

Cypress-Fairbanks Independent School District

Spillane Middle School

2023-2024



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

The following strengths were identified based on a review of the 2022-2023 STAAR testing data:

6th ELAR:

- Overall reading scores exceeded their 2023 target goals in the approaches and meets categories.

8th ELAR:

- ELAR special education students exceeded their growth targets by 7% in the meets standard and 3% in the master standard.

6th Math:

- 6th grade Emergent Bilingual students exceeded 2023 targets for growth in all three passing standards. They exceeded the growth target by 15% in the approaches category.
- All students passed the Algebra EOC for the 22-23 school year.

Science:

- Emergent Bilingual students had an overall 81% passing rate, which was 6% ahead of their growth target from the previous year.

Social Studies:

- Special Educations exceeded the 2023 target for growth in the approaches standard.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: 7th grade Emergent Bilingual students had a 10% decrease in the approaches passing standard from the previous year. They also had a 5% decrease in 8th grade. **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: Math: The 6th grade approaches standard for special education students was 59%, which showed a 13% decrease from the previous year. Math approaching

scores for at-risk students dropped 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 masters passing rate for all students showed a 7% decrease from the previous year. **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 masters passing rate for all students showed a 15% decrease from the previous year. **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.

Problem Statement 5: Students are beginning the 2023-24 school year with learning gaps. **Root Cause:** The onset of COVID-19 in the spring of 2020 and the implications of modified instructional methods necessitated by the need for immediate remote learning.

School Culture and Climate

School Culture and Climate Strengths

The following are strengths of the campus in regard to school culture and climate.

- Our PBIS tiered fidelity inventory report went from an overall score of 58.5 in the 2021-22 school to 72.11 for the 2022-23 year.
- The report showed an increase in PBIS participation through classroom observations, student interviews, staff interviews, and posted matrices.

The following strengths are based on the 2022-2023 Employee Perception Survey Data:

- Opportunities exist for me to think for myself - 81% strongly agree - an 11% increase from the previous year.
- Opportunities for professional growth are available - 76% strongly agree - a 14% increase from the previous year.
- The work I am asked to do directly relates to my job responsibilities - 100% of staff strongly agree or Agree with this statement.
- Opportunities are available to provide input - 71% of staff strongly agree - a 14% increase from the previous year.
- Collaboration is encouraged and practiced - 77% of staff strongly agree - a 9% increase from the previous year.
- Information related to my job is accessible - 100% strongly agree or agree with this statement

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

The following are strengths of the campus in regard to staff quality, recruitment, and retention.

The New Teacher Induction Program (NTIP) is a district initiative to support all new teachers to CFISD. Spillane has a lead mentor teacher that oversee this program and are responsible for supporting our new family members. Each new teacher at Spillane is assigned a mentor by our lead New Teacher Induction Program Coordinator to provide ongoing support and collaboration. Throughout the year, share sessions with embedded professional development are held to target upcoming procedures/paperwork that new staff will need to discuss for better understanding. Meetings are held before and after school to discuss different strategies that the teachers can use in their classroom to make first time instruction as effective as possible. Classroom management strategies are also modeled. The new teacher mentors are available for anything that the new teacher may need on an ongoing basis. Campus Curriculum Instructional Specialists are available to assist the new teachers in their development.

Spillane has begun additional attendance incentives for staff. Staff is positively rewarded based on the highest attendance percentage and the end of each month. We continue to survey staff on various ways we can incentivise and encourage them to maintain a high attendance rate.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: There is a decrease in staff attendance rates. **Root Cause:** Teacher/Paraprofessional Attendance: Increase meaningful data driven feedback and reward incentives to increase overall staff attendance rates for the school year.

Parent and Community Engagement

Parent and Community Engagement Strengths

The following are strengths of the campus in regard to parent and community engagement.

- Communication with parents and community is routinely used through the following Spillane related venues:
 - Campus Web Page
 - School Messenger (Email and SMS Test)
 - Twitter
 - Instagram
 - Weekly Podcast
 - YouTube
 - Facebook
- We have a high level of involvement including but not limited to: Orchestra, Choir, Destination Imagination, Band, Superintendent Fun Run, Spelling Bee, concessions during athletics events, Theatre Arts plays and programs, Science Olympiad, Choir, TSA - Technology Student Association, Family Night at the Book Fair (the same night as our Open Microphone competition), Curriculum Night, and the support of our VIPS through VIPS luncheons.

Problem Statements Identifying Parent and Community Engagement Needs





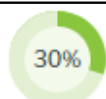
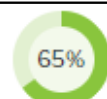
Problem Statement 1: Parent and Community Engagement: Spillane has a high number of parents actively involved in the school and its activities. **Root Cause:** Parent and Community Engagement: Continue focus on high-impact activities for parent involvement and consistent communication that can translate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




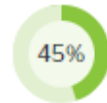

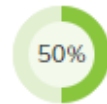
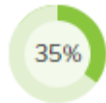
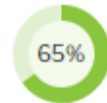




Goals

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 1: Curriculum and Instruction & Accountability: By the end of the current school year, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

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












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. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: ELA Teachers; CCIS	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Math: Students need more analytic practice and problem solving opportunities to improve critical thinking on math concepts. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: Math Teachers; CCIS	Formative		
	Nov	Feb	May
			
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. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: Science Teachers; CCIS	Formative		
	Nov	Feb	May
			

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. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: Social Studies Teachers; CCIS	Formative		
	Nov	Feb	May
			
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. Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness Staff Responsible for Monitoring: Principal; Coaches	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Dropout Prevention: The dropout rate for the campus will remain at 0% by focusing on quality instruction, retention, and monitoring. Strategy's Expected Result/Impact: The dropout rate will remain at or below 1%. Staff Responsible for Monitoring: Principal; Director of Instruction; Assistant Principals; Registrar; Attendance Secretary	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
Strategy 7: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Each week the campus will provide all students with 25 minutes of targeted instruction (in each content area) to close the gaps created by COVID-19. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: Principal; Director of Instruction; AAS; APs; Classroom Teachers	Formative		
	Nov	Feb	May
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 2: ESSER III: Throughout the current school year, use the supplemental ESSER III funds to respond to the pandemic and to address student learning loss as a result of COVID-19.







Evaluation Data Sources: STAAR and Locally Developed Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Before/After School Program: After school tutorials in core content subjects, 3:20-4:20 p.m. Strategy's Expected Result/Impact: Students will increase Incremental academic performance on IPR, RC, DPM, BM and Lexile levels throughout the course of the intervention. This will be measured by collected data throughout the year following each marking period and each assessment. Staff Responsible for Monitoring: Principal; Academic Achievement Specialist	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Extended Instructional Time (Closing the Gaps): Temporary Worker will be hired to work with students to improve their academic performance. Strategy's Expected Result/Impact: Students will increase Incremental academic performance on IPR, RC, DPM, BM and Lexile levels throughout the course of the intervention. This will be measured by collecting data throughout the year following each marking period and each assessment. Staff Responsible for Monitoring: Principal; Academic Achievement Specialist	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Professional Staffing: Class Size Reduction Teacher in ELAR will be hired to work with students to improve their academic performance. Strategy's Expected Result/Impact: Students will increase Incremental academic performance on IPR, RC, DPM, BM and Lexile levels throughout the course of the intervention. This will be measured by collecting data throughout the year following each marking period and each assessment. Staff Responsible for Monitoring: Principal; Academic Achievement Specialist	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 3: 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 noted on the attached CIP data table.


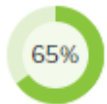
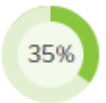
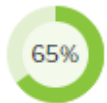




Evaluation Data Sources: STAAR Data

Strategy 1 Details	Formative Reviews		
Strategy 1: State Compensatory Education: Provide supplementary support to students identified as at-risk. Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy 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




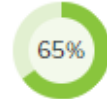




Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Safety: We will teach students and staff safety expectations by use of meetings and drills to ensure preparation for any actual emergency/crisis. Strategy's Expected Result/Impact: 100% of students will know safety expectations for an actual emergency/crisis. Staff Responsible for Monitoring: Campus Administration; Campus Safety Coordinator; Teachers; PBIS Lead Team	Formative		
	Nov	Feb	May
			
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. 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		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy 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


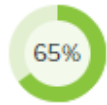






Evaluation Data Sources: Student attendance records

Strategy 1 Details	Formative Reviews		
Strategy 1: 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		
	Nov	Feb	May
			
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: 95% overall attendance rate Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 3: Restorative Discipline: The campus will use restorative discipline practices.







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. 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
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Restorative Discipline: 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
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

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

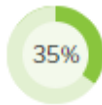





Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	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. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%. Staff Responsible for Monitoring: Principal; AESOP Representative	Formative		
	Nov	Feb	May
			
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

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.


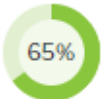




Evaluation Data Sources: Classroom implementation of professional learning
Campus wide book studies
Walk-throughs
Lesson Plans

Strategy 1 Details	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. 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	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Goal 4: Family and Community Engagement: Increase parent engagement on the campus and the methods of communication used to engage parents in school activities.

Performance Objective 1: 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	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
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

2023-2024 CPOC

Committee Role	Name	Position
Principal	Jamie Brotemarkle	Principal
Teacher #1	Stacy Baumgart	Math
Teacher #2	Jim Bosworth	History
Teacher #3	Felicia Sterling	Special Education
Teacher #4	Molly Kalinec	PE
Teacher #5	John Barton	Electives
Teacher #6	Jeanine Garr	Deaf Education
Teacher #7	Andrea Touchet	ELAR
Teacher #8	Ami Bird	Science
Other School Leader (Nonteaching Professional) #1	Steve Miller	Director of Instruction
Other School Leader (Nonteaching Professional) #2	Mark Duncan	Assistant Principal
Administrator (LEA) #1	Paula Ross	Administrator (LEA) #1
Parent #1	Elizabeth Barrett	Parent #1
Parent #2	Jackie Sheeren	Parent #2
Community Member #1	Carolyn Spillane	Community Member #1
Community Member #2	Pedro Naverette	Community Member #2
Business Representative #1	Teresa Lucas	Business Representative #1
Business Representative #2	Kris Liedler	Business Representative #2
Other School Leader (Nonteaching Professional) #3	Tracy Spaulding	Administrative Assistant
Other School Leader (Nonteaching Professional) #4	Lindsay Womack	Administrative Assistant
District-level Professional	Jennifer Miller	District Representative

Addendums

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

Content	Gr.	Campus	2023 Cluster	Student Group	Tested	2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	% Approaches Growth Needed	2023: Meets Grade Level		2024 Meets Incremental Growth Target	% Meets Growth Needed	2023: Masters Grade Level		2024 Masters Incremental Growth Target	% Masters Growth Needed
					2023												
					#	#	%	%		#	%	%		#	%	%	
Reading	6	Spillane	MS 1	All	483	443	92%	93%	1%	377	78%	79%	1%	227	47%	48%	1%
Reading	6	Spillane	MS 1	Hispanic	137	120	88%	89%	1%	96	70%	71%	1%	54	39%	40%	1%
Reading	6	Spillane	MS 1	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	6	Spillane	MS 1	Asian	72	69	96%	97%	1%	63	88%	89%	1%	48	67%	68%	1%
Reading	6	Spillane	MS 1	African Am.	67	60	90%	91%	1%	46	69%	70%	1%	21	31%	32%	1%
Reading	6	Spillane	MS 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	6	Spillane	MS 1	White	181	171	94%	95%	1%	153	85%	86%	1%	91	50%	51%	1%
Reading	6	Spillane	MS 1	Two or More	25	22	88%	89%	1%	19	76%	77%	1%	13	52%	53%	1%
Reading	6	Spillane	MS 1	Eco. Dis.	144	124	86%	87%	1%	89	62%	63%	1%	42	29%	30%	1%
Reading	6	Spillane	MS 1	LEP Current	47	39	83%	84%	1%	26	55%	56%	1%	13	28%	29%	1%
Reading	6	Spillane	MS 1	At-Risk	204	170	83%	84%	1%	117	57%	58%	1%	45	22%	23%	1%
Reading	6	Spillane	MS 1	SPED	39	17	44%	45%	1%	10	26%	27%	1%	*	*	*	*
Reading	7	Spillane	MS 1	All	494	459	93%	94%	1%	384	78%	79%	1%	246	50%	51%	1%
Reading	7	Spillane	MS 1	Hispanic	142	128	90%	91%	1%	95	67%	68%	1%	59	42%	43%	1%
Reading	7	Spillane	MS 1	Am. Indian	2	*	*	*	*	*	*	*	*	*	*	*	*
Reading	7	Spillane	MS 1	Asian	67	64	96%	97%	1%	58	87%	88%	1%	46	69%	70%	1%
Reading	7	Spillane	MS 1	African Am.	68	59	87%	88%	1%	44	65%	66%	1%	21	31%	32%	1%
Reading	7	Spillane	MS 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	7	Spillane	MS 1	White	193	186	96%	97%	1%	167	87%	88%	1%	108	56%	57%	1%
Reading	7	Spillane	MS 1	Two or More	22	20	91%	92%	1%	18	82%	83%	1%	11	50%	51%	1%
Reading	7	Spillane	MS 1	Eco. Dis.	150	129	86%	87%	1%	97	65%	66%	1%	49	33%	34%	1%
Reading	7	Spillane	MS 1	LEP Current	33	21	64%	65%	1%	8	24%	25%	1%	*	*	*	*
Reading	7	Spillane	MS 1	At-Risk	189	157	83%	84%	1%	104	55%	56%	1%	45	24%	25%	1%
Reading	7	Spillane	MS 1	SPED	42	29	69%	70%	1%	18	43%	44%	1%	8	19%	20%	1%
Reading	8	Spillane	MS 1	All	553	522	94%	95%	1%	456	82%	83%	1%	301	54%	55%	1%
Reading	8	Spillane	MS 1	Hispanic	128	117	91%	92%	1%	92	72%	73%	1%	51	40%	41%	1%
Reading	8	Spillane	MS 1	Am. Indian	4	*	*	*	*	*	*	*	*	*	*	*	*
Reading	8	Spillane	MS 1	Asian	87	87	100%	100%	0%	81	93%	94%	1%	64	74%	75%	1%
Reading	8	Spillane	MS 1	African Am.	60	51	85%	86%	1%	38	63%	64%	1%	22	37%	38%	1%
Reading	8	Spillane	MS 1	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	8	Spillane	MS 1	White	242	231	95%	96%	1%	215	89%	90%	1%	140	58%	59%	1%
Reading	8	Spillane	MS 1	Two or More	31	31	100%	100%	0%	26	84%	85%	1%	22	71%	72%	1%
Reading	8	Spillane	MS 1	Eco. Dis.	139	124	89%	90%	1%	91	65%	66%	1%	48	35%	36%	1%
Reading	8	Spillane	MS 1	LEP Current	32	27	84%	85%	1%	14	44%	45%	1%	*	*	*	*
Reading	8	Spillane	MS 1	At-Risk	172	147	85%	86%	1%	112	65%	66%	1%	61	35%	36%	1%
Reading	8	Spillane	MS 1	SPED	50	34	68%	69%	1%	20	40%	41%	1%	9	18%	19%	1%
Math	6	Spillane	MS 1	All	477	444	93%	94%	1%	347	73%	74%	1%	199	42%	43%	1%
Math	6	Spillane	MS 1	Hispanic	138	124	90%	91%	1%	87	63%	64%	1%	44	32%	33%	1%
Math	6	Spillane	MS 1	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	6	Spillane	MS 1	Asian	67	66	99%	100%	1%	59	88%	89%	1%	46	69%	70%	1%

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

Content	Gr.	Campus	2023 Cluster	Student Group	Tested	2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	% Approaches Growth Needed	2023: Meets Grade Level		2024 Meets Incremental Growth Target	% Meets Growth Needed	2023: Masters Grade Level		2024 Masters Incremental Growth Target	% Masters Growth Needed
					2023												
					#	#	%	%		#	%	%		#	%	%	
Math	6	Spillane	MS 1	African Am.	67	60	90%	91%	1%	37	55%	56%	1%	14	21%	22%	1%
Math	6	Spillane	MS 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	6	Spillane	MS 1	White	179	171	96%	97%	1%	143	80%	81%	1%	84	47%	48%	1%
Math	6	Spillane	MS 1	Two or More	25	22	88%	89%	1%	21	84%	85%	1%	11	44%	45%	1%
Math	6	Spillane	MS 1	Eco. Dis.	145	124	86%	87%	1%	81	56%	57%	1%	40	28%	29%	1%
Math	6	Spillane	MS 1	LEP Current	47	43	91%	92%	1%	26	55%	56%	1%	12	26%	27%	1%
Math	6	Spillane	MS 1	At-Risk	205	176	86%	87%	1%	107	52%	53%	1%	46	22%	23%	1%
Math	6	Spillane	MS 1	SPED	39	23	59%	60%	1%	7	18%	19%	1%	*	*	*	*
Math	7	Spillane	MS 1	All	491	420	86%	87%	1%	335	68%	69%	1%	155	32%	33%	1%
Math	7	Spillane	MS 1	Hispanic	141	108	77%	78%	1%	79	56%	57%	1%	32	23%	24%	1%
Math	7	Spillane	MS 1	Am. Indian	2	*	*	*	*	*	*	*	*	*	*	*	*
Math	7	Spillane	MS 1	Asian	63	59	94%	95%	1%	55	87%	88%	1%	34	54%	55%	1%
Math	7	Spillane	MS 1	African Am.	70	51	73%	74%	1%	31	44%	45%	1%	11	16%	17%	1%
Math	7	Spillane	MS 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	7	Spillane	MS 1	White	193	179	93%	94%	1%	151	78%	79%	1%	70	36%	37%	1%
Math	7	Spillane	MS 1	Two or More	22	21	95%	96%	1%	17	77%	78%	1%	8	36%	37%	1%
Math	7	Spillane	MS 1	Eco. Dis.	149	115	77%	78%	1%	82	55%	56%	1%	34	23%	24%	1%
Math	7	Spillane	MS 1	LEP Current	33	17	52%	53%	1%	12	36%	37%	1%	*	*	*	*
Math	7	Spillane	MS 1	At-Risk	187	133	71%	72%	1%	83	44%	45%	1%	30	16%	17%	1%
Math	7	Spillane	MS 1	SPED	42	25	60%	61%	1%	12	29%	30%	1%	*	*	*	*
Math	8	Spillane	MS 1	All	218	197	90%	91%	1%	123	56%	57%	1%	43	20%	21%	1%
Math	8	Spillane	MS 1	Hispanic	52	47	90%	91%	1%	30	58%	59%	1%	7	13%	14%	1%
Math	8	Spillane	MS 1	Am. Indian	2	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Spillane	MS 1	Asian	31	31	100%	100%	0%	26	84%	85%	1%	19	61%	62%	1%
Math	8	Spillane	MS 1	African Am.	40	34	85%	86%	1%	18	45%	46%	1%	*	*	*	*
Math	8	Spillane	MS 1	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Spillane	MS 1	White	84	74	88%	89%	1%	45	54%	55%	1%	12	14%	15%	1%
Math	8	Spillane	MS 1	Two or More	8	8	100%	100%	0%	*	*	*	*	*	*	*	*
Math	8	Spillane	MS 1	Eco. Dis.	83	74	89%	90%	1%	39	47%	48%	1%	10	12%	13%	1%
Math	8	Spillane	MS 1	LEP Current	25	23	92%	93%	1%	9	36%	37%	1%	*	*	*	*
Math	8	Spillane	MS 1	At-Risk	105	88	84%	85%	1%	46	44%	45%	1%	11	10%	11%	1%
Math	8	Spillane	MS 1	SPED	44	30	68%	69%	1%	13	30%	31%	1%	*	*	*	*
Science	8	Spillane	MS 1	All	554	527	95%	96%	1%	444	80%	81%	1%	258	47%	48%	1%
Science	8	Spillane	MS 1	Hispanic	128	120	94%	95%	1%	93	73%	74%	1%	47	37%	38%	1%
Science	8	Spillane	MS 1	Am. Indian	4	*	*	*	*	*	*	*	*	*	*	*	*
Science	8	Spillane	MS 1	Asian	89	89	100%	100%	0%	83	93%	94%	1%	60	67%	68%	1%
Science	8	Spillane	MS 1	African Am.	60	51	85%	86%	1%	37	62%	63%	1%	13	22%	23%	1%
Science	8	Spillane	MS 1	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Science	8	Spillane	MS 1	White	241	232	96%	97%	1%	203	84%	85%	1%	125	52%	53%	1%
Science	8	Spillane	MS 1	Two or More	31	30	97%	98%	1%	26	84%	85%	1%	12	39%	40%	1%

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

Content	Gr.	Campus	2023 Cluster	Student Group	Tested	2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	% Approaches Growth Needed	2023: Meets Grade Level		2024 Meets Incremental Growth Target	% Meets Growth Needed	2023: Masters Grade Level		2024 Masters Incremental Growth Target	% Masters Growth Needed
					2023												
					#	#	%	%		#	%	%		#	%	%	
Science	8	Spillane	MS 1	Eco. Dis.	140	123	88%	89%	1%	86	61%	62%	1%	40	29%	30%	1%
Science	8	Spillane	MS 1	LEP Current	32	26	81%	82%	1%	17	53%	54%	1%	*	*	*	*
Science	8	Spillane	MS 1	At-Risk	173	149	86%	87%	1%	108	62%	63%	1%	46	27%	28%	1%
Science	8	Spillane	MS 1	SPED	50	33	66%	67%	1%	20	40%	41%	1%	6	12%	13%	1%
Social Studies	8	Spillane	MS 1	All	554	500	90%	91%	1%	355	64%	65%	1%	225	41%	42%	1%
Social Studies	8	Spillane	MS 1	Hispanic	128	105	82%	83%	1%	72	56%	57%	1%	39	30%	31%	1%
Social Studies	8	Spillane	MS 1	Am. Indian	4	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8	Spillane	MS 1	Asian	89	88	99%	100%	1%	72	81%	82%	1%	51	57%	58%	1%
Social Studies	8	Spillane	MS 1	African Am.	60	49	82%	83%	1%	28	47%	48%	1%	13	22%	23%	1%
Social Studies	8	Spillane	MS 1	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8	Spillane	MS 1	White	241	224	93%	94%	1%	158	66%	67%	1%	105	44%	45%	1%
Social Studies	8	Spillane	MS 1	Two or More	31	29	94%	95%	1%	24	77%	78%	1%	17	55%	56%	1%
Social Studies	8	Spillane	MS 1	Eco. Dis.	140	112	80%	81%	1%	61	44%	45%	1%	31	22%	23%	1%
Social Studies	8	Spillane	MS 1	LEP Current	32	20	63%	64%	1%	10	31%	32%	1%	*	*	*	*
Social Studies	8	Spillane	MS 1	At-Risk	173	133	77%	78%	1%	74	43%	44%	1%	39	23%	24%	1%
Social Studies	8	Spillane	MS 1	SPED	50	28	56%	57%	1%	13	26%	27%	1%	8	16%	17%	1%

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

Level	Campus	EOC	2023 Cluster	Student Group	All Testers	2023: Approaches		2024 Approaches Incremental Growth Target	% Approaches Growth Needed	2023: Meets		2024 Meets Incremental Growth Target	% Meets Growth Needed	2023: Masters		2024 Masters Incremental Growth Target	% Masters Growth Needed
					2023												
					#	#	%	%		#	%	%		#	%	%	
MS	Spillane	Algebra I	MS 1	All	348	348	100%	100%	0%	338	97%	98%	1%	283	81%	82%	1%
MS	Spillane	Algebra I	MS 1	Hispanic	77	77	100%	100%	0%	75	97%	98%	1%	55	71%	72%	1%
MS	Spillane	Algebra I	MS 1	Am. Indian	2	*	*	*	*	*	*	*	*	*	*	*	*
MS	Spillane	Algebra I	MS 1	Asian	67	67	100%	100%	0%	65	97%	98%	1%	61	91%	92%	1%
MS	Spillane	Algebra I	MS 1	African Am.	21	21	100%	100%	0%	20	95%	96%	1%	15	71%	72%	1%
MS	Spillane	Algebra I	MS 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
MS	Spillane	Algebra I	MS 1	White	158	158	100%	100%	0%	154	97%	98%	1%	133	84%	85%	1%
MS	Spillane	Algebra I	MS 1	Two or More	23	23	100%	100%	0%	22	96%	97%	1%	17	74%	75%	1%
MS	Spillane	Algebra I	MS 1	Eco. Dis.	58	58	100%	100%	0%	54	93%	94%	1%	40	69%	70%	1%
MS	Spillane	Algebra I	MS 1	Emergent Bilingual	7	7	100%	100%	0%	7	100%	100%	0%	6	86%	87%	1%
MS	Spillane	Algebra I	MS 1	At-Risk	70	70	100%	100%	0%	68	97%	98%	1%	56	80%	80%	0%
MS	Spillane	Algebra I	MS 1	SPED	6	6	100%	100%	0%	6	100%	100%	0%	6	100%	100%	0%