

Morgan Maxwell K-8 School – Integration Improvement Action Plan

Year of Implementation: 2020-21 (Year 1 Priority)

Principal: Cesar Miranda Silverbell Regional Superintendent: Brian Lambert

Team: Principal, Dean, CSP

Student Profile

Mobility (Rate)	F&RL (% of FRL Students)	ELL (% of ELL Students)	ExEd (% of ExEd Students)
29%	64%	10%	17%

School Integration Profile

Enrollment	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Multi-Racial		Total N
	N	%	N	%	N	%	N	%	N	%	N	%	
2019-20 Maxwell Enrollment	49	11%		8%	334	73%	24	5%	9	2%	8	2%	460
% non-neighborhood													49%
2019-20 Avg K-8 Enrollment	13%	9%	69%	4%	2%	1%							
USP Integration Range + / - 15% District K-8 Avg													
	0-26%	0-24%	54-70%	0-19%	0-17%	0-16%							
Future Integration Range + / - 25% District K-8 Avg													
	0-38%	36	44-70%	0-29%	0-27%	0-26%							

School Integration Goals

1. Maxwell is integrated if all racial/ethnic students’ groups fall within +/-25% of the District average for K-8 schools, and no group is over 70%.
2. Maxwell is making progress towards integration if it is Integrated in kindergarten and such integration is maintained through first grade (Future Integration definition)

School Integration Status

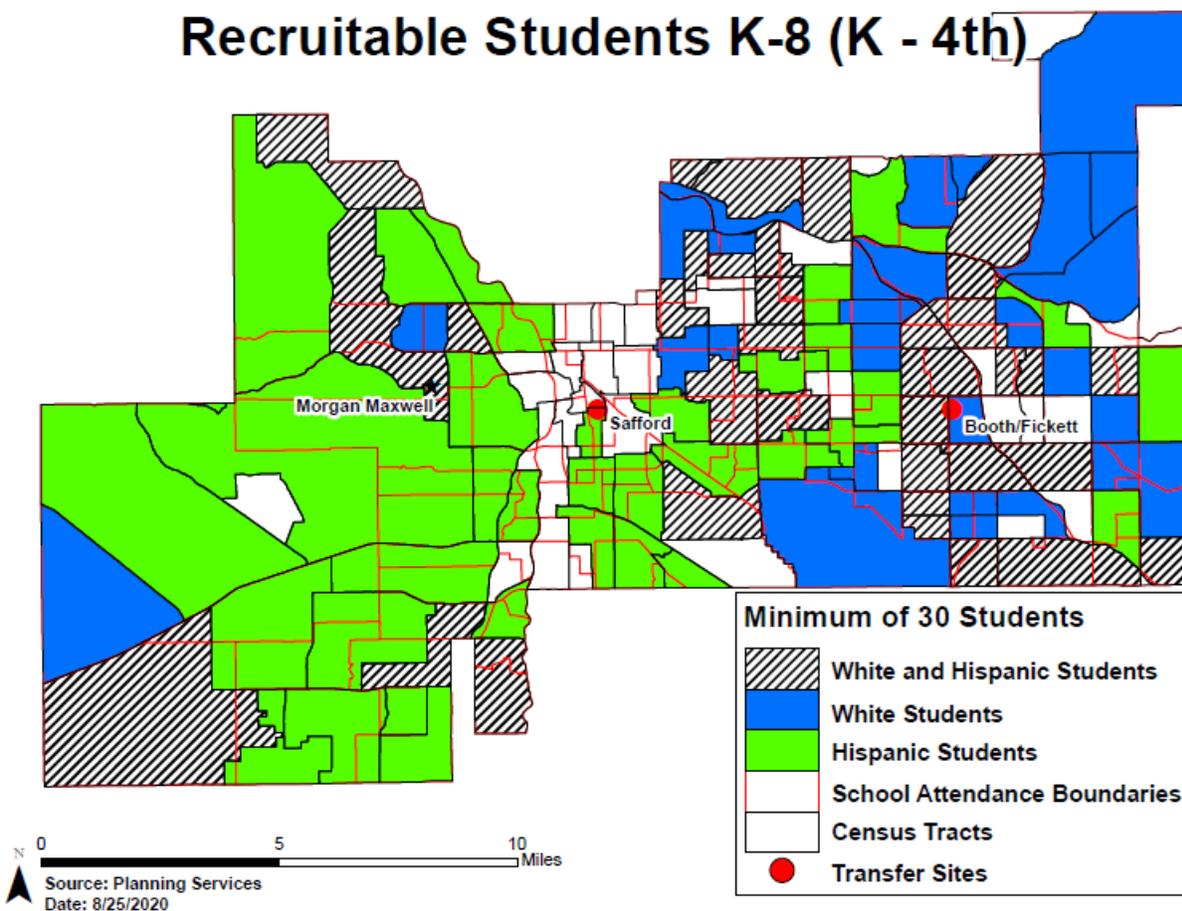
Maxwell is a racially concentrated school (73% Hispanic). In SY 2019-20, all racial/ethnic groups were within + or – 25% from the high school average. The District has reduced racial concentration over the past few years moving from 79% Hispanic in 2014-15 to 73% in 2019-20.

A. Targeted Population(s); Recruitable Students

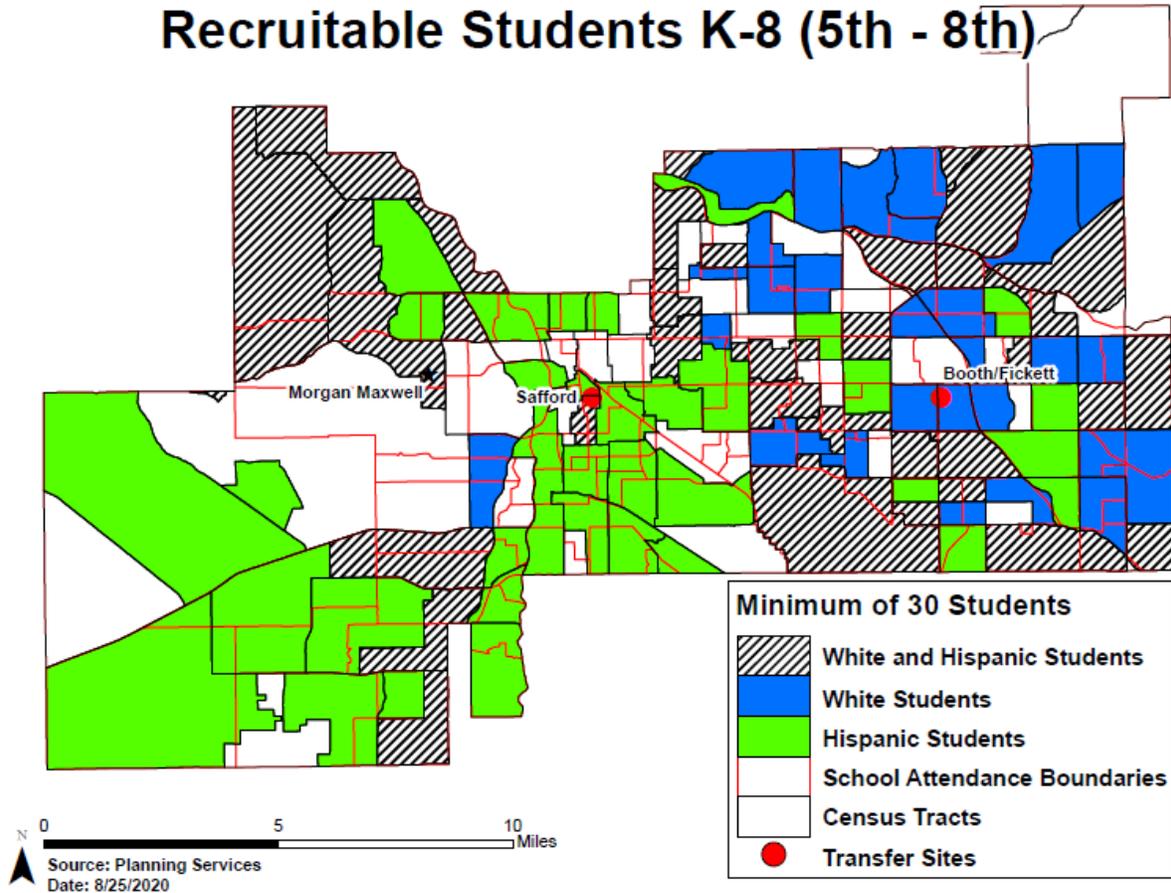
Targeted Population: Non-Hispanic Students

Targeted Recruitment Goal: 20 additional non-Hispanic students

Targeted zones: To the north of Maxwell lies a census tract with 30 or more white students in grades K-4, and to the southeast of Maxwell lies a census tract with 30 or more white students in grades 5-8.



Recruitable Students K-8 (5th - 8th)



B. Transportation Strategies:

1. Assessment

Existing Services

Maxwell currently runs three regular morning routes for 143 routed students, with fewer students routed in the morning through TUSD routes. Maxwell also runs four exceptional ed routes for 29 students, with fewer students routed in the afternoon. Maxwell has one late activity bus. Maxwell does not assign any students to public transportation. There are two contracted routes in the morning to supplement the three TUSD morning routes. Maxwell does not currently utilize an express shuttle. Maxwell is not a transfer site.

Needs Based on New Priorities; Service Gaps

Maxwell needs incentive routes, express shuttles, or both from an incentive zone or zones with 30 or more non-Hispanic students.

2. Strategies

For SY2021-22 (to begin promotion in the fall of 2020), the District will add one incentive route that would serve an incentive stop in the incentive zone to the southwest of Maxwell that is identified as having more than 30 recruitable white students. The District has determined that it will not add an additional incentive stop in the Tully area to serve Maxwell because it is adding an incentive stop in that area for Robins.

3. Monitoring Ridership and Evaluating Effectiveness

Student Ridership is a student-tracking software module that enables TUSD's transportation department to monitor student card scans on and off the bus, offering real-time data to help improve planning decisions about the required size of the bus, to analyze opportunities for stop consolidation, and to identify ridership trends. The District will use the Ridership Monitor, part of the Student Ridership module, to monitor the race/ethnicity of students utilizing incentive transportation to Maxwell to determine if the routes are operating to further improve integration. Ridership will be analyzed on a quarterly basis to determine the effectiveness of the route. Ridership report/findings will be provided to the DSA and evaluated by CSA on a quarterly basis.

4. Budget

There is no additional cost to adding the incentive route to Morgan-Maxwell as the District will utilize existing resources and routes.

C. Marketing, Outreach, and Recruitment Strategies

1. Foundation

The foundation for Maxwell’s marketing, outreach, and recruitment strategies is TUSD’s districtwide “Knowledge Changes Everything” campaign (KCE). KCE is an ongoing campaign that celebrates the power of diversity, seeks to educate parents and students about the research-based benefits of learning from each other, and encouraging parents to consider these benefits for their student when making decisions about where to enroll their child. Research reveals that racially diverse schools benefit students in multiple ways:

- Improved cognitive skills, critical thinking, and problem solving
- Increased ability to work with others from diverse cultures
- Improved test scores
- Wide-ranging educational success, including higher graduation rates
- Learning environments that develop students’ “funds of knowledge”

Maxwell marketing and outreach will focus on highlighting the following: seventh and eighth grade students access to band and orchestra classes, before- and after-school through tutoring programs and advanced learning opportunities such as algebra, Gifted and Talented Education (GATE), and accelerated math and science.

Maxwell K-8 is only one of two K-8 offerings on the westside, a selling point for parents interested in the K-8 model in a more diverse setting.

2. Professional Learning

At Maxwell, all administrative staff, office staff, and any other relevant staff members took the online student assignment training to understand the benefits of an integrated education. In the fall of 2020, prior to the start of the priority enrollment window for SY2021-22, Maxwell staff will participate in a targeted professional learning with the Director of Student Assignment and members of the Coordinated Student Assignment committee to review the training, engage in real-life recruitment scenarios, and delve deeper into the planning and preparation for Maxwell’s strategies for the forthcoming enrollment period.

3. Strategies

Maxwell will continue to implement strategies developed in their 2019-20 plan, but will add marketing on social media to promote the new incentive route and upcoming events. Maxwell will utilize mailers (postcards, flyers, etc.) to families in the targeted zones in and around the incentive stop. Mailers will also include information about the incentive stop and route, its 21st Century after-school program, and preschool program, and technology including whiteboards in every classroom, document cameras and student computer workstations, and two computer labs. The school will also promote band, orchestra, and year-round sports for middle school students.

Maxwell's integration team and staff will participate in the pre-school enrollment fair at the nearby Brichta Early Learning Center, and will visit local daycares in the area to promote its diversity and the benefits of an integrated education. Maxwell staff will also host a kindergarten open-house, host parents and families for Title I information night, and an annual open house for all students and families. Maxwell staff will also participate in District events and enrollment fairs

The Maxwell integration team will also lead efforts to call interested families for school tours, targeting its marketing and recruitment strategies to the areas to the north and southeast with identified recruitable non-Hispanic students, and the area to the northwest and around Maxwell with recruitable mixed Hispanic and non-Hispanic students. Marketing and outreach strategies will focus on highlighting the following: benefits of an integrated education (particularly in an area surrounded by racially concentrated schools); incentive transportation stop; pre-school and after-school opportunities; in-school and in-class technology; and band, orchestra and sports for 6th – 8th graders.

4. Monitoring and Evaluating Effectiveness

Maxwell will submit a monthly report to the CSA by the 10th of each month (first report due October 10). The Director of Student Assignment (DSA) and the coordinated student assignment (CSA) committee will review monthly reports and, where necessary, will meet with the Maxwell Integration Team for follow-up. The DSA/CSA will monitor plan implementation from October through June. In January, the DSA/CSA will begin evaluating the effectiveness of the plan by analyzing the race-ethnicity of students who have submitted applications to Maxwell.

Each year in June, the DSA/CSA will submit a report to the Superintendent and Assistant Superintendents detailing the implementation status and outcomes for all non-magnet integration plans through the end of the school year.

By September 1, 2021, after the 10th day enrollment data has been released and analyzed, the DSA/CSA will submit a supplemental report on outcomes and recommending adjustments to the plan, if needed. Where necessary, the DSA will meet with the site Integration team to review changes and finalize the adjusted plan.

By October 1, 2021, the school shall complete any adjustments to the plan based on DSA/CSA recommendations, and considering any significant adjustments based on 40th day enrollment data.

COVID plan

Hold Zoom meetings for interested parents to market the school in the same manner as would occur in person, including a virtual school tour. The virtual tour will also be posted on the school website.

5. Budget

Based on identified need, Maxwell may receive additional funding by the start of the second quarter for added duty and marketing materials.