

**Magnet Programs**



**TUSD Magnet Programs  
Improvement Action Plan for Integration and  
Achievement  
SY2022-23**

**Principal:** Erick Brock

**School:** Palo Verde High Magnet School

**Magnet Program:** STEAM

**Region:** Arcadia

**Date Plan Revised:** 4/8/22

**Planning Team:**

<b>Name</b>	<b>Position</b>	<b>Name</b>	<b>Position</b>
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**Sign Off:**

<b>Position</b>	<b>Name</b>	<b>Signature</b>	<b>Date</b>
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## **I. Magnet School Profile**

### **A. Mission**

The purpose of Palo Verde High Magnet School is to provide high quality instruction which creatively integrates STEAM into all curricula. We will provide a safe and encouraging environment where students, staff, families, and the larger community are bound together in a climate where diversity is appreciated. We are here to promote supportive, engaging, and challenging avenues that will lead students toward post-secondary education, lifelong learning, and a successful quality of life.

### **B. School Summary**

Palo Verde High Magnet School is currently a C-rated, integrated school. Palo Verde's programmatic theme is STEAM (Science, Technology, Engineering, Arts, and Math). The STEAM programming is implemented through a variety of course offerings and is devoted to helping all students consistently achieve the highest possible competence, not only in core academic subjects, but also in all the disciplines of STEAM. 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 within 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, and Dance. Our students also have the opportunity to take classes ranging from, 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.

At Palo Verde, our main Exceptional Education Inclusion/Co-op model provides a fluid teaching style between the general education teacher and the ExEd teacher, where students interact with both teachers equally. Both teachers take turns delivering all or part of lessons and roam the room supporting all students. Some teachers employ other models, where one teacher within the co-op will take a small group of students to another location to work on scaffolding. Some teachers focus on certain students within the classroom. For all of these models which occur at PV, each cooperating pair are provided with time near at the beginning of the school year, as well as throughout the year during PD and other co-op pair decided times to discuss the aspects and specifics of the class and content area. Most, if not all of, our coop pairs have attended coop/inclusion training provided with the district which provided them with the time to further discuss their teaching philosophies and styles. Furthermore, each ExEd teacher within the co-op pair are provided the opportunity during master schedule creation to choose the teacher they work best with, which provides them additional time to discuss logistics and philosophies. Co-op teachers are supported by both the CSP and the ExEd Department chair, as well as teachers both in the ExEd department and content areas.

Palo Verde adheres and enforces all aspects of IDEA, including general education teacher attendance to IEP meetings, using accommodations in classes, and state and federal compliance and fidelity in writing and implementing IEP plans. IEPs are reviewed annually, and we have one of the highest percentages of general education teacher attendance to meetings. Case managers monitor their students' progress and communicate with those teachers monthly and review the students' progress toward their goals on a quarterly basis. All goals are measurable and quantifiable, and are reported as such, and sent as a progress report to parents each quarter.

### **C. Vision**

The vision of Palo Verde High Magnet is to graduate all students and to prepare them with skills, knowledge, and critical thinking abilities that can be applied to a choice of college, university, technical program, or career path, in order for them to compete and succeed in a global economy.

### **D. Core Values**

At Palo Verde High Magnet School, all stakeholders hold high expectations and high standards in order to promote student success. We participate in shared decision making guided by what is best for our students and is aligned to our vision and our mission. We participate in collaboration and professional development based on data and research. We value every student as both an individual and as a member of a larger society, while all stakeholders work in collaboration to further student achievement and academic excellence. We value a safe, secure, and clean school environment that supports and encourages learning.

**E. School Profile**

2018-19 Letter Grade	2020-21 Integration Status	Magnet Theme
C	Integrated	STEAM

Student Profile					
Mobility (Rate)	Absenteeism (Rate)	Promotion (Rate)	F&RL (% of FRL Students)	EL (% of EL Students)	Ex Ed (% of Ex Ed Students)
			56.75%	17%	26.4%

School Integration Profile (USP Ethnicity)													
Enrollment	White		African American		Hispanic/ Latino		Native American		Asian/Pacific Islander		Multi-Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	N
<b>2021-22 Palo Verde Enrollment</b>	178	27%	126	19%	298	45%	15	2%	21	3%	30	4%	668
	<b>% non-neighborhood</b>												
	<b>USP Integration Range + / - 15% District HS Avg</b>												
	<b>6-37%</b>		<b>0-24%</b>		<b>45-70%</b>	<b>0-18%</b>	<b>0-18%</b>	<b>0-18%</b>					
	<b>Future Integration Range + / - 25% District HS Avg</b>												
	<b>0-47%</b>		<b>0-34%</b>		<b>35-70%</b>	<b>0-28%</b>	<b>0-28%</b>	<b>0-28%</b>					

**F. Achievement Data**

<b>2 Years of AzMERIT TUSD Math Data Grades 9-11</b>						
Math	2017 Alg. I	2017 Geometry	2017 Alg. II	2018 Alg. I	2018 Geometry	2018 Alg. II
District Avg	29%	22%	17%	29%	27%	22%
State Avg	39%	34%	34%	39%	37%	34%
Palo Verde High	14%	13%	8%	19%	16%	10%

<b>2 Years of AzMERIT TUSD ELA Data Grades 9-11</b>						
ELA	2017 Gr. 9	2017 Gr. 10	2017 Gr. 11	2018 Gr. 9	2018 Gr. 10	2018 Gr. 11
District Avg.	26%	24%	21%	31%	28%	26%
State Avg.	36%	31%	26%	41%	33%	29%
Palo Verde High	14%	17%	15%	24%	18%	10%

<b>Palo Verde</b>				
<b>2018-19 ACT Average Scale Score by USP Ethnicity<sup>1</sup></b>				
<b>USP Ethnicity</b>	<b>English</b>	<b>Math</b>	<b>Reading</b>	<b>Science</b>
White	17.98	18.91	18.89	17.81
African American	13.38	15.77	14.30	14.34
Hispanic	14.64	16.82	15.73	16.74
Native American	13.50	15.25	16.25	16.00
Asian-PI	12.30	16.20	14.40	16.00
Multi-Racial	13.67	16.11	13.78	15.56
<b>All</b>	14.99	17.00	16.04	16.43

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<sup>1</sup> In 2016, the Arizona state legislature enacted A.R.S. 15-741.02, which required the state Department of Education to offer a menu of alternative assessments in addition to the statewide achievement test (at that time, AzMERIT). For high schools, the alternative measures adopted by the state pursuant to the new statute included the ACT, the SAT, and others of less universal applicability. Simultaneously, the state Department of Education reported that it intended to revise the AzMERIT test, and that the new contract for the test would be for only two years with the plan thereafter to transition all high school testing to a national test such as the ACT or SAT. This plan raised the prospect that the new state administered achievement test would include national test choices or AzMERIT in 2018-19, and then change again two years later. Accordingly, beginning in 2018-19 year, the District elected to move to the ACT test, in the hopes that this change would provide a continuously available measure which is carefully normed on a national basis to compare year-over-year, to allow meaningful analysis of achievement data over time, for purposes of measuring gaps, trends, and improvements.

However, in 2019, the federal Department of Education notified the state that the menu of alternative measures did not comply with the federal Every Student Succeeds Act (ESSA) law that requires all schools to take the same statewide assessment for academic accountability, and denied Arizona's request for a waiver. Thus, in 2019-20, all districts would have been required to return to the current statewide achievement test, which by then had switched from AzMERIT to AzM2. However, in 2019-20, no statewide achievement test was administered by the state. In 2020-21, AzM2 testing was offered but voluntary, and only 26% of eligible high school students district-wide took the test because of the state requirement of in-person testing during the pandemic (low participation was also a statewide issue). For 2021-22, the state has adopted the ACT Aspire for 9th grade and the ACT for 11th grade as required state tests. Accordingly, the District has no reliable way to compare achievement year over year, as there is no way to compare test results across AzMERIT (administered spring 2018), ACT (11th grade only, administered spring 2019), the voluntary but low participation AzM2 administered in spring 2021(10th grade only), and the ACT Aspire (9th grade only) and ACT (11th grade only) administered in 2022. The different test types and different grades assessed makes measurement of gaps, trends, setting goals, and results across these time periods effectively impossible in any meaningful way, through no fault of the District.

**Three Year AZ Merit/AASA by Subgroup**

**ELA**

	African American			Hispanic			Anglo		
	16-17	17-18	21-22	16-17	17-18	21-22	16-17	17-18	21-22
<b>Grade 9</b>	3.1	20.0		16.4	11.2		23.3	40.4	
<b>Grade 10</b>	17.3	7.7		13.1	15.0		24.1	36.4	
<b>Grade 11</b>	13.3	5.3		11.8	11.2		20	27.8	

**Math**

	African American			Hispanic			Anglo		
	16-17	17-18	21-22	16-17	17-18	21-22	16-17	17-18	21-22
<b>Grade 9</b>	2.1	14.7		14.1	9.2		29.1	32	
<b>Grade 10</b>	4.9	5.8		12.9	18.4		14	24.1	
<b>Grade 11</b>	2.9	4.0		6.4	11.1		8.5	16.3	

18-19 and 20-21= AZM2 test; 21-22 data = AASA. Numbers smaller than 10 are represented by an asterisk to ensure student privacy.



## II. DISTRICT GOALS FOR MAGNET SCHOOL EFFECTIVENESS

### 1. Integration

The District uses two measures for determining whether a magnet school is Integrated or making progress towards integration:

**Meeting the 70% and +/- 25% thresholds for an Integrated School.** A magnet school is Integrated when no racial or ethnic group exceeds 70% of total enrollment; and when no single racial or ethnic group varies from the district average for the school's grade level (Elementary, Middle, K-8, High) by more than +/- 15 percentage points.

**Progress towards integration.** A magnet school is making progress towards integration when the entry-grade enrollment is Integrated, and when the school maintains this integration through the next two grades.

### 2. Student Achievement

The academic student achievement goal for all magnet schools and programs shall be to attain a state letter grade "A" or "B" or a TUSD "Magnet-Merit B" grade. A magnet school that receives a state letter grade "C" may still receive a Magnet-Merit B grade if it reaches a minimum of 4 points based on the criteria below. A magnet school that receives a state letter grade "C" that does not reach a minimum of 4 points, or that receives a state letter grade of "D" or "F," will be put on a targeted academic improvement plan.

**Proficiency: Criteria 1 = 2 Points.** Compare a C magnet school's proficiency rate to the district's lowest B school proficiency rate. If the C magnet school has a higher proficiency rate than the lowest B school proficiency rate of district schools, the C magnet school meets the criteria.

**Growth: Criteria 2 = 2 Points.** Compare a C magnet school's growth rate to the district's lowest B school growth rate (K-8 model for ES, K8, and MS and HS model for HS). If the C magnet school has a higher growth percent than the lowest B school growth percent, the C magnet school meets the criteria.

**Minimally Proficient (MP): Criteria 3 = 2 Points.** Compare the percent of MP students in C magnet schools with the district average MP for each school type (ES, K8, MS, and HS). If the percent of MP students is lower in the C magnet school than the district average, then the school meets the criteria. (1 point for ELA and 1 Point for Math).

**Free and Reduced Lunch (FRL): Criteria 4 = 1 Point.** If a magnet school has an FRL rate that is higher than the district average (2019-20 100<sup>th</sup> Day TUSD average K-12 = 62.40%), the school meets the criteria.

**3. Academic Performance (African American and Latino Students)**

- a. Gaps, Compared to District Cohorts. Whether 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 TUSD schools with similar grade structures.
- b. Gaps, Compared to White Students. 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.
- c. Narrowing or Eliminating Gaps. The extent to which the school has narrowed or eliminated achievement gaps.
- d. Improving Performance. Improvement in proficiency rates for African American and Latino students.

### III. INTEGRATION

#### A. Integration: Gap Analyses

<b>Interpretive Summary - Integration Gap Analysis</b>
<p>There are multiple data points and key information to support the site gap analysis. This information will help to identify needs to more effectively integrate the school. This includes:</p> <ul style="list-style-type: none"> <li>The site currently has a “C” label as measured by the Arizona Department of Education, A-F accountability model. Having a label of “C” will not attract families who are looking for a school that they perceive to be focused more on academic outcomes, i.e. having an “A” or “B” label. To that end, it would be in the best interest to have an integration focus on academic achievement, as it will likely increase overall targeted enrollment to allow for continued integration. <i>*Note that goal, strategies and action steps outlined in increasing overall student achievement will support this need.</i></li> <li>SY 21-22, 40<sup>th</sup> day enrollment data indicates school integration.</li> </ul>

<b>Root Cause Analysis</b>		
<b>Identify Top Causes of these Gaps</b>	<b>Identify the Surface Causes</b>	<b>Identify Deep Causes</b>
1. Lack of effective marketing and recruitment strategies.	1. There are surface gaps related to: <ul style="list-style-type: none"> <li>Targeted digital advertisements to Mansfield families to ensure pipeline effectiveness.</li> <li>Leveraging social media to support enrollment efforts</li> </ul>	1. Deep or root causes are related to: <ul style="list-style-type: none"> <li>Needed training related to social media content and use.</li> </ul>

**B. SMART Goal for Integration**

SMART Goal Statement	Evidence to Be Used to Assess Progress and Accomplishment
1. By the 40 <sup>th</sup> day of SY 2022-2023, Palo Verde will remain integrated as measured by the 40 <sup>th</sup> day enrollment reports: +/- 25% thresholds for an integrated school.	Synergy USP Enrollment records on day 40 and day 100
2. By the 40 <sup>th</sup> day of SY 2022-2023, overall enrollment of Freshman will in to 205, as measured by 40 <sup>th</sup> day enrollment reports.	<ul style="list-style-type: none"> <li>• Open Enrollment and/or Magnet Applications</li> <li>• Synergy records on day 40 and day 100</li> <li>• Final Enrollment numbers</li> </ul>

**C. Goal Attainment**

Strategies that help Magnet School Achieve Integration SMART Goal 1	
Strategies	Strengths and Obstacles
1. Continue to <b>RECRUIT</b> and <b>RETAIN</b> all students, with a focus on targeted ethnic groups for all grade levels in order to remain integrated.	<p><b>Supports:</b> Full-time Magnet Coordinator, Community Liaison, District Communications Department, Dropout Prevention Specialist, MTSS Facilitator and team members, Counselors, Student Support Services</p> <p><b>Constraints:</b> Main feeder schools declining in enrollment, aging population in school boundaries, negative stereotypes about PV, higher SES flight from TUSD schools, Charter Schools are being added all over east Tucson, lack of family support at home, lower SES creates situations where students leave school to attain full-time employment that takes place during the school day, students who enter our school at a lower academic level struggle to stay engaged.</p>

2. Action Steps to Implement Strategies

Action Steps to Implement, Monitor and Assess Improvement Strategies for Integration SMART Goal					
Strategy 1: Continue to <b>RECRUIT</b> and <b>RETAIN</b> all students, with a focus on targeted ethnic groups for all grade levels in order to remain integrated.					
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
1. Increase partnership with Communications Department to send targeted mailers based on zip code to ensure areas of Tucson are receiving information.	Magnet Coordinator	August 2022-May of 2023	Postage Zip code information	<ul style="list-style-type: none"> <li>• Recruitment logs</li> <li>• Parent sign-in sheets</li> <li>• Leadership team meeting minutes</li> <li>• Survey results</li> </ul>	40 <sup>th</sup> Day Enrollment Reports
2. Continue to provide campus tours to familiarize families with our school and our programming.	Magnet Coordinator	August 2022-May of 2023	Recruiting folders with brochures, information on enrollment and classes, and sports and activities	<ul style="list-style-type: none"> <li>• Recruitment logs</li> <li>• Parent sign-in sheets</li> <li>• Leadership team meeting minutes</li> <li>• Survey results</li> </ul>	Attendance Logs

<p>3. Continue to hold an informational ‘Future Titan Night’ to provide families with information about our school and our programming.</p>	<p>Magnet Coordinator Administration Teachers Communication Dept (for mailers)</p>	<p>November/ December of 2022-2023</p>	<p>Postcards, and advertising on social media outlets including FB, and Instagram, as well as Parent Link.</p>	<ul style="list-style-type: none"> <li>• Recruitment logs</li> <li>• Parent sign-in sheets</li> <li>• Leadership team meeting minutes</li> <li>• Survey results</li> </ul>	<p>Attendance Logs</p>
<p>4. Continue retention events, including Open House, Parent Teacher Conferences, Student of the Quarter assemblies, Quarterly Honor Roll assemblies, and Senior Awards, in order to support our students and provide recognition.</p>	<p>Counselors Teachers Administration</p>	<p>August 2022- May of 2023</p>	<p>Parent Link communication, invitations, website, newsletters, and social media posts</p>	<ul style="list-style-type: none"> <li>• Recruitment logs</li> <li>• Parent sign-in sheets</li> <li>• Leadership team meeting minutes</li> <li>• Survey results</li> </ul>	<p>Attendance Logs</p>
<p>5. Continue partnerships with Booth-Fickett, Dietz, Naylor, and Borman, in order to retain integrated neighborhood students.</p>	<p>Magnet Coordinator</p>	<p>Bi-weekly communication, plus in-person visits monthly</p>	<p>Marketing Materials</p>	<ul style="list-style-type: none"> <li>• Recruitment logs</li> <li>• Parent sign-in sheets</li> <li>• Leadership team meeting minutes</li> <li>• Survey results</li> </ul>	<p>40<sup>th</sup> Day Enrollment Reports</p>

## IV. Overall Student Achievement

### A Gaps in Student Achievement

#### Interpretive Summary of Overall Student Achievement Data (see page 4-5).

There are multiple data points and key information to support the site academic gap analysis. This information will help to identify needs to increase overall school academic performance. This data summary includes:

- From a A-F accountability model, Palo Verde High Magnet School carries a letter grade of “C.” This suggests overall academic proficiency is somewhat effective.
- In regards to school wide academic data, it also. ACT data for SY18-19<sup>2</sup> :

English	15 Points
Reading	16 Points
Math	17 Points

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<sup>2</sup> ACT scores range from 1–36.

Root Cause Analysis		
Top Causes of these Gaps	Surface Causes	Deep Causes
1. Lack of consistent high quality Tier I instructional practice in all classrooms.	1. There is a need for increase instructional observation and feedback; this may be targeted.	1. Lack of time for job embedded instructional coaching. This could be as result of time constraints.
2. Lack of effective Tier II and Tier III academic interventions.	2. There is a need for a schedule that supports not only Tier II but Tier III interventions.	2. Lack of academic interventionists to support Tier II and Tier III classes; need for increase FTE.

**B. SMART Goals Student Achievement**

SMART Goal Statements	Evidence to Be Used to Assess Progress and Accomplishment
<p><b><u>Overall Student Achievement</u></b></p> <p><b><u>ELA:</u></b></p> <p>1. By June 2023 student achievement will increase to 3% as measured by end of year State Assessments (ACT).</p> <p><b><u>Math:</u></b></p> <p>2. By June 2023, student achievement will increase to 3% as measured by end of year State Assessments (ACT).</p>	2023 ACT Scores



**C. Goal Attainment**

<b>Strategies to Achieve SMART Goals for Overall Student Achievement</b>	
<b>Strategies</b>	<b>Strengths and Obstacles</b>
1. Strengthen consistency of high-quality Tier 1 Instruction.	<p><b>Supports:</b> MTSS Facilitator, Dean, CSP, IDI, Magnet Coordinator</p> <p><b>Constraints:</b> Student attendance, lack of time for PLC/CTT, lack of appropriate texts/textbooks, STEAM integration in all courses is not always explicit for students, limited CR course options due to lack of interest, district-mandated PD</p>
2. Develop and enhance Tier II and Tier III Interventions.	<p><b>Support:</b> Math Interventionist, ELA Interventionist, MTSS Facilitator, Dean, CSP</p> <p><b>Constraints:</b> Student attendance, lack of time for PLC/CTT, lack of remediation materials, lack of appropriate texts/textbooks, lack of parental support</p>
3. Improve school-wide AVID Program, in order to continue to reduce the opportunity gap.	<p><b>Supports:</b> Full-time AVID teacher who is also the AVID Coordinator, AVID Site Team, ALE Department</p> <p><b>Constraints:</b> Teacher training, funding for Summer Institute</p>

2. Action Steps to Implement Strategies.

<b>Action Steps to Implement, Monitor and Assess Strategies to Achieve SMART Goals for Overall Student Achievement: Strategy 1</b>					
<b>Strategy 1: Strengthen consistency of high-quality Tier 1 Instruction</b>					
<b>Action Steps to Implement Strategy</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>	<b>Monitoring</b>	<b>Evidence of Assessment</b>
1. Retain and/or recruit actively effective teachers who are appropriately certified for the grade/content they teach and have a wealth of knowledge to share regarding research-based instructional strategies.	Administration	August 2022 – May 2023	NA	<ul style="list-style-type: none"> <li>• CFA scores</li> <li>• Benchmark scores</li> <li>• PBIS (Bolt Card) submissions</li> </ul>	<ul style="list-style-type: none"> <li>• CFA’s and summative data</li> <li>• Titan Lesson Plan</li> <li>• Observation and Reflection Cycle notes</li> </ul>
2. Create PLC-CTTs common formative assessments that are in alignment with TUSD Curriculum and District’s scope and sequence.	PLC-CTTs	August 2022 – May 2023	TUSD’s Scope and Sequence	<ul style="list-style-type: none"> <li>• CFA scores</li> <li>• Benchmark scores</li> <li>• PBIS (Bolt Card) submissions</li> </ul>	<ul style="list-style-type: none"> <li>• CFA’s and summative data</li> <li>• Titan Lesson Plan</li> <li>• Observation and Reflection Cycle notes</li> </ul>
3. Use formative data regularly and analyze summative data to develop instructional practices that can be implemented to benefit all students.	Teachers IDI CSP	August 2022 – May 2023	Formative/ Summative data	<ul style="list-style-type: none"> <li>• CFA scores</li> <li>• Benchmark scores</li> <li>• PBIS (Bolt Card) submissions</li> </ul>	<ul style="list-style-type: none"> <li>• CFA’s and summative data</li> <li>• Titan Lesson Plan</li> <li>• Observation and Reflection Cycle notes</li> </ul>

<p>4. Utilize the Titan lesson plan template, as to maintain consistency across the school, and the teacher evaluation instrument (Danielson Framework) to guide pre-conferences, evaluations, and post-conferences.</p>	<p>Teachers CSP</p>	<p>August 2022 – May 2023</p>	<p>Titan Lesson Plan template</p>	<ul style="list-style-type: none"> <li>• CFA scores</li> <li>• Benchmark scores</li> <li>• PBIS (Bolt Card) submissions</li> </ul>	<ul style="list-style-type: none"> <li>• CFA’s and summative data</li> <li>• Titan Lesson Plan</li> <li>• Observation and Reflection Cycle notes</li> </ul>
<p>5. Facilitate professional development and implementation of PBIS and restorative practices to support teachers and address level 1 and 2 behaviors that impede academic progress.</p>	<p>Dean of Students</p>	<p>As needed</p>	<p>PBIS materials</p>	<ul style="list-style-type: none"> <li>• CFA scores</li> <li>• Benchmark scores</li> <li>• PBIS (Bolt Card) submissions</li> </ul>	<ul style="list-style-type: none"> <li>• CFA’s and summative data</li> <li>• Titan Lesson Plan</li> <li>• Observation and Reflection Cycle notes</li> </ul>
<p>6. Utilize 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.</p>	<p>All staff</p>	<p>August 2022 – May 2023</p>	<p>PBIS materials</p>	<ul style="list-style-type: none"> <li>• CFA scores</li> <li>• Benchmark scores</li> <li>• PBIS (Bolt Card) submissions</li> </ul>	<ul style="list-style-type: none"> <li>• CFA’s and summative data</li> <li>• Titan Lesson Plan</li> <li>• Observation and Reflection Cycle notes</li> </ul>

<p>7. 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.</p>	<p>Leadership Team</p>	<p>August 2022 – May 2023</p>	<p>NA</p>	<ul style="list-style-type: none"> <li>• CFA scores</li> <li>• Benchmark scores</li> <li>• PBIS (Bolt Card) submissions</li> </ul>	<ul style="list-style-type: none"> <li>• CFA’s and summative data</li> <li>• Titan Lesson Plan</li> <li>• Observation and Reflection Cycle notes</li> </ul>
<p>8. Conduct in a continuous walkthrough and reflection cycle to support teachers to plan and to implement quality Tier I instruction.</p>	<p>Administration</p>	<p>As needed</p>		<ul style="list-style-type: none"> <li>• CFA scores</li> <li>• Benchmark scores</li> <li>• PBIS (Bolt Card) submissions</li> <li>• Observation Cycle</li> </ul>	<ul style="list-style-type: none"> <li>• CFA’s and summative data</li> <li>• Titan Lesson Plan</li> <li>• Observation and Reflection Cycle notes</li> </ul>
<p>9. Integrate academic and technical learning experiences into instruction to connect student learning to authentic applications to technically prepare and to produce global ready graduates. This will be monitored through classroom walkthroughs.</p>	<p>Teachers Administration</p>	<p>Beginning fall 2022</p>	<p>TUSD’s Scope and Sequence</p>	<ul style="list-style-type: none"> <li>• CFA scores</li> <li>• Benchmark scores</li> <li>• Lesson plans</li> </ul>	<ul style="list-style-type: none"> <li>• CFA’s and summative data</li> <li>• Titan Lesson Plan</li> <li>• Observation and Reflection Cycle notes</li> </ul>

**Action Steps to Implement, Monitor and Asses Strategies to Achieve SMART Goals for Overall Student Achievement: Strategy 3**

**Strategy 2. Develop and enhance Tier II and Tier III Interventions**

<b>Action Steps to Implement Strategy</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>	<b>Monitoring</b>	<b>Evidence of Assessment</b>
1. Implement new system for quarterly credit checks – to take place during Advisement Period	Teachers MTSS	August 2022 – May 2023	Access to Synergy	<ul style="list-style-type: none"> <li>• PLC-CTT sign in sheets and notes</li> <li>• Protocol document for identifying students in need of Tier 3 Interventions</li> </ul>	Academic performance scores to determine growth
2. Analyze data from common formative assessments and benchmark assessments to identify students in need of support for Tier 2 instruction in the classroom.	IDI PLC/CTTs	August 2022 – May 2023	Remediation materials	<ul style="list-style-type: none"> <li>• PLC-CTT sign in sheets and notes</li> <li>• Protocol document for identifying students in need of Tier 3 Interventions</li> </ul>	Academic performance scores to determine growth

3. 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	August 2022 – May 2023	Remediation materials	<ul style="list-style-type: none"> <li>• PLC-CTT sign in sheets and notes</li> <li>• Protocol document for identifying students in need of Tier 3 Interventions</li> </ul>	Academic performance scores to determine growth
4. Utilize Math and/or Reading Interventionist on a push-in/pull-out basis to help ensure continuous improvement for all students.	Math Interventionist Reading Interventionist	August 2022 – May 2023	Remediation materials Reading/Writing strategies	<ul style="list-style-type: none"> <li>• PLC-CTT sign in sheets and notes</li> <li>• Protocol document for identifying students in need of Tier 3 Interventions</li> </ul>	Academic performance scores to determine growth
5. 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).	MTSS Facilitator MTSS Team members IDI	August 2022 – May 2023	Academic performance data	<ul style="list-style-type: none"> <li>• PLC-CTT sign in sheets and notes</li> <li>• Protocol document for identifying students in need of Tier 3 Interventions</li> </ul>	Academic performance scores to determine growth
6. Provide student data chats after the school’s standards-based pre-assessment and the district’s benchmark testing.	IDI MTSS Dean Dropout Prevention Specialist	August 2022 – May 2023		<ul style="list-style-type: none"> <li>• PLC-CTT sign in sheets and notes</li> <li>• Protocol document for identifying students in need of Tier 3 Interventions</li> </ul>	Academic performance scores to determine growth

**Action Steps to Implement, Monitor and Assess Improvement Strategies for **Student** Achievement Improvement Goal 1**

Strategy 3: Implement school-wide AVID Program, in order to continue to reduce the opportunity gap.

<b>Action Steps to Implement Strategy</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>	<b>Monitoring</b>	<b>Evidence of Assessment</b>
1. Ensure 4-5 teachers/coordinator/committee members attend AVID Summer Institute each year	Teachers Committee Members ALE Dept. CSP	Once per year	ALE funding	Staff Registration	AVID Implementation - lesson plans
2. Present AVID PD 4 times per year	CSP Avid Coordinator	Quarterly	Training materials Space on PD calendar	Power point, sign-in sheets, AVID artifacts	Lesson plans AVID walkthrough logs
3. Integrate AVID WICOR (Writing, Inquiry, Collaboration, Organization, Reading) Strategies into all content areas, systematically to provide a practical pathway to more engaging instructional strategies for teachers	Teachers CSP for training	Weekly, at minimum Checked during walk-throughs	Avid Materials WICOR posters for classrooms	Lesson Plans Walkthrough logs meeting the criteria	CFAs data reflecting effectiveness PLC Agendas and PLC minutes Department collaboration
4. Improve the four domains of school-wide AVID (Instruction, Systems, Leadership, Culture)	Administration Leadership Team	Continuously		PD sign-in sheets AVID PD artifacts PLC Agendas PLC minutes	School Surveys AVID Rubric AVID Protocol

## V. Academic Performance for African American and Latino Students

### A. Gaps in USP Subgroups Performance (African American and Latino)

#### Interpretive Summary - Academic Performance for African American and Latino Students (see data Pages 4-5).

There are multiple data points and key information to support the site academic gap analysis that is specific to improved academic performance for African American and Latino students. This information will help to identify needs to increase overall school academic performance. This data summary includes:

Based on SY 2018-19 ACT data:

- Latino students have academic gaps in both ELA (English and Reading) and Math
  - White students outperform Latino students in English by 3 Points
  - White students outperform Latino students in Reading by 3 Points
  - White students outperform Latino students in Math by 2 Points
  
- African American students have academic gaps in both ELA (English and Reading) and Math
  - White students outperform African American students in English by 5 Points
  - White students outperform African American students in Reading by 5 Points
  - White students outperform African American students in Math by 3 Points

\*Note that this data is from SY 17-18 to ensure the most valid data set possible for goal setting.



Root Cause Analysis		
Identify Top Causes of these Gaps	Identify the Root of these Causes	Identify Foundational Causes
1. Lack of culturally relevant pedagogical strategies employed across all content areas.	1. Coaching around the SPARKS framework to support culturally relevant instructional practice.	1. Deep professional development and job embedded coaching relate to cultural relevance – possible need for external PD provider
2. Lack of academic interventions for African American and Latino students	2. Need overall PLC structure to support in class academic interventions and differentiated instruction	2. Need for effective PLCs to discuss differentiated instructional practice and planning that use data to inform interventions.
3. Need for rich after school programming to support academic interventions	3. Allocating resources for targeted academic interventions that can occur after school	3. Need for financial allocation to pay added duty for teachers or for a tutoring company to provide targeted, data driven interventions.

**B. SMART Goals for Reducing Achievement Gaps Among USP Subgroups**

SMART Goal Statements for Subgroups	Evidence to Be Used to Assess Progress and Accomplishment
1. By June 2023, the English and Reading achievement gap between Latino students and White students will be closed by 3% as measured by end of year ACT assessment reports.  2. By June 2023, the English and Reading achievement gap between African American students and White students will be closed by 3% as measured by end of year ACT assessment reports.	2023 Assessment Scores
3. By June 2023, the Math achievement gap between Latino students and White students will be closed by 3% as measured by end of year ACT assessment reports.	

4. By June 2023, the Math achievement gap between African American students and White students will be closed by 3% as measured by end of year ACT assessment reports.	
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**C. Goal Attainment:**

**1. Strategies to Achieve SMART Goals**

<b>Strategies that help Magnet School Achieve Improvement for African American and Latino Students</b>	
<b>Strategies</b>	<b>Strengths and Obstacles</b>
<p>1. Provide professional development and job embedded coaching related to culturally relevant instructional strategies.</p>	<p><b>Supports:</b></p> <ul style="list-style-type: none"> <li>• District supports for culturally relevant instruction</li> <li>• SPARKS</li> </ul> <p><b>Constraints:</b></p> <ul style="list-style-type: none"> <li>• Gaps in instructional observation/feedback cycle specific to the SPARKS framework</li> </ul>
<p>2. Create after school tutoring and school day Tier II and Tier III interventions.</p>	<p><b>Supports:</b></p> <ul style="list-style-type: none"> <li>• Benchmark and CFA structures are in place</li> </ul> <p><b>Constraints:</b></p> <ul style="list-style-type: none"> <li>• Lack of Tier II academic interventions specific to African American and Latino students</li> <li>• Lack of Tier III academic support classes to African American and Latino students</li> </ul>

## 2. Action Steps to Implement Strategies

<b>Action Steps to Implement, Monitor and Assess Strategies for SMART Goals for African American and Latino students</b>					
<b>Subgroup Strategy 1:</b> Provide professional development and job embedded coaching related to culturally relevant instructional strategies.					
<b>Action Steps to Implement Strategy</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/ Target Dates</b>	<b>Resources Needed</b>	<b>Monitoring</b>	<b>Evidence of Assessment</b>
1. Provide Professional development and job embedded coaching related to SPARKS (Culturally relevant) framework for all teachers so they can learn how to effectively reach subgroup populations from a pedagogical perspective.	Principal; Curriculum Service Provider	August 2022	Culturally Relevant Pedagogy and Instruction	Observation logs; observation data	Sign in logs
2. Utilize daily instructional observations looking for employed SPARKS strategies across the curriculum	Principal; Curriculum Service Provider	Aug. 2022- May 2023	SPARKS instructional protocol and examples of SPARKS integration	Benchmark assessments tied to African American and Latino students	Formative assessments; benchmark assessments tied to African American and Latino students

<b>Action Steps to Implement, Monitor and Assess Improvement Strategies for Improvement Goal for African American and Latino students</b>					
<b>Subgroup Strategy 2:</b> Create after school tutoring and school day academic interventions					
<b>Action Steps to Implement Strategy</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>	<b>Monitoring</b>	<b>Evidence of Assessment</b>
1. Provide school day interventions that are targeted via data and subgroup – African American and Latino students	Principal; Magnet Coordinators; Teachers	Weekly August – May (2022-2023)	Lesson Plans ELA/Math connection; interventionist FTE	Formative assessment and benchmark data	Formative assessment and benchmark data
2. Provide after-school tutoring to support academic performance for African American and Latino subgroups.	Principal; Magnet Coordinators; teachers	Weekly August – May (2022-2023)	Lesson Plans ELA/Math connection; added duty	Formative assessment and benchmark data	Formative assessment and benchmark data

## VI. MAGNET SCHOOL BUDGET

After review of site needs, the following budget is in addition to the regular District funding, as a supplement to support the achievement of Magnet Plans, goals, and strategies. List other school FTE to support the MSP Goals for integration and academic quality. Include 910(G) or non-910(G) FTE and other support staff that are assigned to your school by the District (e.g. Teacher Mentors, Technology Liaisons, AVID teachers, 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)
- 2.0 FTE Guidance Counselor (M&O)
- 1.0 FTE Library Media Specialist (M&O)
- 1.0 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)

## Magnet School Budget

### Personnel

Deseg Budget 2022-2023 SY					
Description	Amount	FTE	Purpose	MSA Focus Area	Goal Focus
Teacher Math Specialist	\$46,375.00	1.0	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.	AA	Student Achievement
Benefits	\$13,912.50				
Teacher Reading Specialist	\$50,792.00	1.0	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	AA	Student Achievement
Benefits	\$15,228.60				
Assistant Principal	\$80,561.00	1.0	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.	IN AA PCI MT	Integration Student Achievement
Benefits	\$24,168.30				
Magnet Site Coordinator	\$48,900.00	1.0	The Magnet Coordinator will communicate essential information and highlight significant news about Magnet teachers, students, events through the school Newsletter, school website, social media, marquee, 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.	IN AA PCI PL MT	Integration Student Achievement
Benefits	\$14,670.00				

Instructional Data and Intervention Specialist	\$55,900.00	1.0	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.	AA PL	Student Achievement
Benefits	\$16,770.00				
Classified Network Tech	\$55,000.00	1.0	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.	AA	Student Achievement
Benefits	\$16,500.00				
Added Duty: Certified Tutoring	\$10,000.00	0.0	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).	In AA	Integration Student Achievement
Benefits	\$2000.00				
Certified Added Duty	\$1000.00	0.0	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.	AA PL	Student Achievement
Benefits	\$200.00				
Added Duty: Recruitment	\$1400.00	0.00	Magnet Coordinator, along with some teachers will work at district and site-based recruiting events.	In PCI	Integration
Benefits	\$280.00				
<b>Employee Salary</b>	<b>\$ 349,928.00</b>				
<b>Employee Benefits</b>	<b>\$ 103,729.40</b>				
<b>Total Budget</b>	<b>\$ 453,657.40</b>				
<b>Total FTE</b>	<b>6.0</b>				

## Non-Personnel

Description	Amount	Purpose	MSA Focus Area	Goal Focus:
Supplies: Instructional	\$5050.00	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.	AA MT	Integration Academic Achievement
Recruitment and Marketing Materials	\$10,000.00	Promotional materials will be purchased to advertise the school and its accomplishments. Front facing signage will be updated and/or wrapped. This includes sign by main entrance and marquee along 22 <sup>nd</sup> Street. Both are faded and difficult to read.	In	Integration
Mileage	\$100.00	PV magnet coordinator and teachers will attend district recruitment events and recruit students at feeder middle schools.	In	Integration
Supplies: PD	\$600.00	PD supplies will be purchased to support teacher learning and development.	PL	Student Achievement
Furniture under \$5,000	\$7500.00	Recruitment and retention of students and families requires attention to the resources available to students and the environment that fosters a positive STEAM model. Palo Verde seeks to 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.	MT AA	Integration Student Achievement
Technology under \$5,000	\$20,000.00	Laptops and/or replacement parts and/or accessories will be purchased for aging student laptops and learning devices. 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	AA MT	Academic Achievement
Instructional Aides	\$748.00	Instructional Aides will assist teachers in all facets of daily classroom management and instruction, as needed, which maximizes instructional time for all students.	AA	Academic Achievement
Technology Supplies	\$4000.00	Laptop parts and/or accessories will be purchased, in addition to items needed for smart boards, and other technology devices used to increase student achievement, and motivation to attend Palo Verde.	AA In MT	Integration Academic Achievement
Registration - Magnet Schools of America	\$1800.00	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.	In AA PL MT	Integration Student Achievement



Out of State Travel – Magnet Schools of America	\$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.	In AA PL MT	Integration Student Achievement
<b>TOTAL Non-Personnel</b>	<b>\$55,798.00</b>			

<b>Deseg Budget 2021-2022 SY</b>	
<b>Personnel Cost</b>	<b>\$453,657.40</b>
<b>Non-Personnel Cost</b>	<b>\$ 55,798.00</b>
<b>Total Budget</b>	<b>\$509,455.40</b>