

Palo Verde Magnet High School Plan 2019-2020 SY
Magnet Theme:
Science, Technology, Engineering, Arts, and Math (STEAM)
Principal: Eric Brock
Tucson Unified School District

Palo Verde High Magnet School is an integrated school that earned the Arizona State letter grade of an C. Their magnet focus is STEAM (Science, Technology, Engineering, Arts, and Math) that is implemented through a variety of course offerings. Palo Verde's goal is to utilize STEAM courses to prepare students for life-long learning by fostering skills, knowledge, critical thinking abilities, a sense of community, and creativity.

One of the pillars of Palo Verde's STEAM Program is their Career and Technical Education (CTE) Program, which includes Engineering, Mechanical Drafting, Film & TV, Digital Communications, and Sports Medicine. Students will learn to apply Science, Technology, Engineering, and Math concepts to current technologies and tools, as they learn about the different disciplines and opportunities with the fields of Engineering. The Film and TV program prepares students to work in a variety of positions within the broadcast news, film, and television industries. Students in this program will have the opportunity to earn industry certification. During Mechanical Drafting, students will apply technical skills via computer-assisted design and drafting in order to create two and three dimensional engineering designs using Building Information Models (BIM).

In addition to our CTE Program, we offer many Fine Arts options. Some of these courses include Theater Arts, Orchestra, Band, Jazz Band, Studio Art, Clay, Piano, Choir, Drawing & Painting, Stage Management, and Dance. Our students also have the opportunity to take classes ranging from STEM, Marine Biology, Forensics, Chemistry, Biology, Anatomy, and Earth Science. Palo Verde prides itself on offering many Advanced Placement (AP) courses, as well as Dual Enrollment options. We also have a strong partnership with JTED, which helps our students get ahead in their future career choices.

PROGRAMS													
TITLE 1 PROGRAM TYPE				OTHER PROGRAMS									
Please indicate type				Check any/all that apply									
<input checked="" type="checkbox"/>	School Wide		Targeted Assistance	<input checked="" type="checkbox"/>	Magnet		SIG	<input checked="" type="checkbox"/>	Targeted School Improvement African American and ELL_FEP and Students w/ Disabilities		Comprehensive Support & Improvement		D or F Status

TIMELINE FOR PLAN SUBMISSION AND MONITORING					
Mar. 15, 2019	Oct. 4, 2019	Dec. 20, 2019	March 13, 2020	May 20, 2020	TBD
Magnet Plan Submission	Quarter 1 Progress Review	Quarter 2 Progress Review	Quarter 3 Progress Review	Quarter 4 Progress Review	Review of 2019 AzMERIT

GOALS FOR MAGNET SCHOOL EFFECTIVENESS

GOAL 1: BY THE 40TH DAY OF THE 2019-20 SY, PALO VERDE WILL REMAIN INTEGRATED.

Integration Measure: a school is “Integrated” when no racial or ethnic group exceeds 70% of the student population and all racial or ethnic groups are within +/- 15% of the average for the relevant level (ES, MS, K8, or HS).

GOAL 2: PALO VERDE WILL ENHANCE ACADEMIC QUALITY BY THE END OF THE 2019-20 SY, AS MEASURED BELOW.

Academic Quality Measures:

Academic Performance (All Students)

1. Letter grade assigned to the school by the state. The state uses student performance on statewide standardized tests as a major consideration in determining these grades. Letter grades that are acceptable are A and B.

Academic Performance (African American and Latino Students)

2. Whether the state test scores for African American and Latino students in a particular school exceed the average test scores of African American and Latino students in schools throughout the district with similar grade structures (e.g. K-5)
3. The size of the achievement gap in mathematics and English language arts (ELA) comparing test scores of white students to those of African American and Latino students.
4. The extent to which the school has narrowed or eliminated achievement gaps.
5. Improvement in passing scores on state tests for African American and Latino students.

GOAL 1: INTEGRATION (Providing Diversity, Excellence, and Equity)

Current Integration Status: Integrated (994 students)

Race/Ethnicity: 25% White, 20% African American, 46% Hispanic, 1% Native American, 4% Asian American, 5% Multi-racial.

Objective: Continue to recruit all students, with a focus on increasing the non-Latino student population.

Integration Indicator: Integration of Diverse Student Population

Actions to Address Integration Indicator and to Achieve Integration Goal and Objective:

- Magnet school staff will foster a collaborative school community that creates partnerships and implements the magnet theme with fidelity in order to attract and to maintain a diverse student population.
- Recruitment and marketing activities are planned and implemented by the District and the school.
- The District Communication Department will provide marketing materials appropriate to support the school's branding and activities. Materials include banners, posters, brochures, and other school specific materials.
- Palo Verde will be part of the District Communication Department deployment of commercial media including television, print, and social media.
- Ethnicity information closely monitored, in order to inform site of progress towards goal and recruitment efforts.

Critical Focus Area: Recruitment and Retention

Critical Focus Area Action Steps:

1. Continue recruitment at multiple middle schools: Booth-Fickett, Dietz, Borman, Naylor, Secrist, Alice Vail, and Mansfeld in order to increase enrollment, and maintain diversity, excellence, and equity.
2. Continue partnerships with Booth-Fickett, Dietz, Naylor, and Borman in order to retain integrated neighborhood students.

3. Magnet Coordinator (or staff representative) will participate in all District recruitment activities offered to school.
4. The leadership team will strategically identify areas for site-based recruitment, provide marketing materials, and engage in recruitment opportunities within the business community and surrounding neighborhoods.
5. The Magnet Coordinator and Palo Verde leadership team will create partnerships with community members that assist in recruitment events and school magnet visibility.
6. The principal will implement a collaborative school community that creates partnerships and implements the magnet theme with fidelity in order to attract and maintain a diverse student population.
7. Magnet School Coordinator will document recruitment and retention efforts in a magnet report, to be reviewed by the principal and submitted to the Magnet Department after quarterly benchmark assessments are analyzed.
8. Recruitment logs will be kept on-site and document district and school recruitment events, tours, and magnet phone inquiries.

Evidence of Progress

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| <ul style="list-style-type: none"> • Parent Attendance Sheets • Parent Volunteer Attendance Sheets • Parent and Community Outreach Plan | <ul style="list-style-type: none"> • Parent and Community Outreach Plan Quarterly Monitoring • Leadership Team Meetings Agendas/Minutes • Magnet Reports |
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GOAL 2: ACADEMIC QUALITY

A. Data Analysis, Trends, and Objectives *(language in red will be updated based on 2019 ACT data)*

- 1. Improve the academic performance of all students** *Note: The District no longer requires AzMERIT testing of students in grades 9-12. All 11th grade students will be assessed using the ACT beginning in the 2018-19 school year.*

ELA AzMERIT	2018	17.4 % of Palo Verde students met the proficiency level on the 2018 AzMERIT; 11.2% below the district proficiency rate.
ELA ACT	2019	<i>XX.X%</i> of 11th graders met the proficiency level; <i>XX.X%</i> below/above the district proficiency level.
	2020	<i>Objective: TBD</i>
MATH AzMERIT	2018	14.5% of Palo Verde students met the proficiency level on the 2018 AzMERIT; 9.1% below the district proficiency rate.
MATH ACT	2019	<i>XX.X%</i> of 11th graders met the proficiency level; <i>XX.X%</i> below/above the district proficiency rate.
	2020	<i>Objective: TBD</i>

- 2. Improve the academic performance of African American students to narrow or eliminate achievement gaps**

ELA AzMERIT	2018	9.2% of African American students met the proficiency level; 7.8.% below the district proficiency rate for African American students.
ELA ACT	2019	<i>XX.X%</i> of African American 11th graders met the proficiency level; <i>XX.X%</i> above the district proficiency rate.
	2020	<i>Objective: TBD</i>
MATH AzMERIT	2018	7.1% of African American students met the proficiency level on the 2018 AzMERIT; 5.2% below the district proficiency rate for African American students.
MATH ACT	2019	<i>XX.X%</i> of African American 11 th grade students met the proficiency level; <i>XX.X%</i> above the district proficiency rate.
	2020	<i>Objective: TBD</i>

- 3. Improve the academic performance of Latino students to narrow or eliminate achievement gaps**

ELA AzMERIT	2018	12.2% of Latino students met proficiency; 9.3% below the district proficiency rate for Latino students.
ELA ACT	2019	<i>XX.X%</i> of Latino 11 th grade students met the proficiency level; <i>XX.X%</i> above the district proficiency rate.
	2020	<i>Objective: TBD</i>
MATH AzMERIT	2018	13% of Latino students met the proficiency level; 5.6% below the district proficiency rate for Latino students.
MATH ACT	2019	<i>XX.X%</i> of Latino 11 th grade students met the proficiency level; <i>XX.X%</i> above the district proficiency rate.
	2020	<i>Objective: TBD</i>

B. Actions to Improve Academic Quality

Palo Verde has identified patterns and trends through the ADE Comprehensive Needs Assessment (CNA) process to identify school strengths and weakness across six School Improvement Action Plan (SIAP) Principles. The following SIAP Principles are

outlined in the Magnet Plan: Principle 2 Effective Teachers and Instruction, Principal 4 Effective Curriculum, and Principle 6 Family and Community Engagement.

SIAP Principle 2: Effective Teachers and Instruction (Indicators 2.4 and 2.7)

SIAP Indicator 2.4: Our teachers implement evidence-based, rigorous, and relevant instruction.

Actions to Address SIAP Indicator and to Achieve Academic Goals and Objectives:

- School PD calendar will support ongoing support for district initiatives (district supported with deployment of personnel and resources).
- Principal and school leadership team will implement a structured system for monitoring daily instruction (structured systems for class walkthrough visits).
- The Teacher Evaluation Instrument (Danielson Framework) will be used to guide pre-conferences, evaluations, and post-conferences.
- The District's Support & Innovation Team (Title 1) along with the Magnet Department and the District Leadership will gather classroom instruction trend data to identify strengths and refinements. Next steps will be determined and an action plan will be developed to address needs and or to provide enrichment. These visits will take place at least once a semester.
- Teachers will use pedagogical approaches that include culturally responsive instruction.
- Ongoing professional development on Tier I instructional strategies will focus on AVID, modeling, questioning strategies, student engagement strategies, cooperative learning structures, and daily checks for understanding.
- PLC's will clarify essential learning for each highly-leveraged standard.
- Technological devices (Microsoft Surface Pro) will be used to support updated technology in the classrooms; i.e. Promethean ActivWall Panels, Promethean Tables, and Classflow to meet the needs of the multi-modality learners while driving student engagement.
- Funding will be provided for text and supplies for collaborative learning opportunities.

Critical Focus Area 1: Structured Systems for Monitoring Daily Instruction

Critical Focus Area Action Steps:

1. Instructional leaders will use of the District Classroom Walkthrough rubric and Palo Verde’s Teacher Talking Points that utilize the Danielson Framework of Evaluation, Essential Elements of Instruction (EEI), and ADE criteria to support an observation and reflection cycle.
2. Leadership team will establish baseline data for needs to deliver quality Tier I instruction and implement system of continuous monitoring to address school-wide and individual teacher needs.
3. Leadership team, CSP, and Magnet Coordinator will schedule a continuous walkthrough and reflection cycle to support teachers to plan and to implement quality Tier I instruction.
4. Teacher’s lesson plans will include the use of technology to integrate academic and technical learning experiences into their instruction to connect student learning to authentic applications to technically prepare and to produce global ready graduates.
5. Teachers will plan for students to produce product outcomes that show evidence of learning.

Evidence of Progress

- Student/Teacher Ratio Records by School/Classes
- Walkthrough Data
- Benchmarks
- Trend Data
- CFAs
- Lesson and Unit Plans
- Tier 1 Rubric for Walkthroughs
- ACT Test Results

Critical Focus Area: Increase opportunities for collaboration to support quality Tier 1 Instruction

Critical Focus Area Action Steps:

1. The master schedule will support a 7 period day that embeds a common planning period for all contents. This will allow collaboration to discuss and to plan for effective teaching strategies.

2. Wednesday PD sessions will focus on quality Tier 1 instruction according to refinements needed as evident by analyzing walkthrough trend data.
3. The master schedule and PLC Collaborative Teacher Teams (CTTs) will maximize use of time and opportunity to provide teachers opportunities to work together.
4. This will include analyzing benchmark data and determining best teaching strategies for re-teach lessons.
5. Funding will be provided for faculty to attend external PD/conferences and to share knowledge with other faculty members.
6. Peer observation will be provided for teachers by funding substitutes during the school day.

Evidence of Progress

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| <ul style="list-style-type: none"> • PLC-CTTs Notes and Minute • PLC-CTTs Agendas • CFAs • CFA Data and Analysis • Budget Analysis and Planning | <ul style="list-style-type: none"> • Lesson Plans Aligned to TUSD Curriculum • PD Agendas • Re-Teach Lessons • Archive of Effective Teaching Strategies |
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SIAP Indicator 2.7: Our teachers collaborate with other teachers, administrators, parents, and education professional to ensure the success of all students.

Actions to Address SIAP Indicator and to Achieve Academic Goals and Objectives:

- Intervention and Supplemental Services (Math and ELA) will be offered during the school day to support students through Tier 2 and 3 support.
- MTSS teams will focus on academic performance data (school wide, grade level, and classroom level Tier 1, 2, and 3 recommendations as a response to data at the school wide, sub group, or individual student level).
- Principal and school leadership teams will use structured systems for monitoring the efficiency and effectiveness of PLC-CTTs grade level/course teamwork (mutually developed with teachers, structured systems for PLC-CTTs support).

- The principal and Magnet Coordinator will meet with the Magnet Department at least once a quarter to discuss observational findings of PLC-CTTs strengths and refinements. Next steps will be developed for implementation and monitored by the principal and Magnet Coordinator.
- Magnet Coordinators will meet monthly with the Magnet Department to focus on Tier 1 instruction and the work of PLC-CTTs.
- The Dean of Students will facilitate professional development and implementation of PBIS and restorative practices to support teachers and address level 1 and 2 behaviors that impede academic progress.
- Instructional Data and Intervention Specialist, MTSS Coordinator, Dean, Dropout Prevention Specialist, counselors and teachers will provide student data chats after the school's standards based pre-assessment and the District's benchmark testing.
- Instructional Data and Intervention Specialist and PLC-CTTs will analyze data from common formative assessments and benchmark assessment to identify students in need of support for Tier 2 instruction in the classroom.
- PLC-CTTs will develop action plans to support students who have not mastered the standards through re-teach lessons, small group instruction, push-in or pull-out intervention services.
- PLC-CTTs will create common formative assessments that are in alignment with TUSD Curriculum and District's scope and sequence.
- Instructional Data and Intervention Specialist and CSP will review data with classroom teachers and conduct an item analysis as well as trends from benchmarking or CFAs.
- Instructional Data and Intervention Specialist, CSP and Magnet Coordinator will set up a system to perform "Gap Analysis".
- Curriculum Service Provider will develop an action plan with the teacher next steps based on the "Gap Analysis".
- Palo Verde will use Positive Behavior Intervention and Supports to support a healthy school climate and culture conducive to high levels of learning and to reinforce good citizenship and character development of all students in a manner that is consistently implemented across all classroom/school environments.
- Palo Verde will use a Drop -Out Prevention Specialist to support the correlation between attendance and achievement.

Critical Focus Area 1: Intervention and Supplemental Tier 2 Services (Math and ELA)

Critical Focus Area Action Steps:

Math:

1. Math RTI teacher will provide content support in math for Algebra I and Geometry sections per day targeting for students who lack proficiency according to benchmark data.
2. The math interventionist will provide content support in Algebra II for students identified as needing supplemental support.
3. The Instructional Data and Intervention Specialist and counselors will monitor benchmark data to ensure students are properly enrolled in the math RTI classes.

ELA:

1. English RTI teacher will provide content support in English with ELA 9 and ELA 10 sections per day targeting for students who lack proficiency according to benchmark data.
2. The reading interventionist will provide content support in ELA grade 11 for students identified as needing supplemental support.
3. Instructional Data and Intervention Specialist will monitor benchmark data to ensure students are properly enrolled in the English RTI classes.

Evidence of Progress

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|---------------------|----------------|
| • ACT Scores | • Trend Data |
| • Walk through Data | • Achieve 3000 |
| • Benchmarks | • CFAs |

Critical Focus Area 2: High Functioning Professional Learning Communities Collaborative Teacher Team

Critical Focus Area Action Steps:

1. Teachers will engage in the PLC-Collaborative Teacher Team (CTT) process daily afforded by the 7 period day schedule.
2. Each PLC-CCTTs will maintain a notebook with agendas, sign-ins, and student data analysis.
3. PLC-CCTTs will clarify the essential learning for units of study aligned to the TUSD Curriculum and the scope and sequence.
4. PLC-CCTTs will create common formative assessments aligned to the TUSD Curriculum and the scope and sequence.
5. PLC-CCTTs will complete data analysis of common formative and benchmark assessments to determine student who need additional support and extension opportunities for students.
6. PLC-CCTTs will respond to CFAs by re-teaching, providing additional support and time to identified students who need to master the standard.
7. PLC-CCTTs will be monitored using the District’s PLC rubric. Strengths and refinements will be identified and next steps for PLC-CCTTs growth will be documented, implemented and monitored.

Evidence of Progress

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| <ul style="list-style-type: none"> • PLC Agendas/Minutes • Common Formative Assessments • Data Analysis • Re-Teach Lessons | <ul style="list-style-type: none"> • List of Students who Need and Received Additional Interventions and Support • District PLC Rubric and Next Step Documentation • Evidence of Observation of PLC Showing Strengths and Refinements. |
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SIAP Principle 4: Effective Curriculum (Indicator 4.2)

SIAP Indicator 4.2: Our written curricula align with the AZ State Standards and English Language Proficiency Standards, when appropriate, for all content areas.

Actions to Address SIAP Indicator and to Achieve Academic Goals and Objectives:

- Teachers will implement the TUSD Curriculum with fidelity (Curriculum Lead Teacher Initiative/ PLC-CCTTs).

- Lead teacher will help provide professional development for teachers to ensure that teachers know how to access and implement the TUSD Curriculum.
- Teachers will meet in PLC-CTTs to plan lessons that provide opportunities for students to personally connect with curriculum through use of culturally relevant materials.

Critical Focus Area: Plan and implement the TUSD Curriculum for all grade levels and content areas.

Critical Focus Area Action Steps:

1. PLC-CTTs will clarify the essential learning of instruction as determined by the TUSD Curriculum and scope and sequence.
2. District pacing guides will be used when teachers are planning units for instruction and daily lesson plans.
3. Instructional leaders will monitor the implementation and alignment of the TUSD Curriculum.
4. CSP will support the implementation of high quality curriculum at grade level by supporting teacher's professional growth through content level PD, Professional Learning Community Structures, and coaching.
5. CSP will systematically monitor, review and evaluate the implementation and effectiveness of adopted curricula ensuring continuous improvement for all students.

Evidence of Progress

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| <ul style="list-style-type: none"> • Lesson Plans • Common Formative Assessments • Walkthrough Data • PLC Binders and Data Notebooks | <ul style="list-style-type: none"> • TUSD Curriculum Unpacked Standards • CSP Notes and Documentation |
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SIAP Principle 6: Family and Community Engagement (Indicator 6.1)**Family Engagement Objectives:**

- By the end of the 2019-20 SY, 30% of families will have participated in a meeting/conference to update them on their child's academic progress.
- Home and Community Partnership Related Questions, Leadership Related Questions, and Overall Satisfaction ratings will rise by a minimum of 3% on the School Quality Survey.

SIAP Indicator 6.1: Our staff has high expectations of learning for all students.**Actions to Address SIAP Indicator and to Achieve Family Engagement Objectives:**

- Palo Verde will provide training to families at least twice per year regarding curricular focus, to include specific strategies, materials, and tools to assist families in supporting academic achievement in reading/math.
- Palo Verde will coordinate with Student Support and Partnership Centers to provide information regarding parent education and resource opportunities.
- Palo Verde will develop partnerships among families, communities, and schools that enhance student development and learning.
- Palo Verde will establish lines of communication to families, community members, and organizations.
- Palo Verde will develop and use social media structures to connect with students and families.
- FAFSA Night – Students and families are invited to campus to receive help filling out FAFSAs, and goal setting while planning for college
- DM Right Start – Magnet Coordinator and Community Liaison have a table during Right Start events on base. This event is geared for new enlistees and their families.
- Whataburger – Supports PVHM's Student of the Quarter events, and PBIS Titan Bolt cards by providing gift cards

- Palo Verde High Magnet’s Site Council – Parents can learn and provide input on school events.

Critical Focus Area: To develop partnerships among families, communities, and schools that enhances student development and learning.

Critical Focus Area Action Steps:

1. The Student and Family Support Liaison will plan, implement, and oversee all family and community engagement activities. He/she will assist families with resources as well as encourage them to be active participants in their child’s educational experience.
2. The Community Liaison will develop a plan of action for strengthening our family and community engagement and will work with the principal and leadership team to monitor and to adjust the plan during Site Council Meetings.
3. The Community Liaison will collect, monitor, and document data related to parent /community involvement.
4. The Magnet Coordinator will collaborate with the Family Support Liaison, Community Rep. or other site-based employees to coordinate efforts for parent, community, and partnership engagement.
5. The Magnet Coordinator will establish at least one new formal partnership, as documented by a letter of support.
6. Future Titan Night/New Student Orientation - Prospective families are given opportunities to tour campus and speak with teachers, counselors and administration regarding enrollment at Palo Verde High Magnet.
7. Snack Pack Program – Parents volunteer their time helping the Community Liaison with the Snack Pack Program.

Evidence of Progress

- Parent Attendance Sheets
- Parent Volunteer Attendance Sheets
- Parent and Community Outreach Plan
- Parent and Community Outreach Plan Quarterly Monitoring
- Leadership Team Meetings Agendas/Minutes

BUDGET AND STAFFING

Other school FTE to support Achievement Goals and School Specific Goals:

910(G) or non-910(G) FTE to support Achievement Goals and School Specific Goals. The District will assign other support staff to this school (e.g. Teacher Mentors, Technology Liaisons, Master Teachers, Lead Teachers, School Community Liaison Lead, MTSS Lead, etc.):

- 1.0 FTE Magnet Coordinator (910G, 202)
- 1.0 FTE Math Specialist Teachers (910G,202)
- 1.0 FTE Reading Specialist Teachers (910G, 202)
- 1.0 FTE Instructional Data and Intervention Specialist (Data Coach) (910G, 202)
- 1.0 FTE Classified Network Tech (910G, 202)
- 1.0 FTE Guidance Counselor (M&O)
- 1.0 FTE Library Media Specialist (M&O)
- 1.0 FTE Dean of Students (Title I)
- 1.0 FTE School Community Liaison (Title I)
- 2.0 FTE Teacher (Title I)
- 1.0 FTE Curriculum Service Provider (910G, 202)
- 1.0 FTE Curriculum Service Provider (Title I)
- 0.7 FTE Coordinator for College and Career Readiness (910G, Other)
- 0.3 FTE Coordinator for College and Career Readiness (Perkins)
- 1.0 FTE MTSS Facilitator (910G, other)
- 2.0 FTE Teacher AVID (910G, other)

Palo Verde HS Magnet Budget 2019-20 SY				
Description	Sum of FY 20 (\$)	Purpose	Magnet Plan Principle #:	Source of Funding
1.0 FTE Teacher Math Specialist	\$43,527.00	Freshman students who have been selected based on 8th grade math scores will be scheduled in a Response To Intervention class targeting essential skill deficits. Provide on-site targeted support to teachers, coaches and leaders. This may range from providing lesson planning and pacing support, to helping educators analyze data and apply it to instruction, to working with leaders to identify evidence of implementation successes and challenges.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
1.0 FTE Teacher Reading Specialist	\$43,527.00	A Reading Specialist will assist L25 students using Concept Recovery program. The Reading Specialist will work with PLCs and teachers to develop strategies to improve classroom instruction with a focus on literacy. Work collaboratively with a team to plan instruction. Demonstrate commitment to continuous learning	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Added Duty: Certified Tutoring	\$9,800.00	To reduce achievement gaps, four teachers will provide afterschool opportunities related to reading and math achievement that target African American and Hispanic students (tutoring 2 times each week for 1.5 hours).	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
1.0 FTE Classified Network Tech	\$56,371.00	A Network Tech will support the use of technology in all aspects of the curriculum focusing on STEAM subjects. The Tech will support student achievement, by assisting teachers in developing integrated, differentiated lessons using accessible technology. The Network Tech will assist with Technology issues with new capital purchases	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Supplies: Instructional	\$4,050.00	Supplies will be purchased as needed to support the STEAM program and success of the students. To improve instruction, supplies will be purchased to support classroom activities	2: Effective Teachers and Instruction	Deseg

			4: Effective Curriculum	
1.0 FTE Magnet Site Coordinator	\$43,527.00	The Magnet Coordinator will communicate essential information and highlight significant news about Magnet teachers, students, events through the school Newsletter (mailed out in English/Spanish), school website, social media, marque, and maintain technology infrastructure. The Magnet Coordinator will schedule presentations/events to showcase magnet program at local middle schools especially feeder schools (Booth-Fickett, Secrist, Naylor, Vail)	Integration: Providing Diversity, Excellence and Equity	Deseg
1.0 FTE Instructional Data and intervention Specialist	\$43,527.00	A Data Coach will create and implement interventions for the L25 and at-risk students. This position will work with PLCs/CTTs to develop intervention strategies will work with teams to disaggregate data in order to differentiate Tier 1 instruction and intervention opportunities	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
1.0 FTE Curriculum Service Provider	\$52,064.00	The Curriculum Service Provider will support magnet related math and science instruction, district initiatives and instructional goals, curriculum training and implementation, teacher development of professional knowledge and instructional skills improvement. This position will work with PLC/CTT groups to assess and utilize School City data within their curriculums.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Added Duty: Recruitment	\$1,400.00	Magnet Coordinator will work at district and site-based recruiting events.	Integration: Providing Diversity, Excellence and Equity	Deseg
Recruitment and marketing materials	\$800.00	Promotional materials will be purchased to advertise the school and its accomplishments	Integration: Providing Diversity,	Deseg

			Excellence and Equity	
Mileage	\$100.00	PV magnet coordinator and teachers will attend District recruitment events and recruit students at feeder Middle Schools.	Integration: Providing Diversity, Excellence and Equity	Deseg
Supplies: Recruitment	\$100.00	Recruitment supplies will be purchased to promote the school and increase enrollment.	Integration: Providing Diversity, Excellence and Equity	Deseg
Supplies: PD	\$500.00	To improve instruction, supplies to support Professional Development and PLC-CTT meetings, such as, copies, books, and display materials.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Certified Added Duty: PLC-CTTs	\$1,000.00	To support student achievement, PV teachers will have the opportunity to participate in PLC-CTTs outside of contract time. In PLC-CTTs they will review student testing data, collaborate on curriculum, analyze student work and data, problem solve and develop strategies to close the achievement gap.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Furniture under \$5,000	\$5525.00	Recruitment and retention of students and families requires attention to the resources available to students and the environment that fosters a STEAM model. Palo Verde seeks to	2: Effective Teachers and Instruction	Deseg

		outfit classrooms with furniture and equipment that reflects the needs of students and the PBL approach being implemented through collaborative PLC/CTT work. Furniture purchased will be conducive to cooperative learning to meet the needs of all students.	4: Effective Curriculum Integration: Providing Diversity, Excellence and Equity	
Technology over \$5,000	\$16,000.00	An ActivWall is a widescreen system and advancement from the traditional projector. The ActivWalls will be mounted in STEAM classrooms. It can be divided into individual learning spaces to enable students to work together using their own web browser and on-screen keyboard. The walls will allow student work to be displayed in order to enhance learning. Data shows that hands-on and active learning is the most effective. The collaborative units created by the STEAM teachers call for active participation from the students. The walls also make for better use of instruction time by cutting down on the amount of time transitioning from one objective to the next.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Registration: Magnet Schools of America (MSA) National Conference	\$2,000.00	The MSA National Conference features outstanding keynote speakers and sessions focusing on best practices in curriculum and instruction, technology integration, school leadership, and magnet school design. Palo Verde will send the Magnet Coordinator and one Administrator to MSA National Conference. Out of state travel and conference registration.	2: Effective Teachers and Instruction 4: Effective Curriculum 6: Family and Community Engagement Integration: Providing Diversity, Excellence and Equity	Deseg

Out of State Travel	\$6,000.00	Travel, lodging, transfers and per diem will be provided for the 2 people traveling out of state to the MSA National Conference.	2: Effective Teachers and Instruction 4: Effective Curriculum 6: Family and Community Engagement Integration: Providing Diversity, Excellence and Equity	Deseg
UA Sky School	\$6,300.00	UA Sky School will provide the opportunity for 20 9 th -12 th grade students to participate in the Flagship Research Program , a 4 day/3 night program that includes workshops focusing on scientific concepts and field techniques. This learning is extended into scientific inquiry projects that are led by students and presented at an end-of-program symposium. This program includes nighttime astronomy experiences, dormitory lodging, and all on-site meals.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Substitutes: PD	\$1,000.00	To support student achievement, teachers will be provided a substitute when chaperoning Sky School and attending magnet related professional development opportunities off-campus during the school day.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Transportation	\$800.00	Transportation to allow 20 students to participate in U of A Sky School 4 day/3 night Flagship Research program in Mount Lemmon		
Employee Benefits	\$73,596.00			
Total Budget 2019-20 SY	\$411,514.00			

Total FTE:	6.0
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Palo Verde HS Title 1 Budget 2019-2020 SY				
Description	Sum of FY20 (\$)	Purpose	SIAP/ Magnet Plan Principle #	Source of Funding
2.0 FTE Teacher Title I	\$87,054.00	Differentiate Tier I, Tier 2, and Tier 3 instruction; Targeted intervention for elementary grades for identified students	2: Effective Teachers and Instruction 4: Effective Curriculum	Title 1
ESI Subs (for Title teachers)	\$4,000.00	Substitute teacher for Title 1 teachers.	2: Effective Teachers and Instruction 4: Effective Curriculum	Title 1
1.0 FTE School Community Liaison	\$26,400.00	The School Community Liaison serves as a liaison between the school and the home and encourages parents and community involvement in school activities. The School Community Liaison provides referrals or works with TUSD services and resources as well as external social service agencies to provide information to staff, students and families.	6: Family and Community Engagement	Title 1
1.0 FTE Dean of Students	\$45,000.00	The Dean of Students collaborates with district staff, parents and students to identify high-risk students for future prevention services. The Dean of Students may	2: Effective Teachers and Instruction	Title 1

		visit students and parents in the home to determine causes for absenteeism, academic or discipline problems. The Dean monitors these students as they enter and go through school to determine impact of prevention activities.	4: Effective Curriculum	
1.0 FTE Curriculum Service Provider	\$45,000.00	The Curriculum Service Provider will support ELA, ELD, and L25 district initiatives and instructional goals, curriculum training and implementation, teacher development of professional knowledge and instructional skills improvement. This position will work with PLC – CTTs to assess and utilize School City data within their curriculums.	2: Effective Teachers and Instruction 4: Effective Curriculum	Title 1
Added Duty PLC-CTTs	\$2,000.00	Added duty for off-contract time spent working in PLC – Collaborative Teacher Teams.	2: Effective Teachers and Instruction 4: Effective Curriculum	Title 1
Added Duty Tutoring	\$2,000.00	Added duty for tutoring.	2: Effective Teachers and Instruction	Title 1
Supplies Instructional	\$3000.00	District Supplies for school resources.	2: Effective Teachers and Instruction	Title 1
Employee Benefits	\$61,836.00			
Total Budget 2018/19 SY	\$276,290.00			
Total FTE:	5.0			