

**2023-2024 Tucson Unified School District Student Achievement Action Plan
Improvement**

Principal: Debbie Garcia

School: Secrist Middle School

Region: Pantano/5

Plan Year: 2023-2024

Planning Team:

Name	Position	Name	Position
Deborah Garcia	Principal		
Renee Dibiasio	Assistant Principal		

Sign Off:



Position	Name	Signature	Date
Principal	Deborah Garcia	 <small>Deborah Garcia (Nov 7, 2024 19:26 MST)</small>	Nov 7, 2024
Regional Superintendent	Holly Hammel	 <small>Holly Hammel (Nov 7, 2024 19:48 MST)</small>	Nov 7, 2024

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I. School Profile

A. Mission

The mission of Secrist Middle School is to create a community that respects each other, achieves academic mastery, and prepares for the future.

B. School Summary

Secrist Middle School is a school for students in 6-8th grade in east Tucson. Secrist has built a community that respects each other, achieves academic mastery, and prepares for the future.

Secrist Middle School promotes teamwork, school pride, and the use of technology to maximize learning. The school has a strong arts program, with teachers helping students showcase their talents in visual arts, band, chorus, drama, and orchestra.

Classrooms at Secrist are student-oriented as well as technology-oriented. Teachers work with students to help them learn to take responsibility for their education and understand the importance of academics.

Secrist is a Verizon Innovative Learning (VIL) school that offers AVID (Advancement Via Individual Determination), GATE (Gifted And Talented Education) and Honors courses.

C. School Profile

2018-19 Letter Grade	2021-2022 Letter Grade	2022-2023 Letter Grade
C	C	D

Student Profile 2022-2023					
Mobility (Rate)	Absenteeism (Rate)	Promotion (Rate)	F&RL (% of FRL Students)	EL (% of EL Students)	Ex Ed (% of Ex Ed Students)
58.49%	12%	100	100 (CEP)	5%	17.2%

School Profile (USP Ethnicity)											
White		African American		Hispanic/ Latino		Native American		Asian/ Pacific Islander		Multi Racial	
N	%	N	%	N	%	N	%	N	%	N	%
85	28.72%	53	17.91%	122	41.22%	4	1.35%	6	2.03%	26	8.78%

D. Achievement Data

3 Years of AzMERIT Math Percent Proficiency by Grade									
Math	2021 Gr. 6	2021 Gr. 7	2021 Gr. 8	2022 Gr. 6	2022 Gr. 7	2022 Gr. 8	2023 Gr. 6	2023 Gr. 7	2023 Gr. 8
District ES Avg	8%	12%	9%	13%	11%	12%	13%	14%	14%
State ES Avg	29%	30%	26%	31%	27%	27%	30%	30%	27%
Secrist	2%	4%	6%	17%	8%	6%	4%	14%	2%

3 Years of AzMERIT ELA Percent Proficiency by Grade									
ELA	2021 Gr. 6	2021 Gr. 7	2021 Gr. 8	2022 Gr. 6	2022 Gr. 7	2022 Gr. 8	2023 Gr. 6	2023 Gr. 7	2023 Gr. 8
District ES Avg	19%	19%	17%	24%	26%	23%	25%	25%	22%
State ES Avg	35%	38%	35%	39%	43%	36%	42%	41%	36%
Secrist	22%	9%	20%	29%	24%	15%	18%	30%	18%

Three Year AZ Merit/AASA by Subgroup

*When student subgroup is smaller than 10, please place an asterisk to ensure student privacy

*Ensure to disaggregate data by cohort and by grade level

ELA

	African American			Asian American			Hispanic			Multiracial			Native American			Anglo		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	*	*	*	*	*	*	18.8	19.5	10	*	*	*	*	*	*	37.5	41.7	24
Grade 7	*	*	*	*	*	*	11.5	20.5	23.5	*	*	*	*	*	*	5.9	38.5	50
Grade 8	*	*	*	*	*	*	23.5	13.7	15.9	*	*	*	*	*	*	25	19.4	22.2

Math

	African American			Asian American			Hispanic			Multiracial			Native American			Anglo		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	*	*	*	*	*	*	0	14.6	0	*	*	*	*	*	*	6.3	20	7.4
Grade 7	*	*	*	*	*	*	3.8	6.8	10.3	*	*	*	*	*	*	0	8	26.1
Grade 8	*	*	*	*	*	*	5.7	2	2.2	*	*	*	*	*	*	7.7	12.5	0

II. Overall Student Achievement

A. Gaps in Student Achievement

Interpretive Summary - Student Achievement

Math Proficiency across three years offers an insightful look at Secrist's performance in comparison to district and state averages. Secrist's results reveal a school that is working through challenges while also showing moments of significant improvement.

For example, Secrist's 2021 results indicate a proficiency rate of 2% for 6th graders, 4% for 7th graders, and 6% for 8th graders. While these figures are lower than the district and state averages, Secrist saw a substantial increase in 2022 for 6th graders, where proficiency jumped to 17%, significantly surpassing the district's 13% and closing the gap with the state's 31%. This positive leap suggests that Secrist implemented strategies that had a noticeable effect on student achievement, at least for certain grade levels and years.

Though the overall trend shows fluctuation, such as 6th-grade proficiency decreasing to 4% in 2023, there were bright spots of improvement, like the 7th-grade proficiency rise from 4% in 2021 to 14% in 2023. This indicates that despite setbacks, progress is still being made, even if at different paces across grade levels.

In the context of broader challenges that many schools face, Secrist's varying results suggest ongoing efforts to improve outcomes. Their 2022 6th-grade improvement stands out as a strong example of what is possible, while the persistence of lower figures in other areas highlights the need for continued focus. However, Secrist's performance, particularly in 2022, shows that improvement is feasible, and with further support and refinement, the potential for future gains is evident.

ELA Proficiency over the last three years provides a closer look at Secrist's English Language Arts performance, with both encouraging progress and areas of ongoing development. Secrist's results, though inconsistent, demonstrate instances of achievement that align with or even exceed district averages in some years, showing potential for sustained improvement.

In 2021, Secrist had a standout performance in 6th grade, with a proficiency rate of 22%, surpassing the district's 19% average and coming close to the state's 35%. Though 7th-grade proficiency that year was lower at 9%, 8th grade rebounded with 20%, again higher than the district average of 17%. These results suggest that, even in a year with challenges, Secrist managed to keep pace with district averages in some areas and displayed strong results in 6th grade.

In 2022, Secrist made notable improvements across several grade levels. Sixth graders saw a proficiency rate of 29%, once again outperforming the district's 24% and closing the gap with the state average of 39%. Seventh graders also saw an increase from 9% in 2021 to 24%, aligning with the district's average. Although 8th-grade proficiency decreased to 15%, Secrist's overall progress in 2022 is indicative of its ability to make positive strides in ELA performance.

By 2023, Secrist's results show both progress and challenges. Seventh-grade proficiency rose to an impressive 30%, higher than district averages, signaling a significant improvement from the prior year. Sixth grade results showed decrease compared to 2022, with proficiency at 18%, somewhat below the district average of 25%. Eighth-grade results, however, saw slight increase compared to 2022, with proficiency also at 18%, approaching the district average of 22%.

Overall, the data demonstrates that Secrist has shown resilience and capability in achieving progress in ELA, especially with improving performances in grades like 6th and 7th. Though some fluctuations remain, Secrist's upward trajectory in certain grades suggests that continued focus on maintaining and expanding these improvements could lead to further success across all grade levels.

Identify Top Three Causes of these Gaps	Identify the Root of these Causes	Identify Foundational Causes
Teachers do not intentionally plan instruction that supports every student in meeting rigorous learning goals by differentiating instruction and implementing Universal Design for Learning.	Secrist Teachers lesson planning lack learning goals, success criteria, and possible student misconceptions with appropriate pacing for student, not meeting needs of targeted subgroups	Secrist Teachers need to receive additional Professional Development in the Universal Design for Learning that will be included in their weekly lesson plans to meet targeted subgroup needs.
Our staff does not create an environment which builds mutual respect among leadership, teachers, students, and families.	Secrist Staff needs to build and foster a learning environment that focuses on meaningful relationships especially with our identified subgroups.	Secrist needs to provide a positive culturally responsive environment that includes SEL support and respectful interactions for all including identified subgroup.

Our school does not create and maintain positive collaborative partnerships among families, communities, and school to support student learning and family engagement	Lack of consistent outreach to families reduces the opportunities for families to have a positive collaborative partnership	Secrist needs to build and foster partnerships with families with positive intentions
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B. SMART Goals for Student Achievement

SMART Goal Statement (All Academic Goals <u>must</u> Focus on Subgroups)	Evidence to Be Used to Assess Progress and Accomplishment
<p>ELA 22.8% passing will increase by 10% to 32.8% passing Math 9.5% passing will increase by 10% to 19.5% passing Ex Ed ELA from 1.9% passing will increase to a total of 10% Ex Ed Math from 1.9% passing will increase to a total of 10%</p>	<p>Benchmark data may be used for interim achievement indicators.</p> <p>State data will be used to determine goal accomplishments.</p>
<p>PD for teachers will be provided during first semester to further teacher understanding for building stronger partnerships</p>	<p>PD training artifacts, including schedule, topics aligned to SMART goal, and participation (e.g., sign in sheet)</p>

C. Goal Attainment

1. Strategies to Achieve SMART Goals

Strategies that help School Achieve Improvement Goals	
Strategies:	Strengths and Obstacles
<p>Instructional planning will be strengthened by PD</p>	<p>Strengths: PD offers targeted learning opportunities to improve instructional techniques. Provides teachers with updated strategies and resources for effective classroom management.</p> <p>Obstacles:</p>

	<p>Consistent implementation of PD across different departments or staff members.</p> <p>Ensuring time for meaningful reflection and application of PD content into practice.</p>
Strengthen Instruction for All Students	<p>Strengths:</p> <p>Focus on differentiated instruction enhances learning for diverse student needs.</p> <p>Encourages a data-driven approach to tailor lessons based on student performance.</p> <p>Obstacles:</p> <p>Resource limitations may hinder personalized instruction for every student.</p> <p>Ensuring all teachers have access to high-quality materials and training can be challenging.</p>
PLCs	<p>Strengths:</p> <p>Fosters collaboration among teachers to share best practices and improve student outcomes.</p> <p>Provides a structured space for ongoing peer feedback and professional growth.</p> <p>Obstacles:</p> <p>Time constraints may limit teachers' ability to fully engage in PLCs.</p> <p>Variability in teacher participation or buy-in could challenge the effectiveness of PLC efforts.</p>
Support for Ex Ed students	<p>Strengths:</p> <p>Tailored support services ensure that Ex Ed students' unique learning needs are addressed.</p> <p>Integration of specialized instruction helps close achievement gaps.</p> <p>Obstacles:</p> <p>Staffing challenges or limited expertise may reduce the quality of support.</p> <p>Coordinating support across general and special education can be complex and time-intensive.</p>

Strengthen Environment of Respect Through Dean, Restorative Practices, and Communication	<p>Strengths: Clear leadership and small group interventions foster a respectful and positive school culture. Restorative practices promote conflict resolution and relationship building among students and staff.</p> <p>Obstacles: Resistance to change in school culture can slow the adoption of restorative practices. Consistent follow-through and staff training are necessary for sustained impact.</p>
Family and Community Engagement	<p>Strengths: Increases parental involvement, improving student motivation and accountability. Strengthens ties between the school and broader community, creating a more supportive learning environment.</p> <p>Obstacles: Engaging hard-to-reach families or those with language barriers may require additional resources. Limited time or availability for both families and school staff to consistently collaborate.</p>

2. Action Steps to Implement Strategies

Action Steps to Implement Improvement Strategies for Improvement Goal					
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence
Teachers will receive UDL training during first quarter to dialogue about how to further their understanding of	Site Admin, UDL	During scheduled PD time(s)	Trainer(s), Materials for training and	Teacher lesson plans will reflect the integration of	As a result of using UDL, teachers will

<p>the backgrounds and cultures of students and how intentional planning integrating UDL strategies will strengthen instruction. Attention will be given to how to meet subgroup needs.</p>	<p>trainers, Teachers</p>		<p>application, schedule</p>	<p>UDL strategies and implementation of UDL will be observed in walk throughs by principal and district staff</p>	<p>modify lessons to meet student needs. Teachers will get feedback during PLC time from colleagues and the principal from weekly plans</p>
<p>Professional Development supports to improve strategies for effective instruction. Weekly Wed. Professional Development for all Certified Staff, Job-Embedded Professional Development, Coaching & Feedback provided to all certified staff minimally one time per month (Aug-May). Use of Teacher Evaluation Instruments (Danielson Framework) to provide teacher feedback, PLC's meet daily during common planning time or PD time AVID, WICOR and RACE writing strategies will all be integrated in PD schedule MATH ONLY: Support instruction through professional development, observations w/ feedback, & coaching in specific math strategies as aligned & coordinated w/ the TUSD Math Curriculum Department. Evidenced by scope of service, sign in sheets. (Sept-March) Curriculum Training as available & as evidenced by True North Logic Registration, Principal</p>	<p>Site Admin, Site- and district-trainers (curriculum dept.)</p>	<p>Throughout the school year</p>	<p>PD, feedback, and PLC schedules, procedures</p>	<p>Data from weekly formative assessments in ELA and Math will be used to identify students that qualify for Interventions. Lists of eligible students will be submitted weekly to Admin and MTSS Facilitator. Admin, CSP will assist and support teachers in weekly data analysis.</p>	<p>Benchmark data helps establish which student receive interventions. Walk through data is used in addition to teacher feedback in PLC's to help coach teachers implement PD strategies. PLC's meet in subject levels twice a week where teachers gain support from mentors</p>

Meeting Agendas, Sign in Sheets for site trainings (Sept-April)					
<p>A master schedule that promotes blocks of time to provide consistent learning for students in both ELA and Math is adhered to ensuring that valuable learning time is maximized. We work to protect intervention time to support our neediest students and honor teachers' preparation. PLC's meet twice a week by subject level, twice a week by grade level and once a week for MTSS. PLC's include exceptional education and elective teachers to support the learning of math and ELA across the curriculum. PLC's meet to review data and work to design, assess lessons and make future lessons. Grade level projects will be developed across content areas.</p>	Site Admin, Teacher teams (PLC's)	Throughout the school year	Master schedule, materials and procedures for cross-content project planning and implementation	Administration observes PLC discussions and watches for implementation during walk throughs and then information is shared with teachers to improve instruction. Student lists are generated and shared with administration who makes contact with parents of students-failing students	Various points are taken into consideration when evaluating student progress: looking at student engagement during walk throughs; looking for a reduction in number of failing students; benchmark and CFA data.
<p>PD Books from CAST on UDL "UDL Now" to use during school PDs, PLCs, Lesson Planning, Help with Formative Assessments Books and Resources for Teachers and CSPs, to be used during and in relation to TSI-related goals, to support subgroups, will be provided for TSI schools. Books will align with the UDL training. Books for teachers will be used for lessons, interventions, book studies, and support for</p>	Site Admin	Prior to or at the beginning of the year to procure, and throughout the year to utilize	PD books and alignment with PD, PLC, Lesson Planning, Formative assessment and student support activities.	Data will be collected through informal walk-throughs twice per year, professional development survey data, quarterly benchmarks, and subgroup achievement	Student engagement in the Ex Ed classroom. Evaluate to determine that student accommodations are being met. IXL diagnostic can be used to determine if

Students with Disabilities, and for students in other subgroups				reports to determine student impact.	students are making progress and meeting IEP goals
Secrist leadership will use consistent communication for families; honor staff and students with monthly celebrations; help staff master restorative practices and offer small group meetings among staff to meet needs of teams	Site Leadership Team	Throughout the school year	Communication plans, restorative practice models, small group meeting schedule	Informal surveys with staff and parents to determine effectiveness of communication strategies; student discipline data and referrals in addition to students being served in Tier II and Tier III interventions	Leadership together with admin determine new plans/structures to implement and improve our practices.
Leadership team will work to establish a system of positive outreach among team to make community connections. Upcoming projects and events will be shared/publicized by classroom teachers to create more vehicles for two way communication between home and school Staff will be asked to each quarter conduct parent outreach for strengthening partnerships with email, in person or via text message to strengthen connections with families. Monthly newsletter used to communicate events and activities at the school	Site leadership team, teachers	Throughout the school year	Positive outreach plan and system for implementation and sustaining, newsletter communication plan.	Community partner outreach logs, phone logs, in person contact sheet or text messages by teacher to families will be used for monitoring. Teachers will track outreach through synergy observations.	At the end of each quarter leadership team will review the data and determine what evidence is to be used to measure effectiveness of outreach to community partners and families:

III. Academic Performance for African American, Latino Students, Native American, ExEd and ELL Subgroups: Gap Analyses

A. Gaps in USP Subgroup Performance

Interpretive Summary - Academic Performance for African American, Latino Students, Native American, ExEd and ELL Subgroups: Gap Analyses
N/A due to low subgroup numbers and Hispanic performance commensurate with overall school performance trends.

Identify Top Three Causes of these Gaps	Identify the Root of these Causes	Identify Foundational Causes
N/A		
N/A		
N/A		

B. SMART Goals for Reducing Achievement Gaps

SMART Goal Statement <i>(All Academic Goals <u>must</u> Focus on Subgroups)</i>	Evidence to Be Used to Assess Progress and Accomplishment
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N/A	
N/A	

C. Goal Attainment

1. Strategies to Achieve SMART Goals

Strategies that help School Achieve Improvement Goals	
Strategies:	Strengths and Obstacles
N/A	
N/A	
N/A	
N/A	

2. Action Steps to Implement Strategies

Action Steps to Implement Improvement Strategies for Improvement Goal					
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence
N/A					
N/A					
N/A					
N/A					









Secrist SAAP 23-24

Final Audit Report

2024-11-08

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