

Banks Elementary School – Integration Improvement Action Plan
Year of Implementation: 2020-21 (Year 1 Priority)
Principal: Gail Milton Silverbell Regional Superintendent: Brian Lambert
Integration Team: Principal, CSP, Counselor

Student Profile

Mobility Rate (Rate)	F&RL (% of FRL Students)	ELL (% of ELL Students)	ExEd (% of ExEd Students)
44%	76%	8%	16%

School Integration Profile

Enrollment	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Multi-Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
2019-20 Banks Enrollment	54	19%	9	3%	210	74%	1	0%	1	0%	7	2%	282
% non-neighborhood													25%
2019-20 Avg ES Enrollment	21%		10%		59%		4%		2%		4%		
USP Integration Range +/- 15% Dist Avg													
	6-36%		0-25%		44-70%		0-17%		0-17%		0-19%		
Future Integration Range +/- 25% Dist Avg													
	0-46%		0-35%		34-70%		0-29%		0-27%		0-29%		

School Integration Goals

1. Banks is integrated if all racial/ethnic students groups fall within +/-25% of the District average for elementary schools, and no group is over 70%.
2. Banks 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

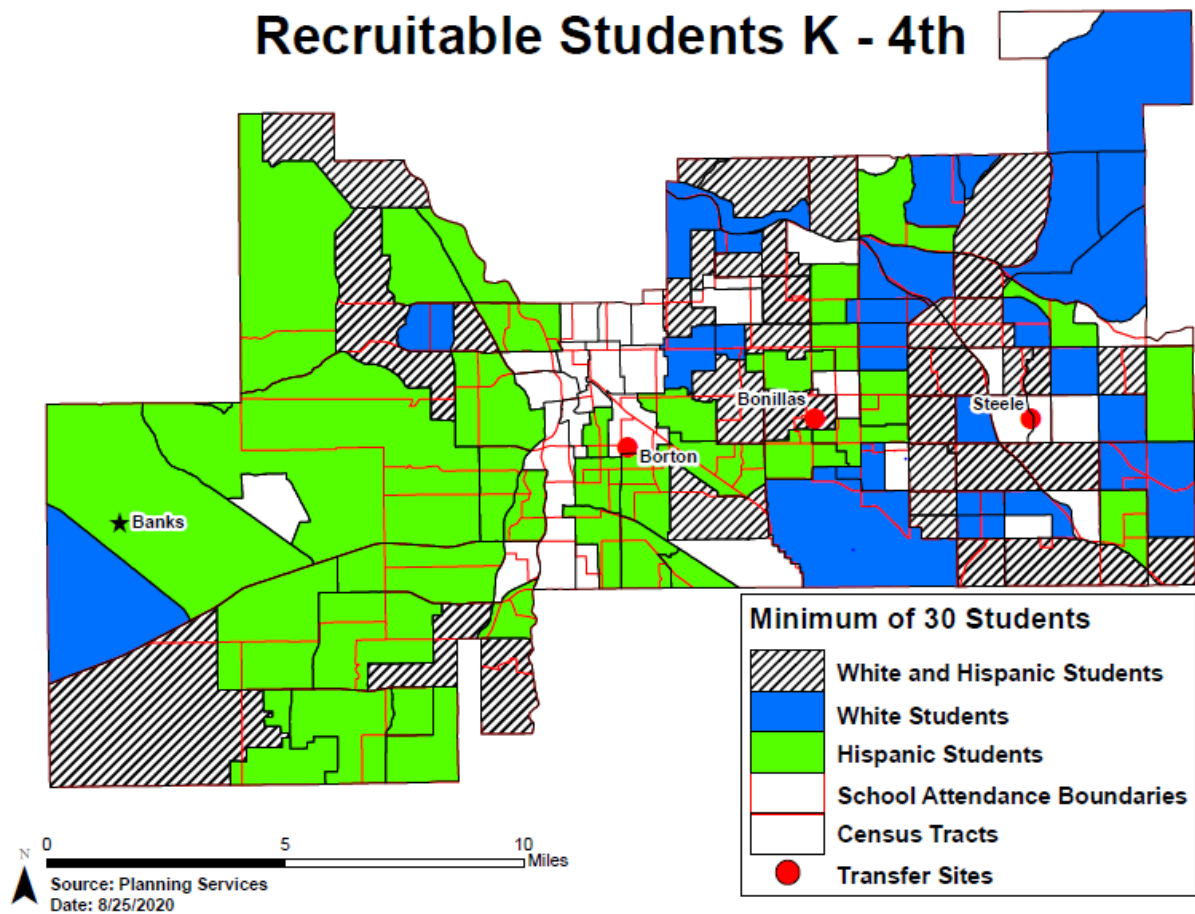
Banks ES has been integrated four of the past six years. In SY 2019-20, all racial/ethnic groups were within + or - 25% from the district average, but Hispanic students were over the 70% threshold at 74%.

A. Targeted Population; Recrutable Students

Targeted Population: Non-Hispanic Students

Targeted Recruitment Goal: 25 additional non-Hispanic students

Targeted Zones: to the south/southwest of Banks lies a targeted zone with 30 or more recruitable white students, and a targeted zone with 30 or more mixed white and Hispanic students.



B. Transportation

1. Assessment

Existing Services

Banks currently utilizes three regular morning routes for 167 routed students, with fewer students routed in the morning through TUSD routes. Banks also utilizes one exceptional ed route for two students, with fewer students routed in the morning than the afternoon. Banks has no late activity buses and does not assign elementary students to public transportation. There is one contracted route in the morning to supplement the three TUSD morning routes. Banks does not currently utilize an express shuttle. Banks is not a transfer site and is not part of the transfer system.

Needs Based on New Priorities; Service Gaps

Banks needs an incentive route or express shuttle from one or more incentive 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 Banks that is identified as having more than 30 recruitable white students, and an incentive stop in the incentive zone to the south of Banks that is identified as having more than 30 recruitable white/Hispanic students. In SY2019-20, Banks worked with the Transportation department to establish a stop near the attendance area border with an adjacent school district to the north. This route will continue to serve this stop in SY2020-21.

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 Banks 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 Banks as the District will utilize existing resources and routes.

C. Marketing, Outreach, and Recruitment

1. Foundation

The foundation for Banks' 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"

Banks is the only school in the southwest sector of TUSD that has met the definition of integration over the past few years. Banks will highlight that distinctive opportunity to parents along with the benefits of enrolling their child in such a school.

2. Professional Learning

At Banks, 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, Banks' 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 Banks's strategies for the forthcoming enrollment period.

3. Strategies

Banks will market on the Nextdoor App, and on social media, to promote school highlights and upcoming events. Banks will also use mailers (postcards, flyers, etc.) to families in the targeted zones. Mailers will also include information about the incentive stops and incentive route, tuition-based preschool program, school tours, and community partners.

The Banks integration team will also lead efforts to call interested families for school tours, conduct open houses with community partners serving families, and participate in District-level outreach and recruitment events, where possible. Banks will target its marketing and recruitment strategies to the areas to the south and southwest with identified recruitable non-Hispanic students.

Banks marketing and outreach will focus on highlighting the following: benefits of an integrated education (particularly in an area surrounded by racially concentrated schools); incentive transportation stops; environmental studies (including partnerships with Kitt Peak National Observatory for stargazing nights and with Camp Cooper for 4th and 5th grade adventures); community partnerships, sports teams and musical instrument instruction for third, fourth, and fifth graders.

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.

4. Monitoring and Evaluating Effectiveness

Banks 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 Banks 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 Banks.

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.

5. Budget

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