

Cypress-Fairbanks Independent School District

Sprague Middle School

2025-2026



Mission Statement



Sprague Mission Statement



Culturize with integrity and purpose
Understand with empathy and respect
Build a system of excellence
Strive for greatness and positive interactions everyday

This is the Sprague Way!



Vision

Create a thriving educational community where each student's full potential is cultivated, realized, and celebrated to ensure lifelong success.

Comprehensive Needs Assessment

Demographics

Demographics Strengths

At Sprague, our students are excited to come to school and are highly motivated to succeed both academically and behaviorally. Historically, our benchmark and STAAR scores have exceeded district and state goals. Notably, 8th-grade science outperformed all other content areas within the cluster across every student group—except for emergent bilingual students at the *Meets* level.

Student Achievement

Student Achievement Summary

For the 2025–2026 school year, Sprague earned five distinction designations: Academic Achievement in Reading/Language Arts, Academic Achievement in Mathematics, Academic Achievement in Science, Top 25% Comparative Academic Growth, and Top 25% Comparative Closing the Gaps. In addition, our students shone beyond the classroom, earning several awards in art, theatre arts, band, orchestra, choir, and athletics.

Student Achievement Strengths

At Sprague, our students are excited to come to school and are highly motivated to succeed both academically and behaviorally. Historically, our benchmark and STAAR scores have exceeded district and state goals. Notably, 8th-grade science outperformed all other content areas within the cluster across every student group—except for emergent bilingual students at the Meets level.

Additionally, based on our evaluation of STAAR assessment data the **2024 - 2025 school year**, we identified the following strengths:

- **6th Grade Math** – 95% of students scored Approaches or above, 77% scored Meets or above, and 43% scored Masters. Our scores were higher than both the district and cluster in all three categories.
- **6th Grade Reading** – 95% of students scored Approaches or above, 87% scored Meets or above, and 62% scored Masters. Our scores were higher than the district and cluster in Approaches and Masters.
- **7th Grade Math** – 90% of students scored Approaches or above, 79% scored Meets or above, and 42% scored Masters. Our scores were higher than the district and cluster in Approaches and Masters.
- **7th Grade Reading** – 94% of students scored Approaches or above, 84% scored Meets or above, and 62% scored Masters. Our scores were higher than the district and cluster in Approaches and Masters.
- **8th Grade Math** – 82% of students scored Approaches or above, 53% scored Meets or above, and 27% scored Masters. Our scores were higher than the district and cluster in Approaches and Masters.
- **Algebra** – 100% of students scored Approaches or above, 98% scored Meets or above, and 91% scored Masters. Our scores were higher than the district and cluster in all areas.
- **8th Grade Science** – 96% of students scored Approaches or above, 89% scored Meets or above, and 59% scored Masters. Our scores were higher than the district and cluster in all areas.
- **8th Grade Social Studies** – 89% of students scored Approaches or above, 67% scored Meets or above, and 46% scored Masters. Our scores were higher than the district and cluster in Approaches and Masters.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Student performance data indicate that most sub-populations in core content areas require targeted instructional support to increase the percentage of students achieving Meets Grade Level proficiency, which is necessary to improve overall campus performance.

Root Cause: Inconsistent implementation of rigorous, differentiated first-time instruction and limited opportunities for student discourse have contributed to gaps in cognitive engagement and skill mastery across student sub-populations

Problem Statement 2: Teachers are not consistently considering the diverse needs of all learners when planning first-time instruction, which limits student engagement and mastery of grade-level standards.

Root Cause: Limited differentiation and intentional planning for the diverse learning needs of students has resulted in first-time instruction that does not fully engage all learners or address gaps in understanding.

School Culture and Climate

School Culture and Climate Strengths

The following are strengths of the campus regarding school culture and climate based on the Positive Behavioral Interventions and Supports (PBIS) Survey:

- 93% of staff say acknowledgments exist for meeting expected student behaviors in non-classroom settings
- 98% of staff say a small number (3-5) of positively and clearly stated school-side student expectations or rules are defined.
- 93% of staff say the school administrator is an active participant in the behavior support team.

Our Sprague Students also love coming to school- we received attendance acknowledge every grading period including receive a top award for having high student attendance for the year.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Tier 1 behavior issues are not consistently addressed in the classroom, resulting in disruptions that interfere with instruction and student learning.

Root Cause: Teachers have not consistently implemented Tier 1 behavior management strategies, leading to unaddressed student behavior that disrupts classroom instruction and learning.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

The following strengths were identified (utilizing the 2024-2025 Employee Perception Survey Data) in relation to staff quality, recruitment, and retention strengths: 26 Teachers, 12 Para/Secretary, and 5 Administrators completed the EPS survey (these numbers do not reflect our total staff):

Each week, we share a campus newsletter to celebrate successes, highlight classrooms, and share professional development opportunities. It's also a space where staff can provide input on building procedures and share ideas. In addition, we provide protected time in the morning so teachers can plan, connect with parents, grade assignments, and take care of other important tasks—helping everyone start the day prepared and supported

- 98% of staff strongly agree/agree that opportunities exist for them to think for themselves
- 98% of staff strongly agree/agree that information is available to help them do their job effectively.
- 96% of staff strongly agree/agree they are clear about their job responsibilities
- 96% of staff strongly agree/agree that the work they are asked to do directly relates to their job responsibilities.
- 96% of staff strongly agree/agree that opportunities for professional growth are available
- 95% of staff strongly agree/agree that various forms of feedback are given to help them improve their job performance.
- 95% of staff strongly agree/agree that quality work is expected of students.
- 93% of staff strongly agree/agree that decisions are data-driven.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teachers feel that although feedback opportunities are given, sometimes their feedback is not received.

Root Cause: Teachers feel their feedback is not always acknowledged because anonymous submissions do not consistently receive a response.

Family and Community Engagement

Family and Community Engagement Strengths

At Sprague, our community is actively engaged and supportive across academics, fine arts, events, and beyond. We provide a variety of opportunities for parents and community members to volunteer, including holiday events like face painting, which welcome families after sports seasons and create inclusive experiences for all.

We will continue to offer both in-person and online meetings, ensuring high parent involvement and easy access for all families. To further strengthen connections, we plan to host additional socials across content areas, spotlight student and classroom achievements in our weekly newsletter, and provide non-athletic volunteer opportunities during lunch events.

Partnerships with BHS will allow our middle school students and families to interact with high school scholars and participate in shared community events. Additionally, student leadership groups from BHS will visit Sprague to support events, providing our students with meaningful role models and exposure to leadership in action.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: Sprague has a high number of parents and community members who are actively involved in academic, fine arts, and outside activities; however, we are striving for 100 percent participation.

Root Cause: Some parents have opted out of School Messenger communication, and the campus needs to develop alternative strategies to ensure consistent communication from all guardians.

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	Formative Reviews		
Strategy 1: The campus instructional leadership team will use data from We-Climb, planning sessions, and teacher feedback to design and deliver targeted instructional coaching that enhances first-time instruction, increases student discourse, and promotes critical thinking. Progress will be monitored and coaching adjusted through regular review of data in leadership meetings, instructional meetings, planning, 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	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: The campus will strengthen student engagement by ensuring teachers design and implement rigorous, high-quality first-time instruction that promotes cognitive engagement and increases opportunities for meaningful student discourse. Instruction will be intentionally planned to address 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	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable

Strategy 3 Details	Formative 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, Director of Instruction, and Coaches	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Considerable
Strategy 4 Details	Formative 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: Assistant Principals	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
Strategy 5 Details	Formative Reviews		
Strategy 5: Improving Student Engagement: We will work to partner with BHS to create more community events for our campuses. Strategy's Expected Result/Impact: Increase educational village presence. Staff Responsible for Monitoring: Principal, DI, APs, Counselors, Teachers	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Considerable
Strategy 6 Details	Formative Reviews		
Strategy 6: Improving Student Engagement: The campus will partner with Bridgeland High School student leadership groups to support campus events, providing opportunities for students to observe and engage with high school leadership in action. Strategy's Expected Result/Impact: Increase in middle and high school student partnerships. Staff Responsible for Monitoring: Principal, DI, APs, Counselors	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable
 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.

High Priority

Evaluation Data Sources: Record of safety drills and other required safety actions.

Strategy 1 Details	Formative Reviews		
Strategy 1: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, 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: Principal, Assistant Principals	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
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	Formative Reviews		
Strategy 1: Teachers will increase the accuracy of attendance submissions and the attendance office will send home warning letters after 5 day absences. This is our campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: Students attendance rate will be at 95% or higher. Staff Responsible for Monitoring: Principal, Assistant Principals, Director of Instruction, Counselors, Registrar	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Considerable
Strategy 2 Details	Formative 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: We will share district announcements, with parents and students, regarding the importance of attending school to ensure we have 95% overall attendance rate. Staff Responsible for Monitoring: Principal, Assistant Principals, Director of Instruction, Registrar, Counselors, Teachers Administrators will reach out to parents of students with 5 or more absences.	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
 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.

High Priority

Evaluation Data Sources: Discipline reports

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. Early intervention processes including Restorative Practices and Relational Practices will be used to address student behaviors before they escalate to increase violence prevention. Strategy's Expected Result/Impact: Violent incidents will be 0% Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Teachers	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
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. Our entire staff will use PBIS and our campus matrix to reinforce positive behavior amongst our students. The PBIS team will provide resources to our staff on how to build positive relationships with our students while holding them accountable. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: PBIS Committee, Assistant Principals, Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
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	 Considerable

Strategy 4 Details	Formative Reviews		
Strategy 4: Teachers will participate in CFISD's Classroom Management 101 course. 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)	Formative		
	Nov	Feb	May
	 Moderate Progress	 Accomplished	 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 be at 96% for the year.

High Priority

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers and paraprofessionals with perfect attendance each month will get a shout-out in the campus weekly newsletter and a perfect attendance certificate. Strategy's Expected Result/Impact: Teacher and paraprofessional attendance will be at 96% for the year. Staff Responsible for Monitoring: Principal, Director of Instruction, and Substitute Representative (paraprofessional)	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Considerable
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
Walk-throughs
Lesson Plans

Strategy 1 Details	Formative Reviews		
Strategy 1: During Campus Professional Days, teachers will attend teacher-led PD geared towards their specific request. Strategy's Expected Result/Impact: Teachers will be highly engaged and invested in PD provided by their teacher counterparts. Staff Responsible for Monitoring: Principal, Assistant Principals, Director of Instruction, Staff Development Liaisons	Formative		
	Nov	Feb	May
	Some Progress	Considerable	Considerable
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: We will increase our parent participation by 5%.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Improving Social Media Presence: The campus will regularly post events, celebrations, and reminders on social media to keep parents and the community informed and engaged. Strategy's Expected Result/Impact: More parents will share our social pages, resulting in more families staying informed. Staff Responsible for Monitoring: Principal, DI	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Improving Social Media Presence: All content areas will actively share classroom happenings and student learning experiences to increase parent and community awareness and engagement. Strategy's Expected Result/Impact: Increased parent engagement. Staff Responsible for Monitoring: Principal, DI, CCIS	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
Strategy 3 Details	Formative Reviews		
Strategy 3: Improving Parent and Community Engagement: We will continue to host multiple opportunities for parents/community to come and volunteer. We found that opening up our face painting to holiday events allowed parents the opportunity to come after the different sporting seasons were complete. It also allowed for non-athletic households to feel welcome during our lunch times. Strategy's Expected Result/Impact: Increase parent involvement. Staff Responsible for Monitoring: Principals, APs, Campus Secretary	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable

Strategy 4 Details	Formative Reviews		
Strategy 4: Improving Parent and Community Engagement: The campus will continue to offer meetings both in person and online to maintain high parent involvement and provide flexible opportunities for parents to connect with the school. Strategy's Expected Result/Impact: Continued increase in parent involvement. Staff Responsible for Monitoring: Principal, DI, APs, Counselors, Teachers	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Considerable
 No Progress  Accomplished  Continue/Modify  Discontinue			

CPOC

Committee Role	Name	Position
Principal	Elizabeth Bradley	Principal (there is only one principal)
Teacher #1	Nicholas Clackley	Teacher #1
Teacher #2	Wyatt Fredrickson	Teacher #2
Teacher #3	Teacher 3 Teacher 3	Teacher #3
Teacher #4	Ashley Linen	Teacher #4
Teacher #5	Francesca Fergason	Teacher #5
Teacher #6	Michele Kittler	Teacher #6
Teacher #7	Teacher 7	Teacher #7
Teacher #8	Teacher 8	Teacher #8
Other School Leader (Nonteaching Professional) #1	Emily Ambriz	Other School Leader (Nonteaching Professional) #1
Other School Leader (Nonteaching Professional) #2	Jamie George	Other School Leader (Nonteaching Professional) #2
Other School Leader (Nonteaching Professional) #3	Stephanie Griffin	Other School Leader (Nonteaching Professional) #3
Other School Leader (Nonteaching Professional) #4	Kendra Parker	Other School Leader (Nonteaching Professional) #4
Administrator (LEA) #1	Sherica Williams	Administrator (LEA) #1
Parent #1	Jennifer Moya	Parent #1
Parent #2	Edgar Boada	Parent #2
Community Member #1	Kimberly Ou	Community Member #1
Community Member #2	Community Member 2	Community Member #2
Business Representative #1	Ashley Walters	Business Representative #1
Business Representative #2	Business Representative 2	Business Representative #2

Addendums

Campus		Sprague			
Strategic Plan Goal 1 Campus 5-year Targets					
	2024-25	2025-26	2026-27	2027-28	2028-29
Approaches or Above	97%	99%	100%	100%	100%
Meets or Above	86%	89%	90%	90%	90%
Masters Grade Level	59%	60%	60%	60%	60%

2025-26	Target Check
99%	Met District Strategic Target
90%	Met District Strategic Target
67%	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.

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	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
					2026									
					#	%	#	%	%	#	%	%	#	%
Reading	6	Sprague	MS1	All	559	95%	555	99%	87%	498	89%	62%	357	64%
Reading	6	Sprague	MS1	Hispanic	118	96%	117	99%	89%	106	90%	58%	71	60%
Reading	6	Sprague	MS1	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	6	Sprague	MS1	Asian	156	97%	155	99%	92%	145	93%	73%	116	74%
Reading	6	Sprague	MS1	African Am.	55	85%	54	98%	73%	41	75%	37%	22	40%
Reading	6	Sprague	MS1	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	6	Sprague	MS1	White	195	97%	194	99%	88%	176	90%	65%	129	66%
Reading	6	Sprague	MS1	Two or More	35	90%	35	100%	85%	30	86%	53%	19	54%
Reading	6	Sprague	MS1	Eco. Dis.	85	88%	77	91%	72%	63	74%	43%	38	45%
Reading	6	Sprague	MS1	EB	82	90%	75	91%	69%	57	70%	23%	20	24%
Reading	6	Sprague	MS1	At-Risk	149	87%	131	88%	70%	107	72%	35%	55	37%
Reading	6	Sprague	MS1	SPED	68	70%	49	72%	46%	32	47%	18%	13	19%
Reading	7	Sprague	MS1	All	542	94%	539	99%	84%	488	90%	62%	379	70%
Reading	7	Sprague	MS1	Hispanic	112	93%	112	100%	80%	97	87%	56%	73	65%
Reading	7	Sprague	MS1	Am. Indian	2	*	2	100%	*	2	100%	*	0	0%
Reading	7	Sprague	MS1	Asian	144	96%	143	99%	91%	136	94%	75%	115	80%
Reading	7	Sprague	MS1	African Am.	63	86%	62	98%	72%	54	86%	36%	31	49%
Reading	7	Sprague	MS1	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	7	Sprague	MS1	White	180	96%	180	100%	88%	169	94%	66%	132	73%
Reading	7	Sprague	MS1	Two or More	41	90%	40	98%	67%	30	73%	53%	28	68%
Reading	7	Sprague	MS1	Eco. Dis.	74	84%	64	86%	74%	59	80%	39%	33	45%
Reading	7	Sprague	MS1	EB	99	69%	77	78%	41%	67	68%	18%	25	25%
Reading	7	Sprague	MS1	At-Risk	174	81%	148	85%	61%	131	75%	34%	70	40%
Reading	7	Sprague	MS1	SPED	57	61%	36	63%	33%	30	53%	17%	14	25%
Reading	8	Sprague	MS1	All	555	98%	555	100%	88%	516	93%	68%	416	75%
Reading	8	Sprague	MS1	Hispanic	117	98%	117	100%	88%	109	93%	62%	80	68%
Reading	8	Sprague	MS1	Am. Indian	1	*	1	100%	*	1	100%	*	1	100%
Reading	8	Sprague	MS1	Asian	146	98%	146	100%	96%	142	97%	83%	126	86%
Reading	8	Sprague	MS1	African Am.	65	92%	65	100%	69%	51	78%	46%	42	65%
Reading	8	Sprague	MS1	Pac. Islander	1	*	1	100%	*	1	100%	*	0	0%
Reading	8	Sprague	MS1	White	194	99%	194	100%	90%	184	95%	67%	139	72%
Reading	8	Sprague	MS1	Two or More	31	96%	31	100%	88%	28	90%	79%	28	90%
Reading	8	Sprague	MS1	Eco. Dis.	96	92%	91	95%	66%	74	77%	45%	48	50%
Reading	8	Sprague	MS1	EB	90	87%	81	90%	58%	59	66%	*	36	40%
Reading	8	Sprague	MS1	At-Risk	149	93%	142	95%	73%	112	75%	41%	75	50%
Reading	8	Sprague	MS1	SPED	41	76%	33	80%	36%	21	51%	*	8	20%
Math	6	Sprague	MS1	All	559	95%	553	99%	77%	452	81%	43%	335	60%
Math	6	Sprague	MS1	Hispanic	118	96%	118	100%	67%	85	72%	40%	64	54%
Math	6	Sprague	MS1	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	6	Sprague	MS1	Asian	156	98%	156	100%	91%	143	92%	65%	119	76%

Content	Gr.	Campus	25-26 Cluster	Student Group	Estimated Student Count	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
					2026									
					#	%	#	%	%	#	%	%	#	%
Math	6	Sprague	MS1	African Am.	55	85%	52	95%	58%	35	64%	20%	26	47%
Math	6	Sprague	MS1	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	6	Sprague	MS1	White	195	95%	191	98%	80%	162	83%	40%	102	52%
Math	6	Sprague	MS1	Two or More	35	95%	36	103%	74%	27	77%	26%	24	69%
Math	6	Sprague	MS1	Eco. Dis.	85	85%	74	87%	61%	55	65%	32%	30	35%
Math	6	Sprague	MS1	EB	82	92%	78	95%	58%	49	60%	19%	18	22%
Math	6	Sprague	MS1	At-Risk	149	88%	134	90%	54%	86	58%	24%	39	26%
Math	6	Sprague	MS1	SPED	68	73%	51	75%	44%	33	49%	13%	10	15%
Math	7	Sprague	MS1	All	498	90%	493	99%	79%	443	89%	42%	298	60%
Math	7	Sprague	MS1	Hispanic	111	86%	110	99%	68%	89	80%	28%	55	50%
Math	7	Sprague	MS1	Am. Indian	2	*	2	100%	*	2	100%	*	0	0%
Math	7	Sprague	MS1	Asian	112	97%	112	100%	92%	108	96%	67%	86	77%
Math	7	Sprague	MS1	African Am.	60	71%	57	95%	57%	51	85%	11%	34	57%
Math	7	Sprague	MS1	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	7	Sprague	MS1	White	174	95%	174	100%	86%	158	91%	45%	93	53%
Math	7	Sprague	MS1	Two or More	39	82%	38	97%	61%	35	90%	29%	30	77%
Math	7	Sprague	MS1	Eco. Dis.	72	78%	57	79%	55%	52	72%	25%	20	28%
Math	7	Sprague	MS1	EB	87	74%	69	79%	53%	64	74%	21%	25	29%
Math	7	Sprague	MS1	At-Risk	163	73%	122	75%	54%	121	74%	27%	47	29%
Math	7	Sprague	MS1	SPED	56	44%	28	50%	39%	37	66%	14%	9	16%
Math	8	Sprague	MS1	All	197	82%	195	99%	53%	175	89%	27%	118	60%
Math	8	Sprague	MS1	Hispanic	44	71%	44	100%	37%	38	86%	*	23	52%
Math	8	Sprague	MS1	Am. Indian	1	*	1	100%	*	1	100%	*	0	0%
Math	8	Sprague	MS1	Asian	53	100%	53	100%	84%	50	94%	69%	47	89%
Math	8	Sprague	MS1	African Am.	35	65%	34	97%	26%	29	83%	*	18	51%
Math	8	Sprague	MS1	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	8	Sprague	MS1	White	48	84%	48	100%	54%	42	88%	18%	20	42%
Math	8	Sprague	MS1	Two or More	16	83%	15	94%	*	15	94%	*	10	63%
Math	8	Sprague	MS1	Eco. Dis.	49	71%	36	73%	32%	26	53%	*	7	14%
Math	8	Sprague	MS1	EB	33	74%	25	76%	48%	23	70%	*	9	27%
Math	8	Sprague	MS1	At-Risk	78	72%	60	77%	35%	41	53%	10%	11	14%
Math	8	Sprague	MS1	SPED	36	55%	21	58%	30%	14	39%	*	3	8%
Science	8	Sprague	MS1	All	555	96%	549	99%	89%	501	90%	59%	335	60%
Science	8	Sprague	MS1	Hispanic	117	94%	115	98%	82%	97	83%	50%	60	51%
Science	8	Sprague	MS1	Am. Indian	1	*	1	100%	*	1	100%	*	0	0%
Science	8	Sprague	MS1	Asian	146	98%	145	99%	96%	142	97%	79%	117	80%
Science	8	Sprague	MS1	African Am.	65	89%	62	95%	70%	47	72%	33%	22	34%
Science	8	Sprague	MS1	Pac. Islander	1	*	1	100%	*	1	100%	*	0	0%
Science	8	Sprague	MS1	White	194	98%	194	100%	94%	184	95%	57%	113	58%
Science	8	Sprague	MS1	Two or More	31	100%	31	100%	92%	29	94%	71%	23	74%
Science	8	Sprague	MS1	Eco. Dis.	96	87%	84	88%	73%	72	75%	38%	37	39%
Science	8	Sprague	MS1	EB	90	84%	76	84%	65%	63	70%	23%	22	24%
Science	8	Sprague	MS1	At-Risk	149	90%	136	91%	74%	112	75%	38%	58	39%
Science	8	Sprague	MS1	SPED	41	71%	30	73%	54%	23	56%	*	5	12%
Social Studies	8	Sprague	MS1	All	555	89%	549	99%	67%	494	89%	46%	333	60%
Social Studies	8	Sprague	MS1	Hispanic	117	88%	115	98%	62%	105	90%	38%	58	50%
Social Studies	8	Sprague	MS1	Am. Indian	1	*	1	100%	*	1	0%	*	0	0%
Social Studies	8	Sprague	MS1	Asian	146	93%	144	99%	84%	130	89%	67%	118	81%
Social Studies	8	Sprague	MS1	African Am.	65	73%	64	98%	44%	57	88%	27%	32	49%

Content	Gr.	Campus	25-26 Cluster	Student Group	Estimated Student Count	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
					2026									
					#	%	#	%	%	#	%	%	#	%
Social Studies	8	Sprague	MS1	Pac. Islander	1	*	1	100%	*	1	100%	*	0	0%
Social Studies	8	Sprague	MS1	White	194	91%	193	99%	61%	170	88%	41%	98	51%
Social Studies	8	Sprague	MS1	Two or More	31	96%	31	100%	96%	30	97%	54%	27	87%
Social Studies	8	Sprague	MS1	Eco. Dis.	96	69%	72	75%	45%	55	57%	23%	28	29%
Social Studies	8	Sprague	MS1	EB	90	55%	68	76%	29%	45	50%	*	26	29%
Social Studies	8	Sprague	MS1	At-Risk	149	72%	114	77%	45%	85	57%	26%	45	30%
Social Studies	8	Sprague	MS1	SPED	41	58%	24	59%	25%	17	41%	*	8	20%
Algebra I	MS	Sprague	MS1	All	403	100%	403	100%	98%	399	99%	91%	371	92%
Algebra I	MS	Sprague	MS1	Hispanic	75	100%	75	100%	97%	74	99%	90%	68	91%
Algebra I	MS	Sprague	MS1	Am. Indian	0	*	0	*	*	0	*	*	0	*
Algebra I	MS	Sprague	MS1	Asian	125	100%	125	100%	100%	125	100%	99%	125	100%
Algebra I	MS	Sprague	MS1	African Am.	33	100%	33	100%	97%	33	100%	85%	30	91%
Algebra I	MS	Sprague	MS1	Pac. Islander	1	*	1	100%	*	1	100%	*	1	100%
Algebra I	MS	Sprague	MS1	White	152	100%	152	100%	97%	149	98%	84%	130	86%
Algebra I	MS	Sprague	MS1	Two or More	17	100%	17	100%	100%	17	100%	95%	17	100%
Algebra I	MS	Sprague	MS1	Eco. Dis.	49	100%	49	100%	93%	46	94%	83%	41	84%
Algebra I	MS	Sprague	MS1	EB	57	100%	57	100%	89%	52	91%	78%	45	79%
Algebra I	MS	Sprague	MS1	At-Risk	82	100%	82	100%	95%	79	96%	86%	71	87%
Algebra I	MS	Sprague	MS1	SPED	6	*	6	100%	*	6	100%	*	3	50%

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.