

Palo Verde High Magnet School Plan 2020-21 SY
Magnet Theme: STEAM
Principal: Eric Brock
Tucson Unified School District

MAGNET SCHOOL SUMMARY

Palo Verde High Magnet School is an integrated school that earned the Arizona State letter grade of a C during SY 2019-20. STEAM (Science, Technology, Engineering, Arts, and Math) is the magnet focus 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, Computer Science, Film & TV, Digital Communications, and Sports Medicine. Students will learn to apply Science, Technology, Engineering, Arts, and Math concepts to current technologies and tools, as they learn about the different disciplines and opportunities with the fields of Engineering. Engineering students will have the ability to experience Engineering in both electrical and embedded software design by utilizing a robotics theme. During Computer Science courses, students will learn fundamentals of computing, including problem solving, working with data, understanding the internet, cybersecurity, and programming. Our 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.

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 Please indicate type				OTHER PROGRAMS Check any/all that apply									
X	School Wide		Targeted Assistance	X	Magnet (STEAM)		SIG	X	Targeted School Improvement 1. African American 2. ELL 3. ExEd		Comprehensive Support & Improvement		D or F Status

TIMELINE FOR PLAN SUBMISSION AND MONITORING						
	Feb. 15, 2020	Oct. 9, 2020	Dec. 18, 2020	March 12, 2021	May 21, 2021	TBD
	Magnet Plan Submission	Quarter 1 Progress Review	Quarter 2 Progress Review	Quarter 3 Progress Review	Quarter 4 Progress Review	Review of 2020 AzMERIT

GOALS FOR MAGNET SCHOOL EFFECTIVENESS

GOAL 1: BY THE 40TH DAY OF THE 2020-21 SY, Palo Verde High Magnet 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 High Magnet School WILL ENHANCE ACADEMIC QUALITY BY THE END OF THE 2020-21 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 Status:** <Updated by District with 100th Day Data in fall of 2020>**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 Goal(s):****District Initiated and Supported:**

- 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.
- Recruitment and marketing activities are planned and implemented by the District and the school.

Magnet Department Initiated and Supported:

- 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.
- Semester Theme Visibility Walkthroughs are conducted to ensure that the magnet theme is throughout the school environment. Develop quick-wins to create instant opportunities for growth with theme visibility.
- 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 TUSD 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 recruitment at multiple non-TUSD middle schools: La Paloma Academy, Academy of Tucson, Lehman Academy, Tucson Country Day School.
3. Continue partnerships with Booth-Fickett, Dietz, Naylor, and Borman in order to retain integrated neighborhood students.
4. Magnet Coordinator (or staff representative) will participate in all District recruitment activities offered to school.
5. 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.
6. The Magnet Coordinator and Palo Verde leadership team will create partnerships with community members that assist in recruitment events and school magnet visibility.
7. 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.
8. 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.
9. 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 • Recruitment logs |
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GOAL 2: ACADEMIC QUALITY

A. Data Analysis, Trends, and Objectives**2020 SCHOOL LETTER GRADE: TBD****SCHOOL PROFICIENCY RATES: <Updated by District in July 2020>**

ELA AzMERIT	Spring 2020 AzMERIT	XX % of 10 th grade students met the proficiency level on the 2020 AzMERIT; XX% below / above the district proficiency rate of XX%.
	2020-21 SY Goal	ELA achievement for 10 th grade students will increase XX%, moving from XX% proficiency to at least XX% in 2020-21
Math AzMERIT	Spring 2020 AzMERIT	XX % of 10 th grade students met the proficiency level on the 2020 AzMERIT; XX% below / above the district proficiency rate of XX%.
	2020-21 SY Goal	Math achievement for 10 th grade students will increase XX%, moving from XX% proficiency to at least XX% in 2020-21

AFRICAN AMERICAN PROFICIENCY RATES

ELA AzMERIT	Spring 2020 AzMERIT	ELA achievement 10 th grade AfAm students was XX% proficiency; XX% above the district AfAm elementary school proficiency rate of XX%.
	2020-21 SY Goal	ELA achievement for 10 th grade AfAm students will increase X%, moving from XX% proficiency in 2019-20 to at least XX% in 2020-21.
Math AzMERIT	Spring 2020 AzMERIT	Math achievement 10 th grade AfAm students was XX%; XX% above the district AfAm elementary school proficiency rate of XX%.
	2020-21 SY Goal	Math achievement for 10 th grade AfAm students will increase at least X%, moving from XX% proficiency in 2019-20 to at least XX% in 2020-21.

HISPANIC PROFICIENCY RATES

ELA AzMERIT	Spring 2020 AzMERIT	ELA achievement for 10 th grade Hispanic students was XX% proficiency; XX% above the district Hispanic elementary school proficiency rate of XX%.
	2020-21 SY Goal	ELA achievement for 10 th grade Hispanic students will increase at least X%, moving from XX% proficiency in 2019-20 to at least XX% in 2020-21.
Math AzMERIT	Spring 2020 AzMERIT	Math achievement for 10 th grade Hispanic students was XX%; XX% above the district Hispanic elementary school proficiency rate of XX%.
	2020-21 SY Goal	Math achievement for 10 th grade Hispanic students will increase at least X%, moving from XX% proficiency in 2019-2020 to at least XX% in 2020-21.

B. Actions to Improve Academic Quality

Comprehensive Magnet Plan Level of Support for 2020-21 SY: <To be determined by the District>

Palo Verde High Magnet 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. The lowest Indicators for each principle are addressed.

SIAP Principle 2: Effective Teachers and Instruction (2.4, 2.5. 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:

District Initiated and Supported:

- School PD calendar will support ongoing support for district initiatives (district supported with deployment of personnel and resources).
- 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.
- 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.

Magnet Department Initiated and Supported:

- Technological devices (Microsoft Surface Pros and well as student laptops from Tech 4 Success initiative) 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.
- Monthly visits to support curriculum and instruction initiatives.
- Magnet Coordinator monthly professional development opportunities with a focuses on curriculum and instruction.
- Magnet Coordinators will participate in Curriculum and Instruction Professional Development that is designed to train the trainer. Magnet Coordinators will be responsible to provide the information to their school site and to support teachers with the implementation of best practices on the topics presented

Title 1 Initiated and Supported:

- 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.
- Provide text and supplies for collaborative learning opportunities.
- Curriculum Service Provider will support quality Tier 1 instruction through observation, reflection, and coaching.

Critical Focus Area: 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 participate in 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. This will be monitored through classroom walkthroughs.

Evidence of Progress

- Walkthrough and Reflection Logs
- Classroom Walkthrough Trend Data
- Lesson and Unit Plans
- Tier 1 Rubric for Walkthroughs

SIAP Indicator 2.7: Our teachers collaborate with other teachers, administrators, parents, and education professionals to ensure the success of all students.

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

District Initiated and Supported:

- 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, subgroup, or individual student level).
- 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.
- 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).
- Palo Verde will use a Drop –Out Prevention Specialist to support the correlation between attendance and achievement.
- 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.
- A seven period day will be afforded and scheduled to support the pursuit of best instructional practices, to identify what the District curriculum is asking students to know and be able to do, to develop the knowledge of how to incorporate student use of technology in the classroom, and to analysis a variety of formal assessments to inform instruction.

Magnet Department Initiated and Supported:

- Intervention and Supplemental Services (Math and ELA) will be offered during the school day to support students through Tier 2 and 3 support.
- Instructional Data and Intervention Specialist (IDIS) will support the PLC-CTTs in analyzing data from common formative assessments and benchmark assessment to identify students in need of support for Tier 2 instruction in the classroom.

- The principal and Magnet Coordinator will meet with the Magnet Department at least once a quarter to discuss observational findings of PLC Collaborative Teacher Teams, including strengths and refinements. Next steps will be developed for implementation and monitored by the principal and Magnet Coordinator.

Title 1 Initiated and Supported:

- Curriculum Service Provider will support the PLC-CTTs through observation and coaching for refinements.
- The Dean of Students will support the learning of positive classroom behaviors for students in need.

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

Critical Focus Area Action Steps:

Math:

1. Math Specialist will run a math lab throughout the day using push-in and pull-out services for student remediation and extension. Identification for push-in remediation is based on multiple factors: summative assessments, ACTs, benchmarks, formative assessment, or teacher observation. The lab teacher can also pull-in students identified as needing the service for 2-3 days per week over nine weeks, so students do not fall behind in other courses.
2. The Instructional Data and Intervention Specialist and counselors will monitor benchmark data and create data presentations for content area teachers (ELA, math, science and social studies) regarding classroom results. Individual student data will be prepared and given to content teachers to assist in student level data talks. Students develop academic goals.

ELA:

3. ELA Specialist will run an ELA lab throughout the day using push-in and pull-out services for student remediation and extension. Identification for push-in remediation is based on multiple factors: summative assessments, ACTs, benchmarks, formative assessment, or teacher observation. The lab teacher can also pull-in students identified as needing the service for 2-3 days per week over nine weeks, so students do not fall behind in other courses.
4. Instructional Data and Intervention Specialist will monitor benchmark data to ensure students are properly enrolled in the English RTI classes for additional support and time to master content standards.

5. Instructional Data and Intervention Specialist, CSP and Magnet Coordinator will set up a system to perform "Gap Analysis" for exceptional education, African American and ELD students. Teachers work with the CSP to design Tier 2 supports to be delivered in the Tier 1 classroom to address gaps in learning. Tier 3 interventions are provided outside of the Tier 1 classroom by Reading and math Intervention.

Evidence of Progress

- AzMERIT Data
- Walk Through Data
- Benchmarks
- Trend Data
- CFAs

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

Critical Focus Area Action Steps:

1. Teachers will engage in the PLC-Collaborative Teacher Teams (CTTs) process during Wednesday PD and other opportunities outside of the school day.
2. PLC-CTT math and ELA teams will meet for 8 half-days throughout the school year to plan curriculum, to analyze student data, and to plan Tier 2 interventions.
3. Each PLC-CTTs will maintain a notebook with agendas, sign-ins, and student data analysis.
4. PLC-CTTs will clarify the essential learning for units of study aligned to the TUSD Curriculum and the scope and sequence.
5. PLC-CTTs will create common formative assessments aligned to the TUSD Curriculum and the scope and sequence.
6. PLC-CTTs will complete data analysis of common formative and benchmark assessments to determine student who need additional support and extension opportunities for students.
7. PLC-CTTs will respond to CFAs by re-teaching, providing additional support and time to identified students who need to master the standard.

8. PLC-CTTs will be monitored using the District's PLC rubric. Strengths and refinements will be identified and next steps for PLC-CTTs growth will be documented, implemented and monitored.

Evidence of Progress

- PLC Agendas/Minutes
- Common Formative Assessments
- Data Analysis
- Re-Teach Lessons
- District PLC Rubric and Next Step Documentation
- PLC-CTT Observation Logs

SIAP Indicator 2.5: Out teachers have a strong understanding of types of assessments.

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

District Initiated and Supported:

- Assessment and Evaluation support to train teachers and provided PD on how to navigate School City and analysis formative assessment data.

Magnet Department Initiated and Supported:

- Magnet Coordinator and the Curriculum Service Provider will focus on teacher knowledge and use of different assessment types during classroom walkthroughs and Professional Learning Community (PLC)-Collaborative Teacher Team (CTT) meetings.
- Instructional Data and Interventionist Specialist will provide analysis of benchmark data to support teacher understanding of classroom and individual student performance as it correlates to the standards that are taught.

Title 1 Initiated and Supported:

- Math Pathways and Pitfalls program to support math planning for assessments.

Critical Focus Area: A variety of assessments are used to plan, drive, and evaluate student learning outcomes.

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, in order to create tests, rubrics, and various types of assessments.
2. Training on School City will take place, so teachers can access user-friendly data.
3. Teachers will regularly identify and share learning expectations with student and review benchmark data. This will support students in understanding what they should learn and the goals for their progression.
4. Teachers will continuously elicit evidence of student learning using informal formatives i.e. checks for understanding, during classroom Tier 1 instruction. Evidence will be collected during classroom walkthroughs to ensure the use of these instructional practices.
5. Math and ELA teachers will develop formative assessments to be implemented after every 3-5 learning objectives. Formative assessment results will guide re-teaching and enrichment.
6. A closure activity, i.e. Exit Tickets, will be planned and implemented at the end of each daily lesson to inform instruction and to identify misconceptions

Evidence of Progress

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| <ul style="list-style-type: none"> • Assessments • Rubrics • School City Data | <ul style="list-style-type: none"> • Benchmark Data • Student Academic Goals • Walkthrough data indicating the use of informal formative and formal formatives |
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SIAP Principle 4: Effective Curriculum (Indicator 4.6)

SIAP Indicator 4.6: Our school staff systematically monitors, reviews and evaluates the implementation and effectiveness of adopted curricula ensuring continuous improvement for all students.

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

District Initiated and Supported:

- Teachers will develop and implement lesson and units of study following the District curriculum and Scope and Sequence.
- Teacher will meet in PLC-CTTs to plan lessons that provide opportunities for students to personally connect with curriculum through use of culturally relevant materials.

Magnet Department Initiated and Supported:

- A 7-period day will be implemented to ensure teachers/staff are able to meet on a daily basis during PLC-CTT times to collaborate on District Curriculum and Scope and Sequence.
- A math and reading interventionist will be utilized on a push-in/pull-out basis to help ensure continuous improvement for all students.

Title 1 Initiated and Supported:

- Curriculum Service Provider will monitor the use of the District Curriculum and Scope and Sequence through classroom visits and PLC – CTT observations.

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, and will review and evaluate, as needed.
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

<ul style="list-style-type: none"> • Lesson plans • Common formative assessments • PLC binders/notebooks 	<ul style="list-style-type: none"> • TUSD Curriculum unpacked standards • CSP notes/documentation • Walkthrough data
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SIAP Principle 6: Family and Community Engagement (Indicator 6.1)**Family Engagement Objectives:**

- By the end of the 2020-21 SY, 30% of families will have participated in a meeting/conference to update them on their child's academic progress.
- Parent/Guardian strongly agree and agree responses on overall satisfaction in the 2020-2021 TUSD School Quality Survey will be 90% or higher. Data from the 2018-19 SY Quality Survey indicate 92.44% Parent/Guardian overall satisfaction.

SIAP Indicator 6.1 Our school creates and maintains positive collaborative partnerships among families, communities, and school to support student learning.**Actions to Address SIAP Indicator and to Achieve Family Engagement Objectives:****District Initiated and Supported:**

- Palo Verde High Magnet 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.
- Students and families will be invited to campus to receive help filling out FAFSAs, and participate in goal setting while planning for college.
- Palo Verde's Site Council will continue to meet monthly and minutes will be posted.

Magnet Department Initiated and Supported:

- Magnet Coordinator and School Community Liaison will develop partnerships among families, communities, and schools that enhance student development and learning.
- Magnet Coordinator and/or Community Liaison will continue to attend Right Start events on Davis-Monthan AFB. This event is geared for new enlistees and their families.
- Magnet Coordinator will send regular mailers to all neighborhood families with TUSD middle school students.

Title 1 Initiated and Supported:

- School Community Liaison 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.
- School Community Liaison will coordinate with Student Support and Partnership Centers to provide information regarding parent education and resource opportunities.
- Magnet Coordinator and School Community Liaison will develop partnerships among families, communities, and schools that enhance student development and learning.
- Magnet Coordinator and/or Community Liaison will continue to attend Right Start events on Davis-Monthan AFB. This event is geared for new enlistees and their families.
- School Community Liaison will continue relationship with Whataburger – Supports PVHM’s Student of the Quarter events, and PBIS Titan Bolt cards by providing gift cards.

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

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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 |
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PALO VERDE HS 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 Math Specialist Teacher (910G,202)
- 1.0 FTE Reading Specialist Teacher (910G, 202)
- 1.0 FTE Assistant Principal (910G, 202)
- 1.0 FTE Magnet Coordinator (910G, 202)
- 1.0 FTE Instructional Data and Intervention Specialist (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)
- 2.0 FTE Teacher (Title I)
- 1.0 FTE School Community Liaison (Title I)
- 1.0 FTE Dean of Students (Title I)
- 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)
- 1.0 FTE Teacher AVID (910G, other)

Palo Verde HS Magnet Deseg Budget 2020-2021 SY			
Description	Sum of FY 21 (\$)	Purpose	Magnet Plan Principle #:
1.0 FTE Teacher Math Specialist	\$50,000	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
1.0 FTE Teacher Reading Specialist	\$50,420	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
1.0 FTE Assistant Principal	\$78,773	Assistant Principal provides leadership and management of a school that is focused on student learning and achievement, relationships, and communication, and efficient operations. Promotes the success of each student by facilitating the development and articulation of a vision of learning that is shared and supported by the school community	2: Effective Teachers and Instruction 4: Effective Curriculum 6: Family and Community Engagement, Integration: Providing Diversity,

			Excellence and Equity
1.0 FTE Magnet Site Coordinator	\$50,000	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). The Magnet Coordinator supports all curriculum and instruction initiatives and efforts.	2: Effective Teachers and Instruction 4: Effective Curriculum Integration: Providing Diversity, Excellence and Equity
1.0 FTE Instructional Data and intervention Specialist	\$50,000	A Data Coach will create and implement interventions for the L25 and at-risk students. This position will work with PLC-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
1.0 FTE Classified Network Tech	\$56,371	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
Added Duty: Certified Tutoring	\$10,000	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
Certified Added Duty: PLC-CTTs	\$4,000	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

Substitute Pay	\$5,000	Substitute teachers to allow for PLC-CTT math and ELA teams to meet for 8 half-days throughout the school year.	2: Effective Teachers and Instruction 4: Effective Curriculum
Added Duty: Recruitment	\$1,400	Magnet Coordinator will work at district and site-based recruiting events.	Integration: Providing Diversity, Excellence and Equity
Supplies: Instructional	\$4,050	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 4: Effective Curriculum
Recruitment and Marketing Materials	\$800	Promotional materials will be purchased to advertise the school and its accomplishments	Integration: Providing Diversity, Excellence and Equity
Mileage	\$100	Travel expenses for school recruitment events.	Integration: Providing Diversity, Excellence and Equity
Supplies: Recruitment	\$100	Recruitment supplies will be purchased to promote the school and increase enrollment.	Integration: Providing Diversity, Excellence and Equity

Supplies: PD	\$500	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
Technology under \$5,000	\$18,000	Laptops: Data shows that hands-on, active learning is most effective. Laptops to meet the needs of the multi-modality learners while driving student engagement. Students can get immediate feedback on their learning. This will be used to support updated technology in the classrooms; i.e. Technological devices will be used to support updated technology in the classrooms; i.e. Laptop replacements for damaged items.	2: Effective Teachers and Instruction 4: Effective Curriculum
Employee Benefits	\$124,048		
Total Budget 2020-21 SY	\$503,562		
Total FTE:	6.0		

Palo Verde HS Title 1 Budget			
Description	Sum of FY21 (\$)	Purpose	SIAP/ Magnet Plan Principle #
2.0 FTE Teacher Title I	\$78,000	Differentiate Tier I, Tier 2, and Tier 3 instruction; Targeted intervention for identified students.	2: Effective Teachers & Instruction 3: Effective Organization of Time 4: Effective Curriculum
Substitute Teachers	\$1,500	Substitute teachers for Title 1 teachers.	2: Effective Teachers & Instruction; 3: Effective Organization of Time; 4: Effective Curriculum
1.0 FTE School Community Liaison	\$27,000	Community Liaison will work with students and families to build relationships, check on attendance issues, and provide academic support including organizational skills as needed. Will also assist in promoting and supporting parents with strategies to help their child be more successful in school.	2: Effective Teachers and Instruction 4: Effective Curriculum; 6: Family and Community Engagement

1.0 FTE Dean of Students	\$43,000	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 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.	5: Conditions, Climate & Culture
1.0 FTE Curriculum Service Provider	\$42,000	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
Added Duty Tutoring	\$7,500	Added duty for tutoring outside of the school day.	2: Effective Teachers and Instruction; 4: Effective Curriculum
Supplies Instructional	\$4,190	District Supplies for school resources.	2: Effective Teachers and Instruction 4: Effective Curriculum
Instructional Aids	\$5,000	Anatomy Workbooks, IPADS, IXL Licenses, ACT Books, Calculators, White Boards – To support student learning in math and ELA.	2: Effective Teachers and Instruction 4: Effective Curriculum
Technology Related Hardware &	\$9,000	Laptops, Grade Cam, and document cameras – Technology purchases to use in the classroom to support instruction.	2: Effective Teachers and Instruction

Software less than \$5,000		4: Effective Curriculum
Employee Benefits	\$59,600	
Total Budget 2020/21 SY	\$276,790	
Total FTE:	5.0	