

Robins K-8 School – Integration Action Plan

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

Principal: Cesar Miranda Silverbell Regional Superintendent: Brian Lambert

Integration Team: Principal, CSP, Counselor, Office Manager, Attendance Registrar

Student Profile

| Mobility (Rate) | F&RL (% of FRL Students) | ELL (% of ELL Students) | ExEd (% of ExEd Students) |
|---------------------------|--|-----------------------------------|-------------------------------------|
| 20% | 45% | 5% | 12% |

Student 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 Robins Enrollment | 88 | 18% | 26 | 5% | 334 | 70% | 6 | 1% | 13 | 3% | 9 | 2% | 476 |
| % non-neighborhood | | | | | | | | | | | | | 36% |
| 2019-20 Avg K-8 Enrollment | 13% | | 9% | | 69% | | 4% | | 2% | | 1% | | |
| USP Integration Range + / - 15% Dist Avg | | | | | | | | | | | | | |
| | 0-26% | | 0-24% | | 54-70% | | 0-19% | | 0-17% | | 0-16% | | |
| Future Integration Range + / - 25% Dist Avg | | | | | | | | | | | | | |
| | 0-38% | | 0-34% | | 44-70% | | 0-29% | | 0-27% | | 0-26% | | |

School Integration Goals

1. Robins is making progress towards integration if it is Integrated in kindergarten and such integration is maintained through first grade (Future Integration definition)
2. Robins 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%.

School Integration Status

Robins K-8 is an integrated school with all groups within + or – 25% of the District average, and a Hispanic student population of 70% in SY2019-20. Because Robins K-8 is so close to the threshold for a racially concentrated school, the District is

treating it as a Year 1 priority school to continue to focus on integration and the benefits of an integrated school.

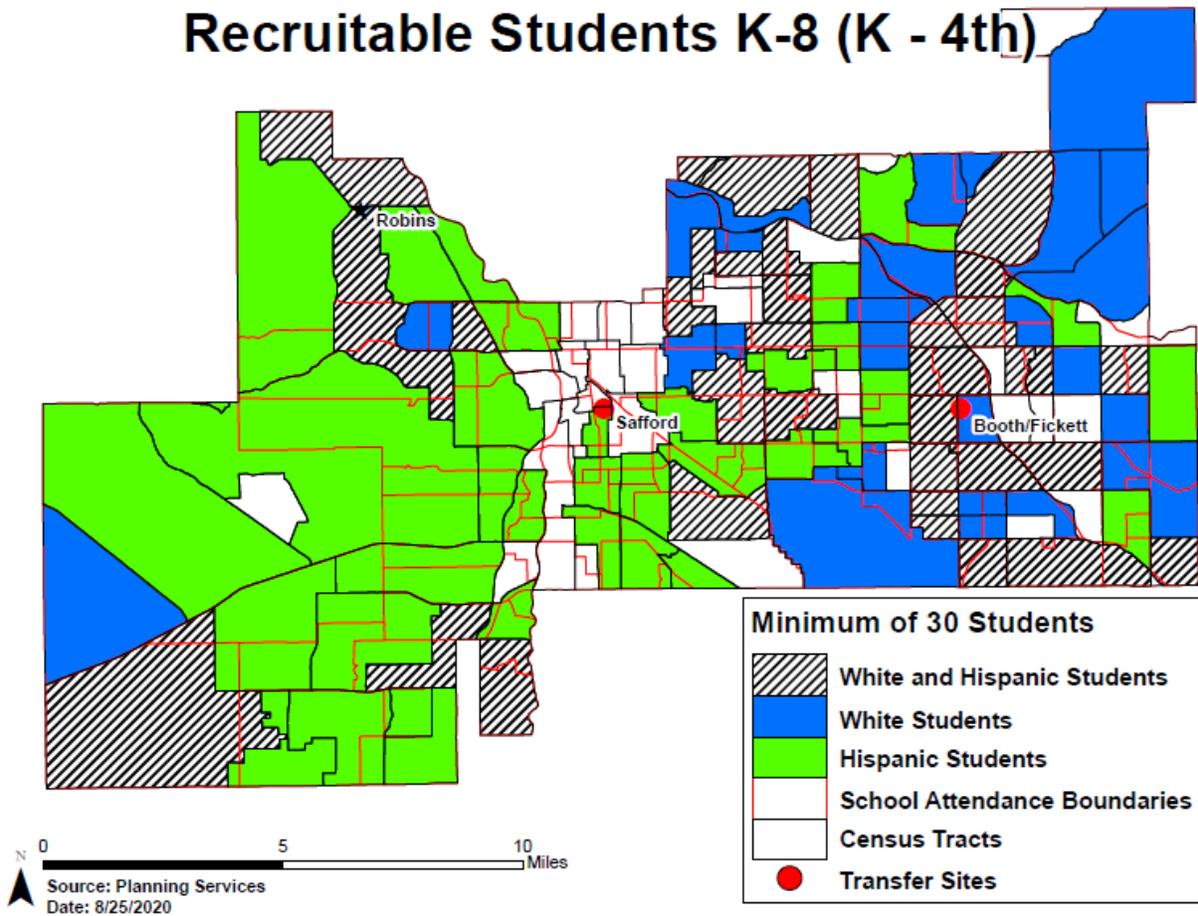
A. Targeted Population(s); Recruitable Students

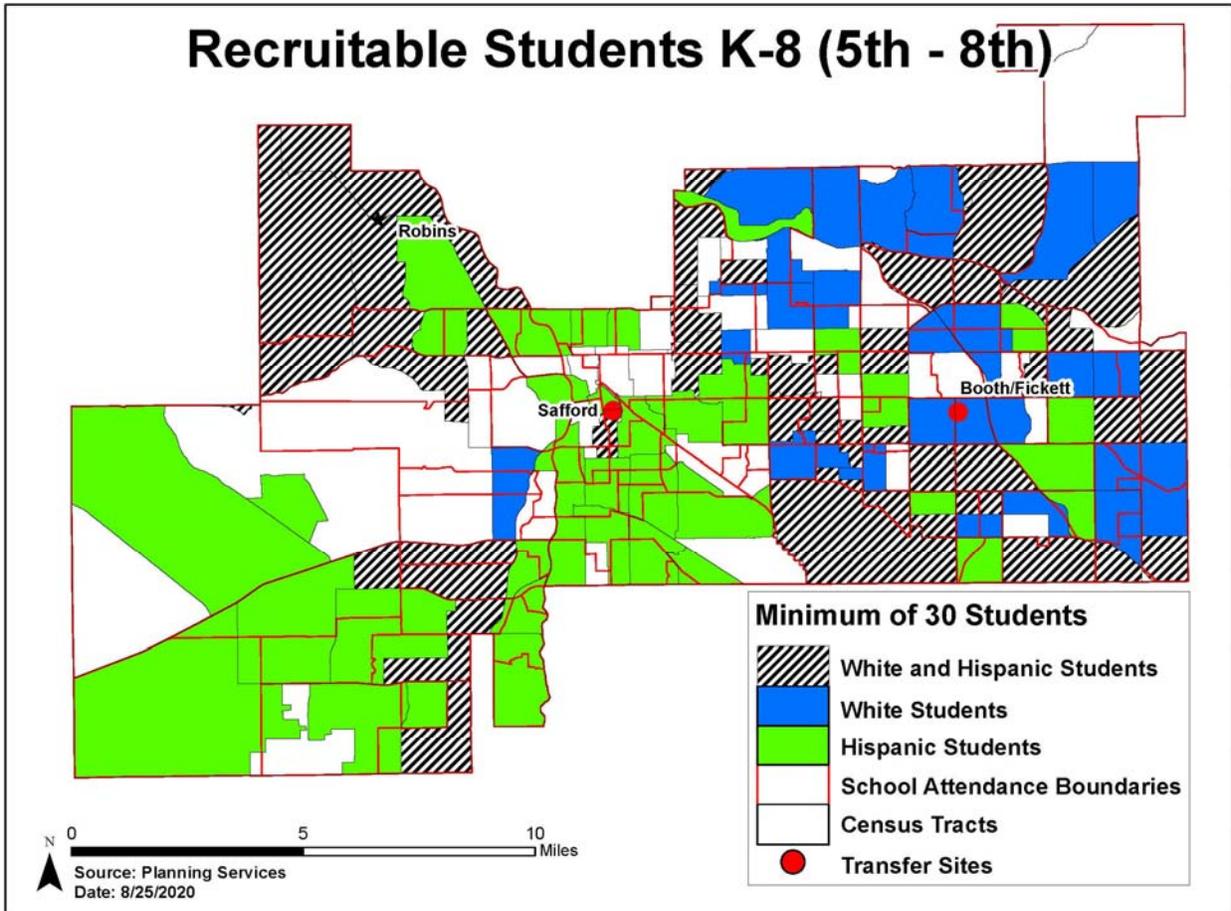
Targeted Population: Non-Hispanic

Targeted Recruitment Goal: Additional non-Hispanic Students

Targeted recruitment zone: To the east of Robins lies a census tract with 30 or more recruitable Hispanic students in grades K-4. There are no similar census tracts in the vicinity with recruitable Hispanic students in grades 5-8. Robins is also surrounded by mixed Hispanic and white student zones.

Recruitable Students K-8 (K - 4th)





B. Transportation

1. Assessment

Existing Services

Robins currently runs seven regular afternoon routes for 207 routed students, and five morning routes with fewer students routed in the morning through TUSD routes (see contracted services below). Robins runs no exceptional ed routes or late activity buses. Robins does not assign any students to public transportation. There are no contracted routes to supplement the TUSD routes. Robins does not currently utilize an express shuttle. Robins is not a transfer site and is not part of the transfer system.

Needs Based on New Priorities; Service Gaps

Robins 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 to serve an incentive stop in the incentive zone to the southeast of Robins that is identified as having more than 30 recruitable white students. Robins will continue to promote its regular bus routes that serve the immediate areas surrounding Robins that have 30 or more recruitable white and Hispanic students.

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 Robins to determine if the route is 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 Robins as the District will utilize existing resources and routes.

C. Marketing, Outreach, and Recruitment Strategies

1. Foundation

The foundation for Robins' 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"

Robins marketing and outreach will focus on highlighting the student benefits of attending an integrated school, and also its Opening Minds through the Arts (OMA) Gold school status. The OMA program integrates music, math, reading, writing and the arts to provide a consistent, quality education to all students; Robins students play a musical instrument for four years as part of their arts education. Robins also places a special emphasis on literacy, with small group instruction and before- and after-school tutoring as needed.

2. Professional Learning

At Robins, 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, Robins' 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 Robins’s strategies for the forthcoming enrollment period.

3. Strategies

Robins’ integration team will lead efforts to host multiple opportunities for family engagement and parent interaction to promote recruitment of new students. Robins will continue to host a kindergarten parent welcome night for new families, and a middle school parent welcome night. Both are specifically designed to target entry-level students in kindergarten and sixth grade. Robins will continue to promote scheduled parent workshops, and to participate in district recruitment events including Play Performance, School Choice Fairs, and the Kinder Welcome at Brichta Early Learning Center.

Robins staff will highlight its educational opportunities by hosting a STEAM night, literacy night, and through its PTO-sponsored Peter Piper Pizza family event supported by presence of School Community Services support staff. Robins will also promote its Camp Cooper middle school event to prospective sixth graders, its GLOW Dance event, and its Night at the Museum family event.

4. Monitoring and Evaluating Effectiveness

Robins 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 Robins 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 Robins. 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, Robins may receive additional funding by the start of the second quarter for added duty and marketing materials.