

Doolen Middle School - Integration Improvement Action Plan**Year of Implementation:** 2021-22 (Year 2 Priority)**Principal:** Judi Dauman, Ed.D **Arroyo Chico Regional Sup't:** Richard Sanchez**Team:** Judi Dauman, Andy Burrola, William Fosmire, Sarah DlusakStudent Profile

Mobility Rate (Rate)	F&RL (% of FRL Students)	ELL (% of ELL Students)	ExEd (% of ExEd Students)
49%	66%	14%	12%

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 Doolen MS Enrollment	137	23%	113	19%	254	42%	16	3%	42	7%	36	6%	601
% non-neighborhood													23%
2019-20 Avg MS Enrollment	22%		10%		59%		3%		2%		4%		
USP Integration Range + / - 15% Dist Avg													
	7-37%		0-25%		44-70%		0-18%		0-17%		0-19%		
Future Integration Range + / - 25% Dist Avg													
	0-47%		0-35%		34-70%		0-28%		0-27%		0-29%		

School Integration Goals

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

School Integration Analysis

In SY2019-20, Doolen was 14 Hispanic students away from the USP definition of integration. Based on the USP definition of integration, Doolen has been integrated two of the past five years, but not the past three years. In SY 2019-20, all

racial/ethnic groups were within + or - 25% from the district average, meeting the future definition of integration.

Doolen is a school in which students benefit from opportunities for interracial contact. In SY2019-20 its student population was approx. 40% Hispanic, 25% white, and 20% African American. To meet the existing definition of integration, Doolen would have to add more Hispanic students – effectively increasing the size of the largest group of students at Doolen and decreasing the size of other smaller groups.

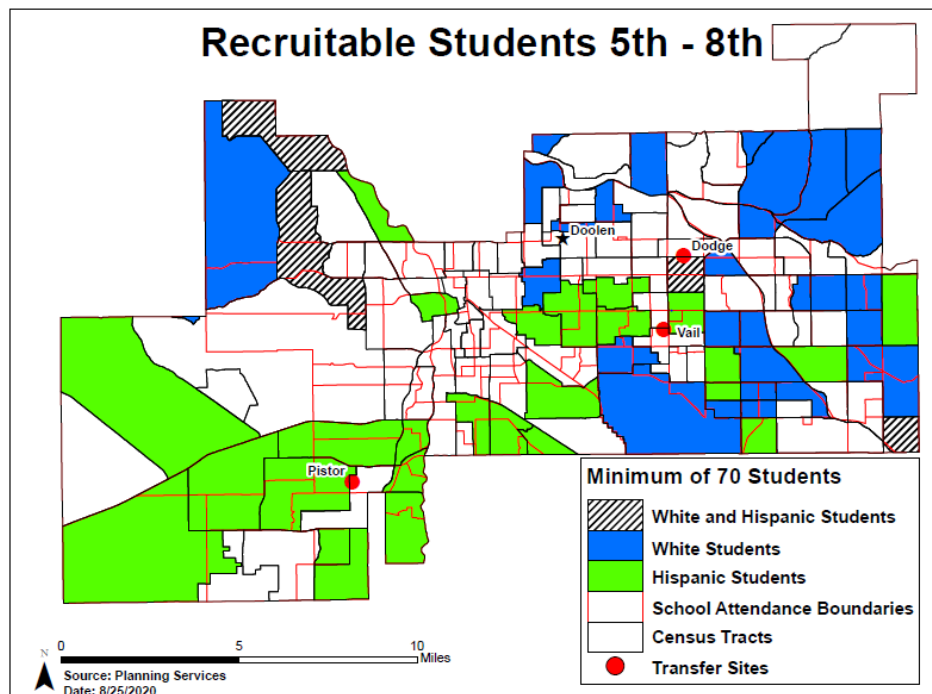
More important, Doolen currently meets the future definition of integration. The goal for Doolen therefore is to recruit from racially concentrated areas to reduce racial concentration and to increase the number of students attending an integrated school.

A. Targeted Populations

Targeted Population: Hispanic Students from racially concentrated schools; all students

Targeted Recruitment Goal: additional Hispanic students from racially concentrated schools; all students

Targeted Zones: neighborhood boundaries of racially concentrated schools



B. Transportation

1. Assessment

Existing Services; Needs; Service Gaps

Doolen currently runs no regular morning or afternoon neighborhood routes. Instead, there are five shuttles from transfer points that serve Doolen students who live outside the walkzone. Doolen runs six routes for 32 exceptional education students, with fewer students routed in the afternoon than the morning. Doolen has no late activity buses. Doolen does not assign any students to public transportation or has any contracted routes. Doolen currently runs no express shuttles. Doolen is not a transfer site. The transfer sites that serve Doolen are Booth-Fickett, Dodge, Safford, Pistor, and Vail. Currently, the Dodge and Safford shuttles are near or at capacity; the Pistor, Vail, and Booth-Fickett Shuttles are not near capacity. Doolen is not currently served by a shuttle that is marketed as an express shuttle.

2. Strategies

For SY2022-23 (to begin promotion in the fall of 2021), the District will convert, and market, the existing shuttle from Pistor as an express shuttle.

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 the Pistor express shuttle to determine if students are utilizing free transportation 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 Doolen as the District will utilize existing resources and routes.

C. Marketing, Outreach, and Recruitment Strategies

1. Foundation

The foundation for Doolen’ marketing, outreach, and recruitment strategies is the ALE/Magnet Outreach Addendum, as Doolen offers a self-contained GATE program, and TUSD’s districtwide “Knowledge Changes Everything” campaign (KCE), 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”

Doolen marketing and outreach will focus on highlighting the following: benefits of an integrated education; express shuttle from Pistor, self-contained GATE program; strong elective offerings (including guitar, American Sign Language, journalism, French, Spanish, world cultures, band, orchestra, art, PE, AVID and yearbook); diverse student population that includes over 30 spoken languages in one school; and collaboration with and access to the Boys and Girls Club that shares the Doolen campus.

2. Professional Learning

At Doolen, 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, Doolen’ 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 Doolen’s strategies for the forthcoming enrollment period.

3. Strategies

Doolen will utilize the following outreach strategies:

- Increase recruitment and marketing of Hispanic and African American students at feeder elementary schools
- Enhanced marketing and outreach to GATE-qualified Hispanic and African-American students seeking a self-contained program
- Market our partnership with onsite Boys and Girls Club providing affordable afterschool care
- Market our richly diverse demographics and educational experiences obtained while attending Doolen
- Engage students and families at district events; host open houses
- Promote the community garden

4. Monitoring and Evaluating Effectiveness

Doolen 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 Doolen 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 Doolen.

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