeline: Implementation began at the start of the 2020-2021 school year and is on-going.

## **VI: Communication**

The CSSP will be shared with the public through the following once approved by the School Site Council:

- The school community will be notified that the CSSP has been updated and its accessibility via the School Newsletter which is provided to the school community through the School Loop Website.
- The plan will be provided to the staff via school-wide email and via site public folders.
- The plan will be placed in the CSSP binder in the Front Office available to staff and the public.
- The plan will be available to staff and public through our website: <http://sms.egusd.net/>
- The plan will be provided to the EGUSD Safety and Security Department.
- The CSSP Committee will meet annually to review and edit the plan.

## **VII: Evaluation & Review**

On an annual basis, our CSSP Committee will evaluate and review the prior year's plan. This process will involve meeting to determine areas of strength and concern. Our team will recommend refinements based on data and site experiences. Steps to modify the plan will take place based on discussion. The new plan will then be implemented and shared with the community through the process outlined in Step VI.