Cypress-Fairbanks Independent School District

Spillane Middle School

2024-2025

Mission Statement

Mission Statement

Our purpose, as the Spillane Learning Community, is to:

- learn the curriculum
- solve problems
- think independently and critically
- display good citizenship
- respect others, and
- take pride in our work and actions

Evidence of growth toward our commitments includes on-going:

- assessments of student knowledge
- evaluation of student products
- dialogue and feedback
- observation of interactions

To ensure student success, the Spillane Learning Community pledges to provide a system of support for each student.

Vision

Everyone can learn something every day. We are prepared, organized, and energized to teach and learn. All staff and students have personal worth. All students have equal standing in our academic community.

Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, Science, and Social Studies

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue to implement targeted instructional strategies and data-driven interventions to support student growth, with a specific focus on increasing the percentage of students scoring at the Approaches, Meets, and Masters levels on District Progress Monitoring assessments by 2% and 3% respectively. Emphasize differentiated instruction, progress monitoring, and collaborative planning to drive continued improvement.

Strategy 1 Details	Formative Reviews		
Strategy 1: RLA: Students will have more in class time focused on independent reading in high interest text to increase reading volume, vocabulary, and stamina.	**Formative**		
Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. **Staff Responsible for Monitoring:** ELA Teachers; CCIS	**Nov**	**Feb**	**May**
	Some Progress	Considerable	Accomplished
Strategy 2 Details	**Formative Reviews**		
Strategy 2: Math: Students need more analytic practice and problem solving opportunities to improve critical thinking on math concepts.	**Formative**		
Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. **Staff Responsible for Monitoring:** Math Teachers; CCIS	**Nov**	**Feb**	**May**
	Some Progress	Considerable	Accomplished

Strategy 3 Details	Formative Reviews		
Strategy 3: Science: Students will have more problem solving and analytic opportunities to improve critical thinking and independent thought on Science concepts.	Formative		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. **Staff Responsible for Monitoring:** Science Teachers; CCIS	Some Progress	Considerable	Accomplished

Strategy 4 Details	Formative Reviews		
Strategy 4: Social Studies: Students need to increase rigor, analysis, and critical thinking skills on historical concepts through increased differentiation of instruction.	Formative		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. **Staff Responsible for Monitoring:** Social Studies Teachers; CCIS	Some Progress	Considerable	Accomplished

Strategy 5 Details	Formative Reviews		
Strategy 5: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.	Formative		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness **Staff Responsible for Monitoring:** Principal; Coaches	No Progress	Considerable	Accomplished

Strategy 6 Details	Formative Reviews		
Strategy 6: Dropout Prevention: The dropout rate for the campus will be at 0% by focusing on quality instruction, retention, and monitoring.	Formative		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: The dropout rate will be at 0%. **Staff Responsible for Monitoring:** Principal	No Progress	Considerable	Accomplished

Strategy 7 Details	Formative Reviews		
Strategy 7: State Compensatory Education (SCE): Throughout the current school year, use the supplementary SCE funds to reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other school district students as measured by educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. **Staff Responsible for Monitoring:** Principal	Some Progress	Considerable	Accomplished

○ No Progress   ◯ Accomplished   ➡ Continue/Modify   ✖ Discontinue

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current school year, 100% of the district's safety policies will be implemented.

> **Evaluation Data Sources:** Record of safety drills and other required safety actions
>
> **Summative Evaluation:** Exceeded Objective
>
> **Next Year's Recommendation:** Maintain the high standard of student safety by continuing to fully implement and regularly review all district safety policies.

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Safety: We will teach students and staff safety expectations by use of meetings and drills to ensure preparation for any actual emergency/crisis.	**Formative**		
Strategy's Expected Result/Impact: 100% of students will know safety expectations for an actual emergency/crisis.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Campus Administration; Campus Safety Coordinator; Teachers; PBIS Lead Team	Some Progress	Considerable	Accomplished

Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year.	**Formative**		
Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Campus Administration; Campus Safety Coordinator; Teachers; PBIS Lead Team	Some Progress	Considerable	Accomplished

◯ No Progress	◯ Accomplished	➡ Continue/Modify	✕ Discontinue

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

High Priority

Evaluation Data Sources: Student attendance records

Summative Evaluation: Exceeded Objective

Next Year's Recommendation: With the achievement of a 95% or higher student attendance rate, continue to prioritize attendance initiatives that encourage regular student engagement. Sustain attendance incentives and celebrate successes to keep momentum going and strive for even higher attendance rates in the upcoming year.

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Teachers will increase accuracy of attendance submissions with office personnel to ensure accurate student attendance. Attendance incentives will be promoted in conjunction with the PBIS program for students to earn items for increased and outstanding attendance.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: 95% overall attendance rate **Staff Responsible for Monitoring:** Principal; Director of Instruction; Assistant Principals; Attendance Assistant	Some Progress	Considerable	Accomplished
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: 95% overall attendance rate **Staff Responsible for Monitoring:** Principal	Some Progress	Considerable	Accomplished

○ No Progress   ○ Accomplished   → Continue/Modify   ✗ Discontinue

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue to emphasize restorative practices and a balanced approach to behavior management that focuses on student growth and responsibility.

Strategy 1 Details	Formative Reviews		
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Staff will use various programs, initiatives, and formal staff development training to proactively mitigate all violent incidents on campus in relation to the previous school year CFISD report on violence and violence prevention. **Strategy's Expected Result/Impact:** Violent incidents will continue to be 0% **Staff Responsible for Monitoring:** Assistant Principals; Principal; PBIS Lead Team; Counselors	**Formative**		
	Nov	**Feb**	**May**
	Some Progress	Considerable	Accomplished

Strategy 2 Details	Formative Reviews		
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. The administrative team will continue to explore new ways to intervene with students and resolve behavioral issues at school. We will use positive behavior referrals in line with the PBIS program to maintain and promote positive behavior. **Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies. **Staff Responsible for Monitoring:** Assistant Principals; Principal; PBIS Lead Team; Counselors	**Formative**		
	Nov	**Feb**	**May**
	Some Progress	Considerable	Accomplished

Strategy 3 Details	Formative Reviews		
Strategy 3: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate social skills. In addition, the campus will develop appropriate action plans based on the results of the Safe Schools Survey. **Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents. 2. Decrease in bullying incidents/behaviors. 3. Improved classroom and/or school culture. **Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee	**Formative**		
	Nov	**Feb**	**May**
	Some Progress	Considerable	Accomplished

⬤ No Progress   ⬤ Accomplished   ➡️ Continue/Modify   ❌ Discontinue

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 5%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Met Objective

Next Year's Recommendation: Enhance incentive programs and explore additional strategies to address barriers to consistent attendance. Regular communication and recognition of staff attendance achievements should remain a priority to sustain the 5% increase in attendance.

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: We will track teacher & paraprofessional attendance rates for Fall and Spring semesters and communicate this data in monthly staff meetings. We will offer various incentives if staff attendance goals are met for each grading period.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%. **Staff Responsible for Monitoring:** Principal; AESOP Representative	Some Progress	Considerable	Accomplished
No Progress Accomplished Continue/Modify Discontinue			

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current school year, 100% of teachers will receive job targeted professional development based on identified needs.

Evaluation Data Sources: Classroom implementation of professional learning
Campus wide book studies
Walk-throughs
Lesson Plans

Summative Evaluation: Met Objective

Next Year's Recommendation: Maintain the commitment to providing 100% of teachers with targeted, high-quality professional development by continuously assessing staff needs and aligning training accordingly.

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: We will offer staff development training sessions throughout the school year in the areas of GT, ESL, at-risk, and various behavioral management to best support staff in quality professional development.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Staff will increase the level of implementation of successful classroom based instructional and behavior management strategies in their classroom reducing behavior issues and increase rigor and learning. **Staff Responsible for Monitoring:** Principal; Director of Instruction; Assistant Principals; PBIS lead team	Some Progress	Considerable	Accomplished

○ No Progress   ○ Accomplished   → Continue/Modify   ✗ Discontinue

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 5%.

Evaluation Data Sources: Parent Survey
Activity sign-in sheets/records

Summative Evaluation: Exceeded Objective

Next Year's Recommendation: Continue to build on the strong foundation of trust by maintaining accurate, timely, and interactive communication with all stakeholders. Explore new and diverse communication channels to further engage parents and the community, making involvement more accessible and meaningful.

Strategy 1 Details			Formative Reviews		

Strategy 1: Parent and Family Engagement: Parents will be invited to attend and/or volunteer at a variety of school events both during and outside of the school day in a virtual setting based the CFISD LEAD safely protocols.
    Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%.
    Staff Responsible for Monitoring: Administrative Team; Teachers; Paraprofessionals
			Formative		

			Nov	**Feb**	**May**
			Some Progress	Considerable	Accomplished
No Progress Accomplished Continue/Modify Discontinue					

CPOC

Committee Role	Name	Position
Principal	Jamie Brotemarkle	Principal (there is only one principal)
Teacher #1	Nicole Hardy	Math
Teacher #2	Jim Bosworth	Social Studies
Teacher #3	Makenzie Kellgren	Special Education
Teacher #4	John Barton	Fine Arts
Teacher #5	Jeanine Garr	Deaf Education
Teacher #6	Andrea Touchet	ELAR
Teacher #7	Ami Bird	Science
Teacher #8	Molly Kalenic	PE
Other School Leader (Nonteaching Professional) #1	Steve Miller	Director of Instruction
Other School Leader (Nonteaching Professional) #2	Mark Duncan	Assistant Principal
Other School Leader (Nonteaching Professional) #3	Lindsay Womack	Other School Leader (Nonteaching Professional) #3
Other School Leader (Nonteaching Professional) #4	Tracy Spaulding	Other School Leader (Nonteaching Professional) #4
Administrator (LEA) #1	Paula Ross	Administrator (LEA) #1
Parent #1	Elizabeth Barrett	Parent
Parent #2	Jackie Sheeren	Parent
Community Member #1	Carolyn Spillane	Community Member #1
Community Member #2	Pedro Naverette	Community Member #2
Business Representative #1	Kris Lieder	Business Rep
Business Representative #2	Teresa Lucas	Business Rep

Addendums

Campus   Spillane

Strategic Plan Goal 1 Campus 5-year Targets					
	2024-25	2025-26	2026-27	2027-28	2028-29
Approaches or Above	92%	94%	96%	98%	100%
Meets or Above	76%	79%	82%	85%	88%
Masters Grade Level	47%	50%	53%	56%	59%

2024-25	Target Check
92%	Met District Strategic Target
76%	Met District Strategic Target
48%	Met District Strategic Target

The targets listed below meet minimum expectations. Campuses are responsible for meeting the CIP targets as well as state and federal accountability targets.

*Note that student groups less than 5 are masked to protect the small group privacy.

Content	Gr.	Campus	2025 Cluster	Student Group	Estimated Student Count 2025 #	2024 Approaches or Above %	2025 Approaches Target %	2025 Approaches or Above %	2024 Meets or Above %	2025 Meets Target %	2025 Meets or Above %	2024 Masters Grade Level %	2025 Masters Target %	2025 Masters Grade Level %
Reading	6	Spillane	MS1	All	468	90%	93%	90%	80%	83%	76%	50%	52%	52%
Reading	6	Spillane	MS1	Hispanic	119	86%	88%	84%	70%	73%	66%	44%	45%	38%
Reading	6	Spillane	MS1	Am. Indian	0	*	*	*	*	*	*	*	*	*
Reading	6	Spillane	MS1	Asian	94	97%	100%	92%	91%	93%	85%	67%	68%	69%
Reading	6	Spillane	MS1	African Am.	51	78%	80%	83%	69%	73%	64%	28%	29%	32%
Reading	6	Spillane	MS1	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Reading	6	Spillane	MS1	White	176	93%	95%	95%	85%	86%	80%	52%	53%	56%
Reading	6	Spillane	MS1	Two or More	28	96%	100%	90%	84%	89%	79%	60%	61%	66%
Reading	6	Spillane	MS1	Eco. Dis.	138	80%	81%	77%	63%	64%	61%	32%	33%	38%
Reading	6	Spillane	MS1	EB	62	79%	81%	60%	58%	60%	29%	21%	23%	12%
Reading	6	Spillane	MS1	At-Risk	177	79%	80%	78%	59%	60%	53%	29%	30%	29%
Reading	6	Spillane	MS1	SPED	62	56%	58%	57%	38%	39%	38%	19%	19%	13%
Reading	7	Spillane	MS1	All	436	90%	93%	90%	77%	82%	78%	49%	50%	48%
Reading	7	Spillane	MS1	Hispanic	111	85%	87%	86%	73%	77%	72%	39%	40%	40%
Reading	7	Spillane	MS1	Am. Indian	3	*	100%	*	*	100%	*	*	33%	*
Reading	7	Spillane	MS1	Asian	80	99%	100%	93%	92%	96%	88%	74%	75%	68%
Reading	7	Spillane	MS1	African Am.	62	83%	87%	85%	62%	69%	70%	23%	24%	28%
Reading	7	Spillane	MS1	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Reading	7	Spillane	MS1	White	154	94%	96%	93%	80%	83%	79%	52%	53%	51%
Reading	7	Spillane	MS1	Two or More	26	84%	88%	93%	76%	85%	85%	64%	65%	41%
Reading	7	Spillane	MS1	Eco. Dis.	137	79%	80%	81%	58%	58%	61%	25%	26%	32%
Reading	7	Spillane	MS1	EB	58	82%	83%	67%	56%	57%	42%	28%	29%	15%
Reading	7	Spillane	MS1	At-Risk	172	73%	74%	77%	51%	52%	55%	26%	27%	29%
Reading	7	Spillane	MS1	SPED	48	40%	42%	63%	26%	27%	34%	*	13%	20%
Reading	8	Spillane	MS1	All	528	91%	93%	95%	79%	82%	81%	55%	57%	54%
Reading	8	Spillane	MS1	Hispanic	149	88%	90%	91%	74%	77%	76%	47%	48%	49%
Reading	8	Spillane	MS1	Am. Indian	2	*	100%	*	*	100%	*	*	50%	*
Reading	8	Spillane	MS1	Asian	94	95%	96%	99%	88%	91%	94%	78%	79%	68%
Reading	8	Spillane	MS1	African Am.	81	83%	85%	90%	63%	68%	64%	40%	41%	38%
Reading	8	Spillane	MS1	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Reading	8	Spillane	MS1	White	177	97%	98%	98%	85%	88%	87%	61%	62%	60%
Reading	8	Spillane	MS1	Two or More	25	83%	88%	92%	74%	80%	76%	39%	40%	44%
Reading	8	Spillane	MS1	Eco. Dis.	158	83%	84%	89%	61%	62%	63%	39%	40%	28%
Reading	8	Spillane	MS1	EB	61	63%	64%	87%	32%	33%	51%	12%	13%	21%
Reading	8	Spillane	MS1	At-Risk	191	80%	81%	87%	55%	56%	60%	33%	34%	31%
Reading	8	Spillane	MS1	SPED	53	60%	62%	55%	34%	36%	30%	15%	17%	*
Math	6	Spillane	MS1	All	468	93%	95%	94%	69%	72%	71%	32%	35%	36%
Math	6	Spillane	MS1	Hispanic	119	87%	89%	91%	58%	60%	58%	18%	19%	23%
Math	6	Spillane	MS1	Am. Indian	0	*	*	*	*	*	*	*	*	*
Math	6	Spillane	MS1	Asian	94	97%	99%	96%	83%	85%	87%	60%	61%	59%

Content	Gr.	Campus	2025 Cluster	Student Group	Estimated Student Count 2025 #	2024 Approaches or Above %	2025 Approaches Target %	2025 Approaches or Above %	2024 Meets or Above %	2025 Meets Target %	2025 Meets or Above %	2024 Masters Grade Level %	2025 Masters Target %	2025 Masters Grade Level %
Math	6	Spillane	MS1	African Am.	51	91%	94%	83%	51%	55%	53%	16%	18%	*
Math	6	Spillane	MS1	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Math	6	Spillane	MS1	White	176	95%	97%	98%	75%	77%	78%	36%	37%	42%
Math	6	Spillane	MS1	Two or More	28	100%	100%	97%	75%	82%	69%	33%	36%	31%
Math	6	Spillane	MS1	Eco. Dis.	138	86%	87%	90%	46%	47%	56%	15%	16%	23%
Math	6	Spillane	MS1	EB	62	84%	85%	88%	48%	50%	45%	16%	18%	12%
Math	6	Spillane	MS1	At-Risk	177	85%	86%	87%	47%	48%	52%	17%	18%	21%
Math	6	Spillane	MS1	SPED	62	66%	68%	71%	26%	27%	39%	*	13%	9%
Math	7	Spillane	MS1	All	426	81%	88%	82%	63%	70%	67%	26%	27%	32%
Math	7	Spillane	MS1	Hispanic	110	72%	79%	72%	51%	55%	51%	16%	17%	21%
Math	7	Spillane	MS1	Am. Indian	3	*	100%	*	*	100%	*	*	33%	*
Math	7	Spillane	MS1	Asian	73	96%	100%	95%	86%	95%	90%	57%	58%	58%
Math	7	Spillane	MS1	African Am.	61	60%	77%	68%	40%	46%	54%	14%	15%	19%
Math	7	Spillane	MS1	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Math	7	Spillane	MS1	White	154	88%	91%	87%	71%	75%	72%	27%	28%	33%
Math	7	Spillane	MS1	Two or More	25	88%	100%	92%	73%	84%	62%	*	4%	27%
Math	7	Spillane	MS1	Eco. Dis.	134	63%	64%	67%	41%	42%	47%	11%	12%	19%
Math	7	Spillane	MS1	EB	58	69%	71%	66%	39%	40%	45%	10%	12%	17%
Math	7	Spillane	MS1	At-Risk	169	56%	57%	63%	35%	36%	46%	15%	16%	19%
Math	7	Spillane	MS1	SPED	47	36%	38%	53%	12%	13%	35%	*	6%	13%
Math	8	Spillane	MS1	All	227	81%	87%	75%	50%	53%	50%	15%	17%	15%
Math	8	Spillane	MS1	Hispanic	74	75%	80%	68%	38%	41%	40%	8%	9%	8%
Math	8	Spillane	MS1	Am. Indian	2	*	100%	*	*	100%	*	*	50%	*
Math	8	Spillane	MS1	Asian	31	88%	97%	94%	71%	74%	88%	50%	52%	58%
Math	8	Spillane	MS1	African Am.	47	77%	83%	61%	42%	43%	22%	*	11%	*
Math	8	Spillane	MS1	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Math	8	Spillane	MS1	White	64	87%	91%	80%	59%	61%	61%	12%	13%	16%
Math	8	Spillane	MS1	Two or More	9	80%	100%	90%	60%	67%	70%	*	11%	*
Math	8	Spillane	MS1	Eco. Dis.	102	73%	74%	65%	41%	42%	34%	8%	9%	8%
Math	8	Spillane	MS1	EB	50	68%	70%	76%	32%	34%	59%	*	10%	17%
Math	8	Spillane	MS1	At-Risk	126	70%	71%	63%	30%	31%	38%	5%	6%	6%
Math	8	Spillane	MS1	SPED	49	47%	49%	42%	*	24%	19%	*	10%	*
Science	8	Spillane	MS1	All	528	90%	92%	93%	74%	77%	80%	44%	46%	45%
Science	8	Spillane	MS1	Hispanic	149	84%	87%	91%	66%	68%	72%	33%	34%	35%
Science	8	Spillane	MS1	Am. Indian	2	*	100%	*	*	100%	*	*	50%	*
Science	8	Spillane	MS1	Asian	94	95%	97%	98%	87%	90%	95%	71%	72%	63%
Science	8	Spillane	MS1	African Am.	81	84%	86%	86%	53%	57%	58%	26%	27%	23%
Science	8	Spillane	MS1	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Science	8	Spillane	MS1	White	177	95%	97%	95%	83%	85%	88%	49%	50%	54%
Science	8	Spillane	MS1	Two or More	25	86%	92%	96%	82%	88%	80%	36%	40%	36%
Science	8	Spillane	MS1	Eco. Dis.	158	80%	81%	84%	52%	53%	60%	28%	29%	23%
Science	8	Spillane	MS1	EB	61	58%	59%	82%	25%	26%	64%	18%	20%	15%
Science	8	Spillane	MS1	At-Risk	191	78%	79%	82%	48%	49%	57%	26%	27%	22%
Science	8	Spillane	MS1	SPED	53	43%	45%	53%	30%	32%	25%	*	9%	*
Social Studies	8	Spillane	MS1	All	528	83%	88%	84%	60%	63%	58%	39%	41%	38%
Social Studies	8	Spillane	MS1	Hispanic	149	75%	80%	77%	47%	50%	51%	25%	26%	28%
Social Studies	8	Spillane	MS1	Am. Indian	2	*	100%	*	*	100%	*	*	50%	*
Social Studies	8	Spillane	MS1	Asian	94	92%	97%	94%	80%	83%	76%	64%	65%	59%
Social Studies	8	Spillane	MS1	African Am.	81	73%	80%	68%	46%	49%	40%	30%	31%	24%

Content	Gr.	Campus	2025 Cluster	Student Group	Estimated Student Count 2025	2024 Approaches or Above	2025 Approaches Target	2025 Approaches or Above	2024 Meets or Above	2025 Meets Target	2025 Meets or Above	2024 Masters Grade Level	2025 Masters Target	2025 Masters Grade Level
					#	%	%	%	%	%	%	%	%	%
Social Studies	8	Spillane	MS1	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Social Studies	8	Spillane	MS1	White	177	89%	92%	91%	66%	68%	63%	43%	44%	43%
Social Studies	8	Spillane	MS1	Two or More	25	77%	100%	88%	59%	68%	68%	41%	44%	32%
Social Studies	8	Spillane	MS1	Eco. Dis.	158	68%	69%	67%	44%	45%	37%	26%	27%	17%
Social Studies	8	Spillane	MS1	EB	61	43%	44%	69%	23%	25%	28%	15%	16%	18%
Social Studies	8	Spillane	MS1	At-Risk	191	63%	64%	65%	35%	36%	35%	25%	26%	21%
Social Studies	8	Spillane	MS1	SPED	53	40%	42%	38%	20%	21%	23%	*	9%	13%
Algebra I	MS	Spillane	MS1	All	311	100%	100%	100%	97%	100%	97%	81%	82%	85%
Algebra I	MS	Spillane	MS1	Hispanic	76	98%	100%	100%	94%	100%	97%	74%	75%	81%
Algebra I	MS	Spillane	MS1	Am. Indian	0	*	*	*	*	*	*	*	*	*
Algebra I	MS	Spillane	MS1	Asian	70	100%	100%	100%	98%	100%	97%	94%	96%	90%
Algebra I	MS	Spillane	MS1	African Am.	35	100%	100%	97%	100%	100%	94%	78%	80%	73%
Algebra I	MS	Spillane	MS1	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Algebra I	MS	Spillane	MS1	White	113	100%	100%	100%	97%	100%	97%	79%	80%	89%
Algebra I	MS	Spillane	MS1	Two or More	17	100%	100%	100%	100%	100%	100%	77%	76%	75%
Algebra I	MS	Spillane	MS1	Eco. Dis.	57	100%	100%	100%	93%	100%	95%	79%	81%	82%
Algebra I	MS	Spillane	MS1	EB	11	100%	100%	100%	100%	100%	70%	100%	100%	50%
Algebra I	MS	Spillane	MS1	At-Risk	68	100%	100%	98%	92%	100%	92%	75%	76%	82%
Algebra I	MS	Spillane	MS1	SPED	5	100%	100%	100%	100%	100%	*	*	80%	*

CYPRESS-FAIRBANKS ISD
Standard Expectations

The following activities will no longer appear in the *District Improvement Plan* or the *Campus Improvement Plans*, since they represent practices that are expected to happen in an ongoing manner to provide instructional "standard operating procedures."

Curriculum and Instruction

- The District provides a common curriculum for all subjects at every grade level with appropriate learning experiences based on the Texas Essential Knowledge and Skills (TEKS) and ensures that all students, no matter which campus they attend, receive the same curriculum.
- The District curriculum staff updates and revises the curriculum regularly considering teacher input, state and district assessment data, and current research and best practices. The curriculum includes scope and sequence, pacing guides, instructional resources, model lessons, and assessment items that support the content area while addressing the needs of a diverse student population.
- The District curriculum resides in Schoology, the learning management system. Schoology is used to its fullest capacity: lesson planning, resource selection, assessments, data digging, and data interpretations for instructional decisions. Teacher teams, campus administrators and district staff use Performance Matters to disaggregate assessment data using various reports that allow them to view data at a district, campus, teacher, classroom and individual level.
- Teacher teams meet weekly (the appropriate number of times using Schoology) to plan collaboratively and develop effective, relevant lessons that focus on creating classroom experiences that meet students' needs while maximizing first-time instruction and learning. These classroom experiences provide opportunities in which students
  - use technology (including but not limited to Chromebooks, online textbooks, animations/videos, simulations, reports, assessments, information graphics, probe ware, graphing calculators, programs, etc.) to support the learning of the TEKS;
  - generate and translate between multiple representations (graphs, diagrams, pictures, equations, tables, poems, advertisements, etc.);
  - develop academic language proficiency through speaking, reading, writing, and listening;
  - develop stamina to solve complex problems, read long passages and questions, and transfer knowledge to other situations and/or disciplines; and
  - have time to make sense of their learning (reflective journaling, student discourse, collaborative group work, Socratic seminars, etc.).
- The District provides and campuses follow student placement guidelines and scheduling protocols (Blue Book, Elementary Administrative Handbook, Master's Scheduler Handbook, etc.) ensuring that students are placed in the appropriate classrooms/programs and are ready and able to achieve at high levels.

Monitoring

- Campus leaders use various strategies, processes, and/or procedures to monitor the standard expectations to ensure fidelity. Examples include but are not limited to
  - review of lesson plans;
  - participation in team planning by administrators;
  - participation in data review/data dig sessions; and
  - monitor Schoology use.
- Campus leaders gather data, and coach teams and individual teachers in order to improve the impact of first-time instruction and learning.

Assessment and Data Analysis

- The District develops and campuses administer assessments (District Progress Monitors, benchmark assessments, unit tests, check points, etc.) based on the established assessment calendars.
- Teacher teams review student data from multiple sources (DPMs, benchmark assessments, unit tests, check points, etc.) and develop a response that supports and defines methods for re-teaching and re-evaluating to ensure all students learn the content.
- Each teacher reviews data at the individual student level in an effort to adjust instruction and provide support so that every student has opportunity to master the content.

Middle School Content Area
Standard Expectations

MS ELA 6-8 Standard Expectations

- Utilize teaching and questioning strategies designed to promote higher-level thinking and maximize first-time instruction.
- Use instructional practices and routines to create a classroom community that allows students to engage actively and safely in their learning.
- Model and facilitate reading and writing routines to teach and reinforce critical TEKS.
  - Ex. think alouds, explicit instruction, modeling reading and writing processes, independent reading and writing, grammar instruction that focuses on meaning and effect
- Use questioning strategies to guide students to depth and complexity of the reading and writing TEKS.
- Design learning experiences that foster academic talk and collaboration, including informal discussions, book talks, peer conferences, shared writing, and structured turn and talks.
- Ensure that students have choice in their independent reading across genre and reading levels.
- Use formal and informal data to drive instructional decisions to create daily lesson plans, form small groups, and plan for instruction.
- 1:1 Technology in the English Language Arts classroom should provide students with:
  - opportunities to engage safely with digital texts and resources
  - the environment to create, collaborate, and think with peers
  - activities to research and produce original products in the digital environment.
  .

Mathematics

- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including justifications, similarities, and differences.
- Provide time for students to explain, justify, and defend their ideas.
- Use multiple representations (models, pictures, words, tables, graphs, equations, etc.) to make connections.
- Encourage students to use precise mathematical vocabulary.
- Use graphing technology and other technology to discover relationships and compare multiple representations.
- Incorporate the use of technology for student learning every day.
- 1:1 Technology in the math classroom should provide opportunities for students to:
  - Use the rule of thumb of a weekly average use of the following:
    - 55% paper resource, 35% digital resource, 10% flex
  - Use Chromebook devices to engage in digital creation and collaboration
  - Use technology to discover relationships and/or make connections between representations of mathematics, beyond skills practice
  - Incorporate the use of digital tools such as Desmos, FluidMath, Geogebra, ClassFlow, Interactive Textbook, Schoology, Google Suite, etc.
  - Incorporate the use of technology inside the math classroom when it is the most effective tool for the task being asked of the student
  - Communicate and share products using digital tools such as Google Suites, WeVideo, FlipGrid, etc.

Secondary Science

- Incorporate the scientific and engineering practices (SEPs) 40% of instructional time
- Articulate learning outcomes
- Encourage sense-making and model creation
- Promote student voice
- Utilize phenomena
- Incorporate recurring themes and concepts (RTCs):
- Build on prior knowledge
- Provide appropriate and accessible steps
- Provide timely and actionable feedback
- 1:1 Technology in the science classroom should provide opportunities for students to:
    - use Chromebook devices to engage in face-to-face and digital collaboration;
    - locate and access information and resources stored in different platforms;
    - explore simulations;
    - collect and represent data using probeware and other digital tools;
    - analyze and interpret data using various digital tools;
    - communicate and share conclusions.

Social Studies

- Include questions designed to promote higher level thinking in discussions, daily activities, and assessments.

- Provide daily opportunities for student processing of information.
- Use a variety of facilitation modes to meet students' diverse needs.
- Use collaborative activities to process information and/or demonstrate content mastery.
- Ensure that students use problem-solving and decision-making skills in a variety of settings.
- Provide opportunities for student discourse and discussion.
- Incorporate the use of small group instruction to meet the needs of individual learners.
- 1:1 Technology in the social studies classroom should provide opportunities for students to:
    - engage in collaborative problem-solving activities and discussions
    - use research tools such as primary and secondary sources for in depth study and relevant applications
    - analyze visuals (cartoons, maps, images) using critical thinking skills
    - access differentiated content for readiness and skill level and/or interests
    - utilize devices for self-directed learning
    - demonstrate mastery by using various digital tools and creating a variety of products

LOTE

- Speak the target language more than English in all levels.
- Limit English translation - use visual clues, anchor charts, modeling, or desk guides to enhance student learning.
- Use activities that move students beyond "word-level" performance. All students working towards building sentences (Lvl 1), strings of sentences (Lvl 2), and paragraph-length narration (Lvl 3+).
- Discover grammar in context instead of using isolated mechanical or rote drill.
- Use authentic real-world tasks that integrate listening, speaking, reading, and writing.
- Provide ongoing feedback as students work independently, in pairs, and in small groups.
- Use the TEKS proficiency targets to ensure instruction and assessment are at the appropriate performance expectations