

Magnet Programs



**TUSD Magnet Programs
Improvement Action Plan for Integration and
Achievement
2024-2025**

Principal: Eric Brock

School: Palo Verde High Magnet School

Magnet Program: STEAM

Region: Arcadia

Date Plan Revised: 5/1/2024

Planning Team:

Name	Position	Name	Position
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1. Magnet School Profile

A. Mission

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

Palo Verde High Magnet School exists to provide high quality instruction in all curricular areas in a safe and encouraging environment. Students, staff, parents and the larger community are bound together to develop 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 D-rated, integrated school. Palo Verde's programmatic theme is STEAM (Science, Technology, Engineering, Arts, and Math). 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 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, and Drawing & Painting. Our students also have the opportunity to take classes ranging from Forensics, Chemistry, Biology, STEM, 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 by the district. This training provided them with the time to further discuss their teaching philosophies and styles. Furthermore, each ExEd teacher within the co-op pair were 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 teachers in attendance at 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

2023-2024 State Letter Grade	2023-2024 Integration Status	Magnet Theme
B	Integrated	STEAM

Student Profile 2023-2024 – Day 40 Enrollment					
Mobility Rate	Absenteeism Rate	Promotion Rate	F&RL	EL Students	ExEd Students
53.67%	20%	87%	69%	19.97%	29%

School Integration Profile (Federal Ethnicity) 2023-2024 - Day 40 Enrollment												
White		African American		Hispanic		Native American		Asian/Pacific Islander		Multi-Racial		Total
Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
168	24.6%	87	12.74%	365	53.44%	17	2.49%	1	2.3%	30	4.39%	683

Federal Integration Range +/- 15% District HS Average						
White	African American	Hispanic	Native American	Asian/Pacific Islander	Multi-Racial	
4%-34%	0%-22%	48%-70%	0%-18%	0%-18%	0%-19%	

Future Integration Range +/- 25% District HS Average						
White	African American	Hispanic	Native American	Asian/Pacific Islander	Multi-Racial	
0%-44%	0%-32%	38%-70%	0%-28%	0%-28%	0%-29%	

F. Achievement Data

OVERALL ACT DATA			
ACT Test Scores 2023-2024 (Spring 2024)		ACT Test Scores 2022-2023 (Spring 2023)	
Composite for PV		Composite for PV	15.36
Composite for TUSD		Composite for TUSD	16.74
English subtest		English subtest	14.32
Reading subtest		Reading subtest	15.56
Math subtest		Math subtest	15.46
Science subtest		Science subtest	15.73

Data not available as of 4/30/2024

OVERALL ACT DATA			
ACT Test Scores 2021-2022 (Spring 2022)		ACT Test Scores 2020-2021 (Spring 2021)	
Composite for PV	16.32	Composite for PV	16.01
Composite for TUSD	16.86	Composite for TUSD	17.61
English subtest	15.91	English subtest	14.89
Reading subtest	16.08	Reading subtest	15.99
Math subtest	16.42	Math subtest	16.61
Science subtest	16.42	Science subtest	16.10

Average Scale Scores Spring 2024

Data not available as of 4/30/2024

Average Scale Scores Spring 2023
Palo Verde High Magnet School ranked 7th

School Name	Composite	English	Math	Reading	Science
Alternative 2 (TAP)	13.27	11.91	14.55	12.64	13.64
C.O.L.E. Online (AGAVE)	15.09	14.70	15.78	16.00	15.96
Catalina	13.93	13.22	14.45	13.62	14.69
Cholla	14.24	13.08	14.44	13.86	15.11
Innovation Tech	16.88	16.30	16.23	17.20	17.28
Meredith	7.00	9.00	14.00	6.60	8.60
Palo Verde Magnet	15.36	14.32	15.46	15.56	15.73
Project MORE	13.55	12.09	14.36	12.73	14.36
Pueblo	14.69	13.89	15.10	14.22	15.41
Rincon	16.40	16.24	16.10	16.33	16.46
Sabino	17.41	17.53	17.58	17.13	17.05
Sahuaro	15.67	15.47	15.58	15.51	16.06
Santa Rita	14.20	12.95	14.39	13.62	15.35
Tucson Magnet	16.37	15.78	16.07	16.63	16.75
TUVA	15.10	15.32	15.11	14.59	15.19
University	27.59	27.62	27.70	28.21	26.33
Total	16.74	16.23	16.78	16.69	17.01

Average Scale Scores Spring 2022 Palo Verde High Magnet School ranked 3 rd (with a tie)						Average Scale Scores Spring 2021 Palo Verde High Magnet School ranked 4 th					
School Name	Composite	English	Math	Reading	Science	School Name	Composite	English	Math	Reading	Science
Alternative 2 (TAP)	12.71	11.43	13.14	12.43	13.29	Alternative 2 (TAP)	12.71	11.43	13.14	12.43	13.29
C.O.L.E. Online (AGAVE)	15.30	14.22	15.30	15.41	16.00	C.O.L.E. Online (AGAVE)	14.48	13.30	14.52	14.44	15.44
Catalina	14.01	13.10	14.78	13.74	14.15	Catalina	14.01	13.10	14.78	13.74	14.15
Cholla	14.69	14.07	14.95	14.45	15.12	Cholla	14.73	14.13	14.97	14.53	15.14
Innovation Tech	17.04	16.20	15.78	18.14	17.43	Innovation Tech	17.14	16.32	15.84	18.28	17.50
Meredith	12.33	9.33	12.33	12.33	14.67	Meredith	12.33	9.33	12.33	12.33	14.67
Palo Verde Magnet	16.32	15.91	16.42	16.08	16.42	Palo Verde Magnet	16.39	16.03	16.44	16.21	16.45
Project MORE	15.50	15.25	15.00	15.25	16.00	Project MORE	15.50	15.25	15.00	15.25	16.00
Pueblo	14.62	13.84	14.92	14.79	14.91	Pueblo	14.65	13.90	14.94	14.81	14.92
Rincon	15.30	14.72	15.59	15.14	15.60	Rincon	15.35	14.76	15.63	15.21	15.61
Sabino	17.91	17.19	17.88	18.26	17.89	Sabino	17.90	17.18	17.87	18.27	17.88
Sahuaro	15.98	15.21	16.06	15.98	16.23	Sahuaro	15.98	15.20	16.09	15.97	16.21
Santa Rita	14.28	13.24	14.64	14.13	14.70	Santa Rita	14.29	13.27	14.63	14.14	14.71
Tucson Magnet	16.32	15.74	16.08	16.57	16.46	Tucson Magnet	16.35	15.77	16.10	16.61	16.49
TUVA	15.42	14.31	15.15	16.05	15.51	TUVA	14.92	13.90	14.96	15.03	15.34
Total	16.86	16.24	16.93	16.96	16.99	University	27.63	27.63	27.81	27.82	26.75
						Total	16.86	16.23	16.93	16.95	16.98

2 Years of AzMERIT TUSD Math Data Grades 9-11						
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%

2 Years of AzMERIT TUSD ELA Data Grades 9-11						
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%

Ethnicity Comparison

Palo Verde High Magnet School 2023-2024 (Spring 2024 ACT) Average Scale Score by USP Ethnicity				
USP Ethnicity	English	Math	Reading	Science
ALL				
African American				
Hispanic				
Asian-PI				
Multi				
Native American				
White				

Data not available as of 4/30/2024

Palo Verde High Magnet School 2022-2023 (Spring 2023 ACT) Average Scale Score by USP Ethnicity				
USP Ethnicity	English	Math	Reading	Science
ALL	14.31	15.44	15.59	15.74
African American	12.05	14.05	14.75	13.40
Hispanic	14.53	15.58	15.02	15.80
Asian-PI	19.67	20.00	18.67	17.33
Multi	13.00	15.29	14.57	15.14
Native American	9.00	11.33	14.00	15.00
White	15.80	16.13	17.10	17.27

**Palo Verde High Magnet School
2021-2022 (Spring 2022 ACT)
Average Scale Score by USP Ethnicity**

USP Ethnicity	English	Math	Reading	Science
ALL	15.8	16.4	16.1	16.4
African American	13.4	13.2	14.0	15.0
Hispanic	14.7	16.2	15.0	15.5
Asian-PI	18.3	17.2	17.2	17.0
Multi	18.6	17.3	17.8	19.0
Native American	13.3	15.7	13.7	15.7
White	17.7	17.8	18.2	17.8

**Palo Verde High Magnet School
2018-2019 (Spring 2019ACT)
Average Scale Score by USP Ethnicity**

USP Ethnicity	English	Math	Reading	Science
ALL	14.99	17.00	16.04	16.43
African American	13.38	15.77	14.30	14.34
Hispanic	14.64	16.82	15.73	16.74
Asian-PI	13.50	15.25	16.25	16.00
Multi	12.30	16.20	14.40	16.00
Native American	13.67	16.11	13.78	15.56
White	17.98	18.91	18.89	17.81

¹ 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
Grade 9	3.1	20.0		16.4	11.2		23.3	40.4	
Grade 10	17.3	7.7		13.1	15.0		24.1	36.4	
Grade 11	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
Grade 9	2.1	14.7		14.1	9.2		29.1	32	
Grade 10	4.9	5.8		12.9	18.4		14	24.1	
Grade 11	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.

2. 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 100th 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.

3. INTEGRATION

A. Integration: Gap Analyses

Interpretive Summary - Integration Gap Analysis

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:

- The site currently has a “D” label as measured by the Arizona Department of Education, A-F accountability model. That being said, it would be in the best interest to continue to have an integration focus in order to support academic achievement, as it will likely continue to increase overall targeted enrollment to allow for continued integration. **Note that goal, strategies, and action steps outlined in increasing overall student achievement will support this need.*
- More students have begun to seek out Palo Verde High Magnet School, due to our positive community feel, diverse population, Magnet offerings, extra-curricular activities, AP options, AVID, Dual Credit, and CTE programs.
- SY 23-24, 40th day enrollment data indicates school integration.

Root Cause Analysis

Identify Top Causes of these Gaps	Identify the Surface Causes	Identify Deep Causes
1. Effective marketing and recruitment strategies.	1. There are surface gaps related to: <ul style="list-style-type: none"> • Targeted digital advertisements to Palo Verde families to ensure pipeline effectiveness. • Leveraging social media to support enrollment efforts. 	1. Deep or root causes are related to: <ul style="list-style-type: none"> • A large percentage of Palo Verde families don’t utilize technology.

B. SMART Goal for Integration

SMART Goal Statement	Evidence to Be Used to Assess Progress and Accomplishment
1. By the 40 th day of SY 2024-2025, Palo Verde will remain integrated as measured by the 40 th day enrollment reports: +/- 25% thresholds for an integrated school.	Synergy Enrollment records on day 40 and day 100
2. By the 40 th day of SY 2024-2025, overall enrollment of Freshman will near 225, as measured by 40 th day enrollment reports.	<ul style="list-style-type: none"> • Open Enrollment and/or Magnet Applications • Synergy records on day 40 and day 100 • Final Enrollment numbers

C. Goal Attainment

Strategies that help Magnet School Achieve Integration SMART Goal 1 MSA Pillar 1 Diversity Standards 1 & 2	
Strategies	Strengths and Obstacles
1. Continue to RECRUIT and RETAIN all students, with a focus on targeted ethnic groups for all grade levels in order to remain integrated. ¹	<p>Supports: Full-time Magnet Coordinator, Community Liaison, District Communications Department, Dropout Prevention Specialist, MTSS Facilitator, Counselors, & Student Support Services.</p> <p>The Magnet Budget supports students by providing some supplies they use in their Magnet courses. The Budget also provides a Data Instructional Coach, two classroom teachers, an onsite Technology Liaison, and beginning SY 24-25 will support 1.8 FTE for the 8th Grade Accelerated Academic Academy.</p>

¹ Diversity; MSA Standard 1: Student Recruitment and Selection

Constraints: Main feeder schools declining in enrollment, aging population in school boundaries, negative stereotypes about PV still exist, 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.

2. Action Steps to Implement Strategies

Action Steps to Implement, Monitor and Assess Improvement Strategies for Integration SMART Goal					
Strategy 1: Continue to RECRUIT and RETAIN 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. Continue to utilize partnership with Communications Department to send targeted mailers based on zip code to ensure targeted areas of Tucson are receiving school information. ²	<ul style="list-style-type: none"> • Magnet Coordinator • Community Liaison 	August 2024-May 2025	<ul style="list-style-type: none"> • Postage • Zip code information 	<ul style="list-style-type: none"> • Recruitment logs • Parent sign-in sheets • Leadership team meeting minutes • Survey results 	40 th Day Enrollment Reports
2. Continue to provide campus tours to familiarize families with our school and our programming. ³	<ul style="list-style-type: none"> • Magnet Coordinator • Community Liaison 	August 2024-May 2025	<ul style="list-style-type: none"> • Update school tour script • Update recruiting folders, add: brochures, enrollment info, and academic info, and sports and activities 	<ul style="list-style-type: none"> • Recruitment logs • Parent sign-in sheets • Leadership team meeting minutes • Survey results 	Attendance Logs
3. Continue to reach out directly to 8 th grade families via Parent Link. ³	<ul style="list-style-type: none"> • Magnet Coordinator 	August 2024-May 2025	<ul style="list-style-type: none"> • Access to middle school Parent Link systems 	<ul style="list-style-type: none"> • Parent Link reports 	Parent Link reports Family surveys
4. Continue to hold an informational ‘Future Titan Night’ to provide families with information about the	<ul style="list-style-type: none"> • Magnet Coordinator • Administration • Teachers 	November/December of 2024	<ul style="list-style-type: none"> • Postcards • Advertising on social media outlets 	<ul style="list-style-type: none"> • Recruitment logs • Parent sign-in 	Attendance Logs

² Leadership; MSA Standard 8: District and Magnet Relations

³ Student Recruitment and Selection; MSA Standard 1

programming at Palo Verde, and to maintain a diverse community outreach. ⁴	<ul style="list-style-type: none"> • Communication Dept (for mailers) • MTSS Facilitator • Community Liaison • AVID Teacher 	And March/April 2025	including FB, and Instagram <ul style="list-style-type: none"> • Parent Link. 	<ul style="list-style-type: none"> • sheets • Leadership team meeting minutes • Survey results 	
5. Continue retention and community outreach 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. Link family engagement/outreach info nights to student performance/award recognition nights. ⁵	<ul style="list-style-type: none"> • Counselors • Teachers Gen Ed & ExEd • Administration • IDI • Community Liaison 	August 2024- May of 2025	<ul style="list-style-type: none"> • Parent Link communication • Invitations • Website • Newsletters • Social media posts 	<ul style="list-style-type: none"> • Recruitment logs • Parent sign-in sheets • Leadership team meeting minutes • Survey results 	Attendance Logs
6. Continue partnerships with Booth-Fickett, Dietz, Naylor, Borman, Alice Vail families in order to retain integrated neighborhood students. ⁶	<ul style="list-style-type: none"> • Magnet Coordinator 	Monthly communication, plus in-person visits, as needed	<ul style="list-style-type: none"> • Marketing Materials 	<ul style="list-style-type: none"> • Recruitment logs • Parent sign-in sheets • Leadership team meeting minutes • Survey results 	40 th Day and 100 th Day Enrollment Reports
7. Implement on-site Accelerated Academic Academy (PV-A ³) for advanced 8 th Grade Students from Dietz, Naylor, Vail, and Fickett	<ul style="list-style-type: none"> • Administration • Magnet Coordinator • 1.8 FTE Teachers • Dean • Counselors 	Daily, beginning August 2024 – May of 2025	<ul style="list-style-type: none"> • 1.8 FTE Teachers • Transportation for students • 	<ul style="list-style-type: none"> • 	Summative Unit Assessments Credits earned

⁴ Family and Community Partnerships; MSA Standard 9: Community Engagement and Partnerships

⁵ Family and Community Partnerships; MSA Standard 10: Family Engagement and Communication

⁶ Diversity; MSA Standard 1: Student Retention and Selection

Overall Student Achievement

A. Gaps in Student Achievement

Interpretive Summary of Overall Student Achievement Data (begins on page 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 an A-F accountability model, Palo Verde High Magnet School carries a letter grade of “D.” This suggests overall academic proficiency is in need of improvement, with some gaps that are outlined below.

School wide academic data, ACT data for SY23-24:

English

Reading

Math

Data not available as of 4/30/2024

School wide academic data, ACT data for SY22-23:

English 14.3 Points

Reading 15.6 Points

Math 15.5 Points

School wide academic data, ACT data for SY21-22:

English 15 Points

Reading 16 Points

Math 17 Points

School wide academic data, ACT data for SY18-19² :

English 15 Points

Reading 16 Points

Math 17 Points

² 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 a three-prong approach to increase high quality instruction: a) meaningful instructional observations, b) follow-up observation feedback, and c) job embedded coaching.	1. Lack of time/capacity to develop a meaningful instructional feedback system.
2. Lack of effective Tier II and Tier III academic interventions.	2. There is a need for a schoolwide open-door peer-to-peer teacher observation 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><u>Overall Student Achievement</u></p> <p>ELA</p> <p>By June 2025, student achievement will increase by 3 points, from 2024’s Composite Score of ____ to _____, as measured by end of year State Assessment (ACT 2025).</p> <p>Math</p> <p>By June 2025, student achievement will increase by 2 points, from 2024’s Composite Score of ____ to _____, as measured by end of year State Assessment (ACT 2025).</p>	<ul style="list-style-type: none"> • 2024 ACT Scores • 2025 ACT Scores • Monitored by quarterly benchmark assessments

** Literature indicates that academic school improvement processes are varied and use a range of strategies and metrics to determine growth. Because of this variability, a gold standard of SMART goal setting for closing academic disparities or increasing academic achievement has not been developed.*

Therefore, a three percent/point growth/gain year over year in percent proficiency is appropriate as magnet schools strive to show continual improvement. A three percent/point growth in proficiency over three years results in 9% increase or over 5 years results om 15% increase, which are both ambitious goals.

C. Goal Attainment

Strategies to Achieve SMART Goals for Overall Student Achievement MSA Pillar 3 Academic Excellence Standard 6	
Strategies	Strengths and Obstacles
<p>1. Strengthen consistency of high-quality Tier 1 instruction through job-embedded coaching and professional development.</p>	<p>Supports:</p> <ul style="list-style-type: none"> ● Support Staff: MTSS Facilitator, Dean, CSP, IDI, Magnet Coordinator ● MTSS Facilitator provides academic/SEL supports to struggling students, Tier 1 professional development for teachers/staff, and meet with and provide PLCs with meaningful student data/solutions/resources. ● Dean of Students collaborates with families, students, teachers, and school staff to support high risk students and provide prevention services, conduct home visits, and classroom monitoring. ● CSP provides job-embedded coaching, instructional support, professional development for teachers ● IDI works with site leadership team and teachers to access and analyze relevant student data to improve academic achievement. ● Magnet Coordinator provides support with magnet theme integration in lesson planning, connects teachers to community partners that adhere to the magnet theme ● PLC Time for teacher collaboration, theme alignment <p>Constraints: Student attendance, lack of time for PLC/CTT, lack of appropriate texts/textbooks due to funding restraints, STEAM integration in all courses is not always explicit for students</p>
<p>2. Develop and enhance Tier II and Tier III Interventions.</p>	<p>Support: Math Interventionist, ELA Interventionist, MTSS Facilitator, Dean, CSP</p> <ul style="list-style-type: none"> ● Math/ELA Interventionists conducts assessments, diagnose and monitor student achievement, utilize small group instruction and collaborates with teachers on engagement strategies. ● MTSS Facilitator develops Check In/Out systems, behavioral contracts (as needed), connect students with outside mentors,

	<ul style="list-style-type: none"> and teach students self-monitoring skills. • Dean develops behavior intervention plans, provides guidance around prevention services, and meet with students/families regarding the TUSD Student Code of Conduct. • CSP supports classroom management strategies, coaches teachers around differentiated lesson planning, and models best SEL practices. <p>Constraints: Student attendance, lack of remediation materials adequate for high school levels (we continue to build remediation programs, based on need), lack of parental support</p>
<p>3. Continue improvement with the school-wide AVID Program, in order to continue to reduce the opportunity gap of African American and Latinx students.</p>	<p>Supports: Full-time AVID teacher/AVID Coordinator, AVID Site Team, ALE Department</p> <ul style="list-style-type: none"> • AVID teacher/coordinator manages the learning environment, prepares lesson plans, instructs students, evaluates and monitors student performance in order to advance student achievement. The coordinator will also collaborate with teachers to plan vigorous instruction. • ALE provides advanced placement, culturally responsive, and highly vigorous high school courses that encourage academic excellence and critical thinking. <p>Constraints: Teacher training, funding for Summer Institute</p>

2. Action Steps to Implement Strategies.

Action Steps to Implement, Monitor and Assess Strategies to Achieve SMART Goals for Overall Student Achievement: Strategy 1					
Strategy 1: Strengthen consistency of high-quality Tier 1 Instruction					
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
Retain and/or actively recruit 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. ⁷	<ul style="list-style-type: none"> Administration Magnet Coordinator TUSD Communications Dept 	August 2024 – May 2025	Attend all job fairs. Ensure all marketing material are up to date.	<ul style="list-style-type: none"> CFA scores Benchmark scores PBIS (Bolt Card) submissions 	<ul style="list-style-type: none"> CFA's and summative data Titan Lesson Plan Observation and Reflection Cycle notes
Establish a PLC/CTT calendar that is shared schoolwide. Create a meaningful, weekly PLC/CTT form for PLCs/CTTs to complete and submit. ⁸	<ul style="list-style-type: none"> Admin Leadership Team Teachers Support Staff 	August 2024 – May 2025	TUSD's Scope and Sequence	<ul style="list-style-type: none"> CFA scores Benchmark scores 	<ul style="list-style-type: none"> CFA's and summative data Titan Lesson Plan Observation and Reflection Cycle notes

⁷ Academic Excellence: MSA Standard 5 Instructional Fidelity

⁸ Innovative Curriculum and Professional Development: MSA Standard 4: Professional Development

<p>Use short cycle assessment data regularly and analyze summative data to develop instructional practices that can be implemented to benefit all students. PLC time will occasionally be used, as well as PD time.⁹</p>	<ul style="list-style-type: none"> • Teachers • CSP 	<p>August 2024 – May 2025</p>	<p>Formative/ Summative data</p>	<ul style="list-style-type: none"> • CFA scores • Benchmark scores 	<ul style="list-style-type: none"> • CFA’s and summative data • Titan Lesson Plan • Observation and Reflection Cycle notes
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⁹ Academic Excellence: MSA Standard 5: Instructional Fidelity

<p>4. Utilize the Titan lesson plan template, to maintain consistency across the school, and the teacher evaluation instrument (Danielson Framework) to guide pre-conferences, evaluations, and post-conferences.¹⁰</p>	<ul style="list-style-type: none"> • Teachers • CSP • Administrators 	<p>August 2024 – May 2025</p>	<p>Titan Lesson Plan template, submitted to administration on an as-needed basis.</p>	<ul style="list-style-type: none"> • CFA scores • Benchmark scores • PBIS submissions 	<ul style="list-style-type: none"> • CFA's and summative data • Titan Lesson Plan • Observation and Reflection Cycle notes
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¹⁰ Academic Excellence; MSA Standard 5: Instructional Fidelity

<p>8. Conduct continuous walkthrough and reflection cycle to support teachers to plan and to implement quality Tier I instruction.¹¹</p>	<ul style="list-style-type: none"> • Administration • Leadership Team • Teachers • Support Staff • CSP • Magnet Coordinator 	<p>Follow a monthly, on-going peer-to-peer observation system.</p>	<p>Basic knowledge of the Teaching Squares model including intension setting and reflection question templates.</p>	<ul style="list-style-type: none"> • Electronic Observation Cycle Calendar • Monthly PLC/CTT time to debrief observations 	<ul style="list-style-type: none"> • CFA's and summative data • Titan Lesson Plan • Observation and Reflection Cycle notes
<p>9. School Site Administrator and Magnet Coordinator will participate in Leadership Development facilitated by the Magnet Sr Director and supported by the Magnet Program Manager, on an as-needed basis.¹²</p>	<ul style="list-style-type: none"> • Principal • Magnet Coordinator • Magnet Dept 	<p>As needed, but quarterly at a minimum</p>	<p>Magnet Dept</p>	<ul style="list-style-type: none"> • Instructional Walkthrough data 	<ul style="list-style-type: none"> • Instructional Walkthrough data • Quarterly Benchmark assessments

¹¹ The walkthrough framework is based on Solution Tree Research with Mike Mattos.

¹² Leadership; MSA Standard 7: Leadership and Educator Development

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

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

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
1. Continue the system for quarterly credit checks – to take place during the Advisement Period. ¹³	<ul style="list-style-type: none"> Teachers MTSS 	August 2024 – May 2025	Access to Synergy	<ul style="list-style-type: none"> PLC-CTT sign in sheets and notes Protocol document for identifying students in need of Tier 3 Interventions 	Academic performance scores to determine growth
2. Analyze data from short cycle assessments and benchmark assessments to identify students in need of support for Tier 2 instruction in the classroom.	<ul style="list-style-type: none"> IDI Teachers, PLC/CT Ts 	August 2024 – May 2025	Remediation materials	<ul style="list-style-type: none"> PLC-CTT sign in sheets and notes Protocol document for identifying students in need of Tier 3 Interventions 	Academic performance scores to determine growth

¹³ Academic Excellence; Standard 6: Student Achievement

<p>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 services¹⁴</p>	<p>PLC-CTTs CSP</p>	<p>August 2024 – May 2025</p>	<p>Remediation materials</p>	<ul style="list-style-type: none"> • PLC-CTT sign in sheets and notes • Protocol document for identifying students in need of Tier 3 Interventions 	<p>Academic performance scores to determine growth</p>
<p>4. Utilize Math and/or Reading Interventionist on a push-in/pull-out basis to help ensure continuous improvement for all students.¹⁵</p>	<p>Math Interventionist Reading Interventionist</p>	<p>August 2024 – May 2025</p>	<p>Remediation materials Reading/Writing strategies</p>	<ul style="list-style-type: none"> • PLC-CTT sign in sheets and notes • Protocol document for identifying students in need of Tier 3 Interventions 	<p>Academic performance scores to determine growth</p>
<p>6. Provide student data chats after the school’s standards-based pre-assessment and the district’s benchmark testing.</p>	<p>IDI MTSS Dean Dropout Prevention Specialist</p>	<p>August 2024 – May 2025</p>		<ul style="list-style-type: none"> • PLC-CTT sign in sheets and notes • Protocol document for identifying students in need of Tier 3 Interventions 	<p>Academic performance scores to determine growth</p>

¹⁴ Interventions and RTI classes are embedded in the culture; The National Center on Response to Intervention, [RTI in Secondary Schools; Is It on Your Radar Screen?](#)

¹⁵ Interventions and RTI classes are embedded in the culture; The National Center on Response to Intervention, [RTI in Secondary Schools; Is It on Your Radar Screen?](#)

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.

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
1. Ensure 4-5 teachers/coordinator/committee members attend AVID Summer Institute each year. Four people attended in 2023, and 6 will attend in summer of 2024.	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. ¹⁶	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. ¹⁷	Content Teachers CSP MTSS Coordinator AVID Teachers	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

J. Hattie's Meta Analysis (December 2017) visible-learning.org

¹⁶ Innovative Curriculum and Professional Development; MSA Standard 4: Professional Development

¹⁷ Innovative Curriculum and Professional Development; MSA Standard 4: Professional Development

4. 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 LatinX students. This information will help to identify needs to increase overall school academic performance. This data summary includes English, Reading, and Math scores from ACT 2022 to ACT 2023. We have lessened the achievement gap on all three tests between our White/Anglo population and African American population, as well as the gap between our White/Anglo population and Hispanic/LatinX population, as shown below.

Based on SY 2022-2023 ACT data

	White	Hispanic	Gap
English	15.80	14.53	1.27
Reading	17.10	15.02	2.08
Math	16.13	15.58	0.55

Based on SY 2021-2022 ACT data

	White	Hispanic	Gap
English	17.7	14.7	3.0
Reading	18.2	15.0	3.2
Math	17.8	16.2	1.6

**WHITE /
LATINX
GAP**

**ALL GAPS
LOWERED
FROM
ACT22 TO
ACT23!**

Based on SY 2022-2023 ACT data

	White	African American	Gap
English	15.80	12.05	3.03
Reading	17.10	14.75	2.35
Math	16.13	14.05	2.08

Based on SY 2021-2022 ACT data

	White	African American	Gap
English	17.7	13.4	4.3
Reading	18.2	14.0	4.2
Math	17.8	13.2	4.6

**WHITE /
AFRICAN
AMERICAN
GAP**

**ALL GAPS
LOWERED
FROM
ACT22 TO
ACT23!**

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 2025, the English and Reading achievement gap between Latino students and White students will be closed by 1 point as measured by end of year ACT assessment reports. 2. By June 2025, the English and Reading achievement gap between African American students and White students will be closed by 1 point as measured by end of year ACT assessment reports.	2024 and 2025 Assessment Scores
3. By June 2025, the Math achievement gap between Latino students and White students will be closed by 1 point as measured by end of year ACT assessment reports.	

4. By June 2025, the Math achievement gap between African American students and White students will be closed by 1 point as measured by end of year ACT assessment reports.

C. Goal Attainment:

1. Strategies to Achieve SMART Goals

Strategies that help Magnet School Achieve Improvement for African American and Latino Students MSA Pillar 3 Academic Excellence Standard 6	
Strategies	Strengths and Obstacles
<p>1. Provide professional development and job embedded coaching related to culturally relevant instructional strategies.</p>	<p>Supports:</p> <ul style="list-style-type: none"> • District supports for culturally relevant instruction • SPARKS <p>Constraints:</p> <ul style="list-style-type: none"> • Gaps in instructional observation/feedback cycle specific to the SPARKS framework
<p>2. Create after-school tutoring and school day Tier II and Tier III interventions.</p>	<p>Supports:</p> <ul style="list-style-type: none"> • Benchmark and CFA structures are in place <p>Constraints:</p> <ul style="list-style-type: none"> • Lack of Tier II academic interventions specific to African American and Latino students • Lack of Tier III academic support classes to African American and Latino students

2. Action Steps to Implement Strategies

Action Steps to Implement, Monitor and Assess Strategies for SMART Goals for African American and Latino students					
Subgroup Strategy 1: Provide professional development and job embedded coaching related to culturally relevant instructional strategies.					
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/ Target Dates	Resources Needed	Monitoring	Evidence of Assessment
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. ¹⁸	Principal; Curriculum Service Provider	August 2024	Culturally Relevant Pedagogy and Instruction	Observation logs; observation data	Sign in logs
2. Utilize daily instructional observations, looking for SPARKS strategies across grade and content classrooms. ¹⁹	Principal; Curriculum Service Provider	Aug. 2024- May 2025	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
3. School Site Administrator and Magnet Coordinator will participate Leadership Development facilitated by the Magnet Sr Director and supported by the Magnet Program Manager, as needed.	Principal Magnet Coordinator Magnet Dept	As needed, quarterly at a minimum	Magnet Dept	Instructional Walkthrough data	Instructional Walkthrough data Quarterly Benchmark assessments

¹⁸ Innovative Curriculum and Professional Development; MSA Standard 4: Professional Development

¹⁹ Academic Excellence; MSA Standard 6: Student Achievement

Action Steps to Implement, Monitor and Assess Improvement Strategies for Improvement Goal for African American and Latino students

Subgroup Strategy 2: Create after school tutoring and school day academic interventions

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
1. Provide school day interventions that are targeted via data and subgroup – African American and Latino students ²⁰	Principal; Teachers	Weekly August 2024 – May 2025	Lesson Plans ELA/Math connection; Interventionist FTEs	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; Teachers	Weekly August 2024 - May 2025	Lesson Plans ELA/Math connection; added duty	Formative assessment and benchmark data	Formative assessment and benchmark data

J. Hattie's Meta Analysis (December 2017) visible-learning.org

Culturally relevant instructional practices are supported by research. Research suggests that when students have access to instructional practices and materials that reflect their cultural backgrounds and identities, student performance improves (Byrd, 2016).

²⁰ Academic Excellence; MSA Standard 6: Student Achievement

5. MAGNET SCHOOL BUDGET 2024-2025

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 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 24-25

Personnel

Deseg Budget 2024-2025 SY					
Description	Amount	FTE	Purpose	MSA Focus Area	Goal Focus
Teacher Math Specialist (Interventionist)	\$46,740.00	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 and successes and challenges.	AA	Student Achievement
Benefits	\$14,022.00				
Teacher Reading Specialist (Interventionist)	\$47,080.00	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	\$14,124.00				
8 th Grade Academy Teachers	\$96,420.00	1.8	Three teachers, at .6 FTE each are needed to teach in the Palo Verde Accelerated Academic Academy (PV-A ³). Eighth grade students who love learning and being challenged in the classroom now have the chance to fully immerse themselves in accelerated 8th grade coursework at Palo Verde Academic Acceleration Academy. PV-A3 opens at Palo Verde High Magnet School starting in the 2024-2025 school year. In launching this accelerated program, Tucson Unified School District increases student access to rigorous courses, while also connecting eighth graders with high school faculty and staff. Students enrolled in PV-A3 will develop a five-year plan, where they can take the lead in building their educational experience through high school graduation. Students will also learn leadership skills, time management skills, organizational skills, and many others which will prepare them for their future.	IN AA	Integration Student Achievement
	\$28,945.00				

Magnet Site Coordinator	\$52,900.00	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	\$15,870.00				
Instructional Data and Intervention Specialist	\$46,020.00	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	\$13,806.00				
Classified Network Tech	\$58,000.00	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	\$17,400.00				
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	\$1600.00				
Certified Added Duty	\$1500.00	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	\$300.00				
Added Duty: Recruitment	\$1500.00	0.00	Magnet Coordinator, along with some teachers will work at district and site-based recruiting events.	In PCI	Integration
Benefits	\$300.00				
Employee Salary	\$360,160.00				

Employee Benefits	\$106,367.00		
Total Personnel Budget	\$466,527.00		
	Total FTE	6.8	

Non-Personnel

Description	Amount	Purpose	MSA Focus Area	Goal Focus:
Supplies: Instructional	\$1500.00	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	\$4000.00	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 nd 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	\$2000.00	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	\$4000.00	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	\$1000.00	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	\$1500.00	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	\$.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	\$.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
TOTAL Non-Personnel	\$14,700.00			

Deseg Budget 2024-2025 SY	
Personnel Cost	\$466,527.40
Non-Personnel Cost	\$ 14,700.00
<i>Total from this list</i>	<i>\$481,227.00</i>
<i>Total Budget according to Magnet</i>	<i>\$501,425.00</i>