

**Howell Elementary School – Integration Improvement Action Plan****Year of Implementation: 2022-23 (Year 3 Priority)****Principal: Jaquetta Alexander Arroyo Chico Regional Sup't: Richard Sanchez****Team: Principal, MTSSF, Office Manager**Student Profile

<b>Mobility Rate</b> (Rate)	<b>F&amp;RL</b> (% of FRL Students)	<b>ELL</b> (% of ELL Students)	<b>ExEd</b> (% of ExEd Students)
36%	73%	12%	19%

School Integration Profile

Enrollment	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Multi-Racial		Total N
	N	%	N	%	N	%	N	%	N	%	N	%	
<b>2019-20 Howell ES Enrollment</b>	70	27%	41	16%	115	44%	11	4%	11	4%	13	5%	261
<b>% non-neighborhood</b>												50%	
<b>2019-20 ES Enrollment</b>	<b>21%</b>		<b>10%</b>		<b>59%</b>		<b>4%</b>		<b>2%</b>		<b>4%</b>		
<b>USP Integration Range + / - 15% Dist Avg</b>													
	<b>6-36%</b>		<b>0-25%</b>		<b>44-70%</b>		<b>0-17%</b>		<b>0-17%</b>		<b>0-19%</b>		
<b>Future Integration Range + / - 25% Dist Avg</b>													
	<b>0-46%</b>		<b>0-35%</b>		<b>34-70%</b>		<b>0-29%</b>		<b>0-27%</b>		<b>0-29%</b>		

School Integration Goals

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

School Integration Analysis

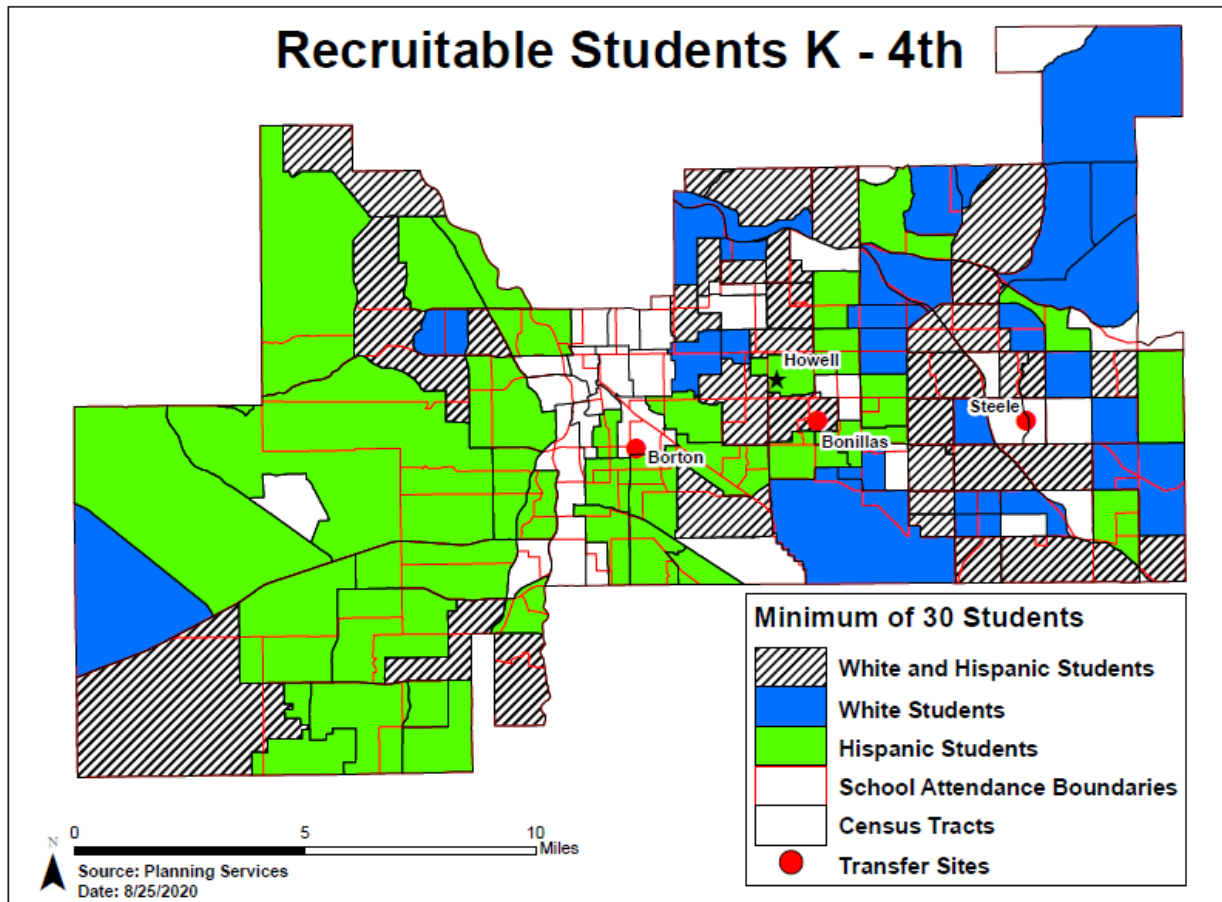
Howell is integrated both by the current USP definition of integration and by the future definition of integration. Howell students benefit from opportunities for interracial contact. In SY2019-20 its student population was approx. 45% Hispanic, 30% white, and 15% African American.

### A. Targeted Population

Targeted Population: all students

Targeted Recruitment Goal: all students

Targeted zone: there are several areas around Howell with 30 or more recruitable students.



## **B. Transportation**

### **1. Assessment**

#### Existing Services; Needs Based on New Priorities; Service Gaps

Howell currently runs no regular morning or afternoon neighborhood routes. Instead, there are two shuttles from transfer points that serve four Howell students who live outside the walk zone. Howell also runs three exceptional ed routes in the morning for 37 students, with seven routes for 55 students routed in the afternoon. Howell has one late activity bus. Howell does not assign elementary students to public transportation. There are no contracted routes. Howell does not run express shuttles. Howell is not a transfer site. The transfer sites that serve Howell are Borton, Bonillas and Steele.

Howell is integrated and does not need new routes or express shuttles.

### **2. Strategies**

The District will continue the current transportation offerings at this integrated school.

### **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 Howell 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.

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### **4. Budget**

There are no anticipated transportation costs.

## **C. Marketing, Outreach, and Recruitment Strategies**

### **1. Foundation**

The foundation for Howell’s marketing, outreach, and recruitment strategies is the ALE/Magnet Outreach and Recruitment Addendum (Howell offers cluster GATE), 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”

Howell’s marketing and outreach will focus on highlighting the following: benefits of an integrated education, Gifted and Talented Education (GATE) Cluster School, and an Opening Minds through the Arts (OMA) School, extracurricular activities including student council, Kind Club and sports programs such as cross-country, basketball, track, and Girls on the Run.

### **2. Professional Learning**

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

### **3. Strategies**

At Peter Howell Elementary School, the team will focus various strategies targeting our school population and also our surrounding neighborhoods with outreach and recruitment efforts with the goal of retaining our integration status.

Our direct school focus will be on marketing our school's Preschool Transition Model , OMA Gold, and GATE Cluster programs. This will be accomplished by our participation in district events for recruiting new students, expanding our online presence using Facebook and Instagram digital platforms, maintaining an updated school website, public outreach and advocacy by our School Community Liaison to access community resources currently needed by families and student success, and also by expanding public outreach by marketing events hosted by our Parent Teacher Organization and maximizing their advocacy.

We currently utilize flyers, stickers, pamphlets, etc. at all events. We also have several swag items, such as banners and table clothes that are utilized to promote our school at various events. At this time, we have no need for additional items to be purchased.

### **4. Monitoring and Evaluating Effectiveness**

Howell will submit a monthly report to the CSA by the 10<sup>th</sup> 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 Howell 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 Howell.

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 10<sup>th</sup> 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 40<sup>th</sup> day enrollment data.

## **5. Budget**

Based on identified need, Howell may receive additional funding by the start of the second quarter for added duty and marketing materials but it has currently identified no additional funding needs.