Cypress-Fairbanks Independent School District

Spillane Middle School

2025-2026

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.

Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

Spillane earned an overall score of **93**, achieving an **A rating**. In addition, the campus received **five distinctions** in the areas of **Math, Science, Comparative Academic Growth, Postsecondary Readiness, and Closing the Gaps**.

Highlights by Subject and Grade Level:

- **6th Grade ELAR:**

  ○ African American student scores in Reading were **3% above the 2025 target** in the Approaches category.

- **7th Grade ELAR:**

  ○ Special Education student scores reached **63%**, which is **21% above the 2025 target score of 42%**.

- **8th Grade ELAR:**

  ○ Emergent Bilingual student scores in Reading were **23% above the 2025 target** in the Approaches category.

- **6th Grade Math:**

  ○ Special Education student growth exceeded the 2025 target for Emergent Bilingual students by **25%**.

- **8th Grade Math:**

  ○ **Algebra scores remain at 100% passing**, with a **4% increase in Masters-level performance**, rising to **85%**.

- **Science:**

  ○ Emergent Bilingual student growth was **24% above the 2025 target** in the Approaches category compared to the previous year.

- **Social Studies:**

  ○ Special Education student scores were **4% above the 2025 target** in the Masters category.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: 6th grade students Emergent Bilingual students had a passing rate of 60% in the Approaches and Above category. This is 21% our 2025 target score. 7th had a passing rate of 67% in the same category, which was 16% below our 2025 target scores.

Root Cause: RLA: Teachers have not been teaching in small groups or planning for targeted student conferences to better meet our writer's needs.

Problem Statement 2: Problem Statement Math: The 7th grade approaches standard for students was 82%, which was 5% below our 2025 target score. 8th grade was 12% lower than our target score. Math approaching scores did not meet target scores across in all three grade levels. This does not factor in Algebra EOC data.
Root Cause: Math: Teachers have not differentiated instruction based on students individualized needs.

Problem Statement 3: Science: The overall passing rate for Emergent Bilingual students was 15%, which was 5% lower than our 2025 target score in the Masters category. At At-Risk passing rate in the Masters category was 22%, which is also 5% lower than our 2025 target scores.
Root Cause: Science: Not all staff are consistently incorporating higher-order thinking skills in hand-on Science lessons that involve utilizing problem-solving skills.

Problem Statement 4: Social Studies: The overall passing rate of 84% for all students in the Approaches and Above category, which is $5 lower than our 2025 target scores. The Hispanic rate was 77% or 3% lower than the 2025 target score, and the African American student passing rate was 68% or 12% lower than our target score.
Root Cause: Social Studies: Not all staff have focused on critical reading skills and interpreting clues to help student find answers when identifying significant information on questions.

School Culture and Climate

School Culture and Climate Strengths

PBIS Tiered Fidelity Inventory (Staff Survey):

- **92%** of staff reported that school-wide expectations and rules are clearly defined.

- **89%** of staff indicated that expected behaviors are taught directly.

- **95%** of staff agreed that procedures are in place to address emergency or dangerous situations.

2024–2025 Employee Perception Survey:

- **95%** agreed that they have opportunities to think for themselves.

- **93%** felt that professional growth opportunities are available.

- **98%** agreed their work directly relates to their job responsibilities.

- **93%** reported that opportunities are available to provide input.

- **98%** reported that quality work is expected of me.

- **96%** indicated that information related to their job is accessible.

- **96%** agreed that staff appreciation is built into the school culture.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: Student discipline infraction rates have increased from the previous school year.
Root Cause: School Culture and Climate: Staff have not implemented enough meaningful PBIS initiatives to promote positive student behavior and decrease discipline infractions.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

Spillane is committed to supporting, developing, and retaining high-quality staff through intentional programs and incentives.

New Teacher Induction Program (NTIP):

- Spillane has a dedicated Lead Mentor Teacher who oversees the district's NTIP initiative and coordinates support for all new staff.

- Each new teacher is paired with a mentor who provides ongoing collaboration and guidance.

- Throughout the year, share sessions with embedded professional development focus on upcoming procedures, paperwork, and instructional practices.

- Meetings before and after school provide opportunities to learn new teaching strategies, improve classroom management, and strengthen first-time instruction.

- Mentors are available to support new teachers on an ongoing basis, while Campus Curriculum Instructional Specialists offer additional expertise to assist in professional growth.

Staff Incentives and Retention:

- Spillane has continued attendance incentives to recognize and reward staff with the highest monthly attendance rates.

- Staff feedback is actively sought through surveys to identify additional ways to incentivize and encourage strong attendance and retention.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Staff attendance rates are below 96%.
Root Cause: Teacher/Paraprofessional Attendance: Increase meaningful data driven feedback and reward incentives to increase overall staff attendance rates for the school year.

Family and Community Engagement

Family and Community Engagement Strengths

Our campus actively fosters strong connections with parents and the community through consistent and varied communication. Information is routinely shared using the following Spillane platforms:

- Campus Website

- School Messenger (Email and SMS Text)

- Principal's Smore Newsletter

- Twitter

- Instagram

- Bi-Weekly Audio & Video Podcast

- YouTube

- Facebook

In addition, we enjoy a high level of parent and community involvement across a wide range of programs and events, including:

- Orchestra, Choir, Band, and Theatre Arts productions

- Superintendent's Fun Run

- Spelling Bee

- Curriculum Night and Family Night at the Book Fair (paired with the Open Microphone competition)

- Concessions support at athletic events

- Volunteer participation and recognition through VIPS luncheons

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: Spillane has a high number of parents actively involved in the school and its activities.
Root Cause: Parent and Community Engagement: Continue focus on high-impact activities for parent involvement and consistent communication that can translate into increased student achievement and attendance rates.

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

Strategy 1 Details		Reviews			
Strategy 1: Instructional Focus: Improve the quality of first-time instruction to increase student engagement, discourse, and critical thinking across all content areas.		**Formative**			**Summative**
		Nov	**Feb**	**May**	**June**

Strategy: The campus instructional leadership team will analyze data from We-Climb, planning sessions, and teacher feedback to develop and implement focused instructional coaching that strengthens first-time instruction, fosters student discourse, and cultivates critical thinking. Progress will be continuously monitored, and coaching refined through ongoing data reviews in leadership meetings, instructional meetings, planning sessions, teacher check-ins, and staff meetings.
    Strategy's Expected Result/Impact: Classrooms will increase student discourse to meet the district goal of 80/20 (student/teacher).
    Staff Responsible for Monitoring: Principal, Assistant Principals, DI, CCIS, AAS
		Some Progress			

Strategy 2 Details		Reviews			
Strategy 2: Instructional Focus: Intentional planning and differentiation for all learners		**Formative**			**Summative**
		Nov	**Feb**	**May**	**June**

Strategy:The campus will strengthen student engagement by ensuring teachers design and deliver rigorous, high-quality first-time instruction that fosters cognitive engagement and provides consistent opportunities for meaningful student discourse. Instruction will be intentionally planned and differentiated to meet the diverse learning needs of all students.
    Strategy's Expected Result/Impact: Students will demonstrate growth on STAAR.
    Staff Responsible for Monitoring: Teachers, CCIS, AAS, Director of Instruction
		Some Progress			

Strategy 3 Details	Reviews			

Strategy 3: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.
 	
    Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness
    Staff Responsible for Monitoring: Principal; Coaches
	Formative			Summative

	Nov	Feb	May	June
	Some Progress			

Strategy 4 Details	Reviews			

Strategy 4: Dropout Prevention: The dropout rate for the campus will be at 0% by focusing on quality instruction, retention, and monitoring.
 	
    Strategy's Expected Result/Impact: The dropout rate will be at 0%.
    Staff Responsible for Monitoring: Principal
	Formative			Summative

	Nov	Feb	May	June
	Some Progress			

Strategy 5 Details	Reviews			

Strategy 5: Improving Student Engagement: Teachers will design and implement strategies that promote cognitive engagement and increase opportunities for student discourse. Instruction will intentionally support emergent bilingual, special education, and economically disadvantaged students.
 	
    Strategy's Expected Result/Impact: Growth on STAAR
    Staff Responsible for Monitoring: Teachers, CCIS, AAS, Director of Instruction
	Formative			Summative

	Nov	Feb	May	June
	Some Progress			

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

Strategy 1 Details		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.
    Strategy's Expected Result/Impact: 100% of students will know safety expectations for an actual emergency/crisis.
    Staff Responsible for Monitoring: Campus Administration; Campus Safety Coordinator; Teachers; PBIS Lead Team
		Formative			**Summative**

		Nov	Feb	May	June
		Some Progress			
Strategy 2 Details		**Reviews**			

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

		Nov	Feb	May	June
		Some Progress			

⬤ 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

Strategy 1 Details	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.
    Strategy's Expected Result/Impact: 95% overall attendance rate
    Staff Responsible for Monitoring: Principal; Director of Instruction; Assistant Principals; Attendance Assistant
	Formative			**Summative**

	Nov	**Feb**	**May**	**June**
	Some Progress			
Strategy 2 Details	Reviews			

Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)
    Strategy's Expected Result/Impact: 95% overall attendance rate
    Staff Responsible for Monitoring: Principal
	Formative			**Summative**

	Nov	**Feb**	**May**	**June**
	Some Progress			
	◯ 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

Strategy 1 Details	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**			**Summative**
	Nov	**Feb**	**May**	**June**
	Moderate Progress			

Strategy 2 Details	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**			**Summative**
	Nov	**Feb**	**May**	**June**
	Some Progress			

Strategy 3 Details	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**			**Summative**
	Nov	**Feb**	**May**	**June**
	Moderate Progress			

Strategy 4 Details	Reviews			
Strategy 4: Teachers will participate in CFISD's Classroom Management 101 course.	**Formative**			**Summative**
Strategy's Expected Result/Impact: By the end of the 2025-2026 school year, 100% of campus teachers will be trained in CFISD's Classroom Management 101 course. **Staff Responsible for Monitoring:** Principal, Assistant Principal(s)	**Nov**	**Feb**	**May**	**June**
	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

Strategy 1 Details			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			Summative
			Nov	Feb	May	June
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%. **Staff Responsible for Monitoring:** Principal; AESOP Representative			Some Progress			
⬤ 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

Strategy 1 Details	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**			**Summative**
	Nov	**Feb**	**May**	**June**
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			

○ 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

Strategy 1 Details	Reviews			
Strategy 1: Improving Social Media Presence: Promote Spillane Middle School's academic excellence and student learning experiences through consistent, positive communication on social media platforms. **Strategy's Expected Result/Impact:** Increase participation from parents and community on social media platforms. **Staff Responsible for Monitoring:** Principal, CCIS, Director of Instruction	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
	Considerable			

Strategy 2 Details	Reviews			
Strategy 2: Improving Social Media Presence: Highlight Spillane Middle School's extracurricular programs on social media to build school spirit and community engagement. **Strategy's Expected Result/Impact:** Increase participation from parents and community on social media platforms. **Staff Responsible for Monitoring:** Principal, CCIS, Director of Instruction	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
	Considerable			

Strategy 3 Details	Reviews			
Strategy 3: Improving Parent and Community Engagement: Spillane Middle School will promote and expand the VIPS program by highlighting volunteer contributions through social media platforms. **Strategy's Expected Result/Impact:** Grow VIPS partners and numbers **Staff Responsible for Monitoring:** Principal, Campus Secretary, Director of Instruction	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
	Moderate Progress			

Strategy 4 Details	Reviews			

Strategy 4: Improving Parent and Community Engagement: Promote Spillane Middle School's special events and accomplishments through consistent communication on social media and in the parent SMORE newsletter.
    Strategy's Expected Result/Impact: Increase viewership of our parent SMORE newsletter
    Staff Responsible for Monitoring: Principal and campus secretary
	Formative			Summative

	Nov	Feb	May	June
	Considerable			

○ No Progress   ◯ Accomplished   ➡ Continue/Modify   ✖ Discontinue

CPOC

Committee Role	Name	Position
Principal	Jamie Brotemarkle	Principal
Teacher #1	Dana Avery	ELAR
Teacher #2	Vicki Smith	Social Studies
Teacher #3	John Barton	Electives
Teacher #4	Makenzie Kellgren	Special Education
Teacher #5	Jeanine Garr	Deaf Education
Teacher #6	Ami Bird	Science
Teacher #7	Nicole Hardy	Math
Teacher #8	Molly Kalenic	PE
Other School Leader (Nonteaching Professional) #1	Steve Miller	Director of Instruction
Other School Leader (Nonteaching Professional) #2	Blake Coleman	Assistant Principal
Other School Leader (Nonteaching Professional) #3	Staci Dauphine	Principal Administrative Assistant
Other School Leader (Nonteaching Professional) #4	Tracy Spaulding	DI Administrative Assistant
Administrator (LEA) #1	Ashley Davis	COORDINATOR, CAREER & TECHNICAL EDUCATION
Parent #1	Elizabeth Barrett	Parent
Parent #2	Cristina Duran	Parent
Community Member #1	Carolyn Spillane	Community Member #1
Community Member #2	Pedro Naverette	Community Member #2
Business Representative #1	Kris Lieder	Business Representative
Business Representative #2	Teresa Lucas	Business Representative

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%		

2025-26	Target Check
93%	Did not meet District Strategic Target
77%	Did not meet District Strategic Target
49%	Did not meet 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.

To ensure the privacy of small student groups, data for performance levels with fewer than five students are not shown.

Content	Gr.	Campus	25-26 Cluster	Student Group	Estimated Student Count 2026	2025 Approaches or Above	2026 Approaches or Above	2026 Approaches Target	2025 Meets or Above	2026 Meets or Above	2026 Meets Target	2025 Masters Grade Level	2026 Masters Grade Level	2026 Masters Target
					#	%	#	%	%	#	%	%	#	%
Reading	6	Spillane	MS1	All	500	90%	465	93%	76%	395	79%	52%	275	55%
Reading	6	Spillane	MS1	Hispanic	133	84%	117	88%	66%	92	69%	38%	57	43%
Reading	6	Spillane	MS1	Am. Indian	2	*	2	100%	*	1	50%	*	0	0%
Reading	6	Spillane	MS1	Asian	97	92%	92	95%	85%	86	89%	69%	71	73%
Reading	6	Spillane	MS1	African Am.	76	83%	66	87%	64%	52	68%	32%	29	38%
Reading	6	Spillane	MS1	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	6	Spillane	MS1	White	167	95%	164	98%	80%	142	85%	56%	100	60%
Reading	6	Spillane	MS1	Two or More	25	90%	24	96%	79%	22	88%	66%	18	72%
Reading	6	Spillane	MS1	Eco. Dis.	191	77%	153	80%	61%	122	64%	38%	78	41%
Reading	6	Spillane	MS1	EB	90	60%	57	63%	29%	29	32%	12%	14	16%
Reading	6	Spillane	MS1	At-Risk	188	78%	152	81%	53%	105	56%	29%	60	32%
Reading	6	Spillane	MS1	SPED	83	57%	50	60%	38%	34	41%	13%	13	16%
Reading	7	Spillane	MS1	All	485	90%	452	93%	78%	393	81%	48%	250	52%
Reading	7	Spillane	MS1	Hispanic	126	85%	111	88%	71%	93	74%	40%	54	43%
Reading	7	Spillane	MS1	Am. Indian	1	*	1	100%	*	1	100%	*	0	0%
Reading	7	Spillane	MS1	Asian	100	93%	96	96%	88%	91	91%	68%	71	71%
Reading	7	Spillane	MS1	African Am.	51	85%	45	88%	70%	37	73%	28%	16	31%
Reading	7	Spillane	MS1	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	7	Spillane	MS1	White	176	93%	169	96%	79%	144	82%	51%	95	54%
Reading	7	Spillane	MS1	Two or More	31	93%	30	97%	85%	27	87%	41%	14	45%
Reading	7	Spillane	MS1	Eco. Dis.	154	80%	128	83%	61%	99	64%	32%	54	35%
Reading	7	Spillane	MS1	EB	116	67%	81	70%	40%	50	43%	15%	21	18%
Reading	7	Spillane	MS1	At-Risk	199	76%	157	79%	54%	113	57%	29%	64	32%
Reading	7	Spillane	MS1	SPED	63	63%	42	67%	34%	23	37%	20%	14	22%
Reading	8	Spillane	MS1	All	451	95%	439	97%	81%	382	85%	54%	260	58%
Reading	8	Spillane	MS1	Hispanic	118	91%	111	94%	76%	93	79%	49%	61	52%
Reading	8	Spillane	MS1	Am. Indian	3	*	3	100%	*	2	67%	*	1	33%
Reading	8	Spillane	MS1	Asian	87	99%	87	100%	93%	84	97%	68%	62	71%
Reading	8	Spillane	MS1	African Am.	59	90%	55	93%	64%	40	68%	38%	24	41%
Reading	8	Spillane	MS1	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	8	Spillane	MS1	White	155	98%	155	100%	87%	140	90%	60%	98	63%
Reading	8	Spillane	MS1	Two or More	29	92%	28	97%	76%	23	79%	44%	14	48%
Reading	8	Spillane	MS1	Eco. Dis.	149	89%	137	92%	62%	97	65%	28%	46	31%
Reading	8	Spillane	MS1	EB	95	87%	86	91%	49%	49	52%	21%	23	24%
Reading	8	Spillane	MS1	At-Risk	161	87%	145	90%	60%	101	63%	31%	55	34%
Reading	8	Spillane	MS1	SPED	44	55%	26	59%	30%	15	34%	*	5	11%
Math	6	Spillane	MS1	All	500	94%	485	97%	71%	370	74%	36%	195	39%
Math	6	Spillane	MS1	Hispanic	133	91%	127	95%	58%	82	62%	23%	36	27%
Math	6	Spillane	MS1	Am. Indian	2	*	2	100%	*	2	100%	*	1	50%
Math	6	Spillane	MS1	Asian	97	96%	97	100%	87%	88	91%	59%	61	63%

Content	Gr.	Campus	25-26 Cluster	Student Group	Estimated Student Count 2026 #	2025 Approaches or Above %	2026 Approaches or Above #	2026 Approaches Target %	2025 Meets or Above %	2026 Meets or Above #	2026 Meets Target %	2025 Masters Grade Level %	2026 Masters Grade Level #	2026 Masters Target %
Math	6	Spillane	MS1	African Am.	76	83%	67	88%	53%	44	58%	*	11	14%
Math	6	Spillane	MS1	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	6	Spillane	MS1	White	167	98%	167	100%	78%	136	81%	42%	76	46%
Math	6	Spillane	MS1	Two or More	25	97%	25	100%	69%	18	72%	31%	10	40%
Math	6	Spillane	MS1	Eco. Dis.	191	90%	178	93%	56%	113	59%	23%	50	26%
Math	6	Spillane	MS1	EB	90	88%	82	91%	45%	43	48%	12%	14	16%
Math	6	Spillane	MS1	At-Risk	188	87%	169	90%	52%	103	55%	21%	45	24%
Math	6	Spillane	MS1	SPED	83	71%	61	73%	39%	35	42%	9%	10	12%
Math	7	Spillane	MS1	All	471	82%	405	86%	67%	333	71%	32%	168	36%
Math	7	Spillane	MS1	Hispanic	125	72%	94	75%	51%	68	54%	21%	30	24%
Math	7	Spillane	MS1	Am. Indian	1	*	1	100%	*	1	100%	*	0	0%
Math	7	Spillane	MS1	Asian	90	95%	88	98%	90%	84	93%	58%	55	61%
Math	7	Spillane	MS1	African Am.	51	68%	36	71%	54%	29	57%	19%	11	22%
Math	7	Spillane	MS1	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	7	Spillane	MS1	White	174	87%	157	90%	72%	131	75%	33%	63	36%
Math	7	Spillane	MS1	Two or More	30	92%	29	97%	62%	20	67%	27%	9	30%
Math	7	Spillane	MS1	Eco. Dis.	151	67%	106	70%	47%	76	50%	19%	33	22%
Math	7	Spillane	MS1	EB	111	66%	77	69%	45%	53	48%	17%	22	20%
Math	7	Spillane	MS1	At-Risk	194	63%	128	66%	46%	95	49%	19%	43	22%
Math	7	Spillane	MS1	SPED	63	53%	35	56%	35%	24	38%	13%	10	16%
Math	8	Spillane	MS1	All	174	75%	136	78%	50%	96	55%	15%	39	22%
Math	8	Spillane	MS1	Hispanic	55	68%	39	71%	40%	24	44%	8%	6	11%
Math	8	Spillane	MS1	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	8	Spillane	MS1	Asian	24	94%	23	96%	88%	22	92%	58%	15	63%
Math	8	Spillane	MS1	African Am.	30	61%	19	63%	22%	8	27%	*	5	17%
Math	8	Spillane	MS1	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	8	Spillane	MS1	White	55	80%	46	84%	61%	35	64%	16%	10	18%
Math	8	Spillane	MS1	Two or More	10	90%	9	90%	70%	7	70%	*	3	30%
Math	8	Spillane	MS1	Eco. Dis.	83	65%	56	67%	34%	31	37%	8%	9	11%
Math	8	Spillane	MS1	EB	41	76%	32	78%	59%	25	61%	17%	8	20%
Math	8	Spillane	MS1	At-Risk	93	63%	61	66%	38%	38	41%	6%	8	9%
Math	8	Spillane	MS1	SPED	36	42%	16	44%	19%	8	22%	*	4	11%
Science	8	Spillane	MS1	All	451	93%	435	96%	80%	377	84%	45%	217	48%
Science	8	Spillane	MS1	Hispanic	118	91%	111	94%	72%	89	75%	35%	45	38%
Science	8	Spillane	MS1	Am. Indian	3	*	3	100%	*	2	67%	*	1	33%
Science	8	Spillane	MS1	Asian	87	98%	87	100%	95%	85	98%	63%	57	66%
Science	8	Spillane	MS1	African Am.	59	86%	53	90%	58%	36	61%	23%	15	25%
Science	8	Spillane	MS1	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Science	8	Spillane	MS1	White	155	95%	152	98%	88%	141	91%	54%	88	57%
Science	8	Spillane	MS1	Two or More	29	96%	29	100%	80%	24	83%	36%	11	38%
Science	8	Spillane	MS1	Eco. Dis.	149	84%	130	87%	60%	94	63%	23%	39	26%
Science	8	Spillane	MS1	EB	95	82%	81	85%	64%	64	67%	15%	17	18%
Science	8	Spillane	MS1	At-Risk	161	82%	137	85%	57%	97	60%	22%	40	25%
Science	8	Spillane	MS1	SPED	44	53%	25	57%	25%	12	27%	*	5	11%
Social Studies	8	Spillane	MS1	All	451	84%	395	88%	58%	283	63%	38%	189	42%
Social Studies	8	Spillane	MS1	Hispanic	118	77%	94	80%	51%	64	54%	28%	37	31%
Social Studies	8	Spillane	MS1	Am. Indian	3	*	3	100%	*	2	67%	*	1	33%
Social Studies	8	Spillane	MS1	Asian	87	94%	84	97%	76%	69	79%	59%	54	62%
Social Studies	8	Spillane	MS1	African Am.	59	68%	42	71%	40%	25	42%	24%	16	27%

Content	Gr.	Campus	25-26 Cluster	Student Group	Estimated Student Count 2026	2025 Approaches or Above	2026 Approaches or Above	2026 Approaches Target	2025 Meets or Above	2026 Meets or Above	2026 Meets Target	2025 Masters Grade Level	2026 Masters Grade Level	2026 Masters Target
					#	%	#	%	%	#	%	%	#	%
Social Studies	8	Spillane	MS1	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Social Studies	8	Spillane	MS1	White	155	91%	146	94%	63%	102	66%	43%	71	46%
Social Studies	8	Spillane	MS1	Two or More	29	88%	26	90%	68%	21	72%	32%	10	34%
Social Studies	8	Spillane	MS1	Eco. Dis.	149	67%	104	70%	37%	60	40%	17%	30	20%
Social Studies	8	Spillane	MS1	EB	95	69%	68	72%	28%	29	31%	18%	20	21%
Social Studies	8	Spillane	MS1	At-Risk	161	65%	109	68%	35%	61	38%	21%	39	24%
Social Studies	8	Spillane	MS1	SPED	44	38%	18	41%	23%	11	25%	13%	7	16%
Algebra I	MS	Spillane	MS1	All	291	100%	291	100%	97%	291	100%	85%	256	88%
Algebra I	MS	Spillane	MS1	Hispanic	64	100%	64	100%	97%	64	100%	81%	54	84%
Algebra I	MS	Spillane	MS1	Am. Indian	3	*	3	100%	*	3	100%	*	2	67%
Algebra I	MS	Spillane	MS1	Asian	73	100%	73	100%	97%	73	100%	90%	68	93%
Algebra I	MS	Spillane	MS1	African Am.	29	97%	29	100%	94%	29	100%	73%	22	76%
Algebra I	MS	Spillane	MS1	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Algebra I	MS	Spillane	MS1	White	102	100%	102	100%	97%	102	100%	89%	94	92%
Algebra I	MS	Spillane	MS1	Two or More	20	100%	20	100%	100%	20	100%	75%	16	80%
Algebra I	MS	Spillane	MS1	Eco. Dis.	69	100%	69	100%	95%	69	100%	82%	59	86%
Algebra I	MS	Spillane	MS1	EB	54	100%	54	100%	70%	54	100%	50%	29	54%
Algebra I	MS	Spillane	MS1	At-Risk	73	98%	73	100%	92%	73	100%	82%	62	85%
Algebra I	MS	Spillane	MS1	SPED	8	100%	8	100%	*	8	100%	*	5	63%

Content Area
Standard Expectations

English Language Arts/Reading

- Utilize teaching and questioning strategies designed to promote cognitive engagement, higher level thinking and high-quality first-time instruction.
- 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, reading and writing conferences, grammar instruction that focuses on meaning and effect.)
- Provide opportunities for students to engage in independent reading to improve fluency and stamina.
- Use questioning strategies to guide students to the depth and complexity of the reading and writing TEKS.
- Design learning experiences that foster academic discourse 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.
- Utilize appropriate scaffolds and extensions to meet the unique needs of all learners.

Mathematics

- Utilize teaching and questioning strategies designed to promote cognitive engagement, higher level thinking and maximize high-quality first-time instruction.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including justifications, similarities, and differences.
- Provide opportunities for structured discourse to allow students to clarify, solidify, or deepen their thinking.
- Use formal and informal data to drive instructional decisions for daily lesson plans, small groups, and necessary interventions.
- 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 such as to discover relationships and compare multiple representations.

Science

- Utilize teaching and questioning strategies designed to promote cognitive engagement, higher level thinking and maximize high-quality first-time instruction.
- Incorporate the Scientific and Engineering Practices (SEPs) 40% of instructional time
- Articulate learning outcomes.
- Encourage sense-making and model creation.
- Promote student voice. Students should be given opportunities to choose how they engage with science in ways that matter.
- Provide opportunities for structured discourse to allow students to clarify, solidify, or deepen their thinking.
- Use formal and informal data to drive instructional decisions for daily lesson plans, small groups, and necessary interventions.
- Utilize phenomena.
- Incorporate Recurring Themes and Concepts (RTCs)
- Build on prior knowledge.
- Utilize appropriate scaffolds to meet the unique needs of all learners (extended and reinforced).

Social Studies

- Utilize teaching and questioning strategies designed to promote cognitive engagement, higher level thinking and maximize high-quality first-time instruction.
- Use formal and informal data to drive instructional decisions for daily lesson plans, small groups, and necessary interventions.
- 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 structured discourse to allow students to clarify, solidify, or deepen their thinking.
- Incorporate the use of small group instruction to meet the needs of individual learners.

LOTE
- Utilize teaching and questioning strategies designed to promote cognitive engagement, higher level thinking and maximize high-quality first-time instruction.
- Provide opportunities for structured discourse to allow students to clarify, solidify, or deepen their thinking.
- Use formal and informal data to drive instructional decisions for daily lesson plans, small groups, and necessary interventions.
- Teach and speak in the target language significantly more than English in all levels (target 90%). Use strategies (i.e. visual cues, acting out, modeling, cognates, synonyms, etc.) to ensure student understanding and limit or avoid English translation.
- Use activities that move students beyond "word-level" performance. All students are working towards building sentences (Lvl. 1), strings of sentences (Lvl. 2), and paragraph-length narration (Lvl. 3+).
- Design instruction to discover grammar in a context instead of using isolated mechanical or rote drills.
- Use authentic real-world tasks that integrate listening, speaking, reading and writing. All tasks should support students' ability to use their language in real-world scenarios.
- Provide ongoing feedback as students work independently, in pairs, and in small groups.