Cypress-Fairbanks Independent School District

Sprague Middle School

2023-2024



Mission Statement

__ Building the __ SPRAGUE WAY

- CULTURIZE with integrity and purpose
- UNDERSTAND with empathy and respect
- BUILD a system of excellence
- STRIVE for greatness and positive interactions each day!

Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

The following strengths were identified from the 2022 - 2023 STAAR tests:

- 6th and 7th grade students performed higher than the district and cluster schools in Math and ELAR.
- Emergent Bilingual students performed higher than the district and cluster school in ELAR.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: 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 Summary

As a new campus we are focused on building a culture and climate centered around our mission of creating an environment that cultivates integrity and purpose, understanding one another with empathy and respect while building a system of excellence by striving to engage with one other with positive every day. We will also ensure our students and staff model our PBIS matrix of G.R.I.T (gracious, resilience, integrity, and teamwork) on a daily basis.

School Culture and Climate Strengths

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

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.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: **Root Cause:** Teacher/Paraprofessional Attendance:

Parent and Community Engagement

Parent and Community Engagement Strengths

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

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	For	mative Revi	ews			
Strategy 1: RLA: Using formative and summative assessment data, teachers will focus on differentiating instruction by increasing rigor with	Formative					
higher-level questioning, providing challenging texts, and extension activities as well as scaffolding instruction to move students from did not meet to approaches, approaches to meets, and meets to masters.	Nov	Feb	May			
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: ELAR teachers, CCIS, Instructional Leadership Team, Principal	35%	60%				
Strategy 2 Details	For	mative Revi	ews			
Strategy 2: Math: Math teachers will engage in rigorous and purposeful planning, targeted tutoring, and differentiating instruction to focus on						
increasing SPED students from approaches to meets proficiency and ALL students from meets to masters proficiency. Teachers will focus on academic discourse, review spiraling, checking for understanding, and practicing new question types to meet the needs of all learning to	Nov	Feb	May			
promote student growth. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables Staff Responsible for Monitoring: Math Teachers, Math CCIS, Administrative team	40%	70%				
Strategy 3 Details	For	mative Revi	ews			
Strategy 3: Science: Science Teachers will create rigorous and relevant lessons that have real-world applications and hands-on experiments		Formative				
that help support the learning of their students and push Special Education students from approaches to meets proficiency and all students from meets to masters proficiency.	Nov	Feb	May			
Strategy's Expected Result/Impact: Meet or exceed the target on the attached CIP target table. Staff Responsible for Monitoring: Administrative team, Instructional team and Content teachers.	40%	65%				

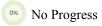
Strategy 4 Details	Formative Reviews					
Strategy 4: Social Studies: Through purposeful planning, targeted tutoring, and class instruction, Social Studies will focus on increasing K	Formative					
level meets to masters proficiency with the following instructional strategies: review spiraling, vocabulary, checking for understanding mastery checks, and practicing with new question types.	Nov	Feb	May			
Strategy's Expected Result/Impact: K level will meet or exceed the targets on the attached CIP target tables Staff Responsible for Monitoring: Administrative team, instructional specialists, content teachers	45%	65%	N/A			
Strategy 5 Details	For	mative Revi	ews			
Strategy 5: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district	Formative					
levels.	Nov	Feb	May			
Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness Staff Responsible for Monitoring: Principal, Director of Instruction, and Coaches	45%	65%				
Strategy 6 Details	For	mative Revi	ews			
Strategy 6: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Each week the campus will provide all students		Formative				
with 25 minutes of targeted instruction (in each content area) to close the gaps created by COVID-19.	Nov	Feb	May			
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: Principal	20%	65%				
No Progress Accomplished — Continue/Modify X Discontinue		-				

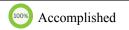
Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

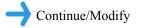
Performance Objective 2: ESSER III: Throughout the current school year, use the supplemental ESSER III funds to respond to the pandemic and to address student learning loss as a result of COVID-19.

Evaluation Data Sources: STAAR and Locally Developed Assessments

Strategy 1 Details	For	mative Revi	ews				
Strategy 1: Summer Learning/Summer Enrichment: Welcome Back Camps		Formative					
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.	Nov	Feb	May				
Staff Responsible for Monitoring: Principal, Assistant Principals, Director of Instruction, Academic Achievement Specialist	40%	65%					
Strategy 2 Details	For	mative Revi	ews				
Strategy 2: Before/After School Program: Before/after school tutoring		Formative					
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.	Nov	Feb	May				
Staff Responsible for Monitoring: Principal, Assistant Principals, Director of Instruction, Academic Achievement Specialist	40%	65%					
Strategy 3 Details	For	mative Revi	ews				
Strategy 3: Closing the Gaps: Provide additional instructional support to eliminate learning gaps created by COVID-19.		Formative					
Strategy 3: Closing the Gaps: Provide additional instructional support to eliminate learning gaps created by COVID-19. Strategy's Expected Result/Impact: Meet or exceed targets on attached data table	Nov	Feb Feb	May				
	Nov 40%		May				
Strategy's Expected Result/Impact: Meet or exceed targets on attached data table	40%	Feb	·				
Strategy's Expected Result/Impact: Meet or exceed targets on attached data table Staff Responsible for Monitoring: Principal, Director of Instruction, Academic Achievement Specialist	40%	Feb 65%	·				
Strategy's Expected Result/Impact: Meet or exceed targets on attached data table Staff Responsible for Monitoring: Principal, Director of Instruction, Academic Achievement Specialist Strategy 4 Details	40%	Feb 65% mative Revi	·				









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.

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	Formative				
Detector throughout the year.	Nov	Feb	May		
 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 		65%			
No Progress Accomplished — Continue/Modify X Discontinue					

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	For	Formative Reviews						
Strategy 1: Teachers will increase the accuracy of attendance submissions and the attendance office will send home warning letters after 5		Formative						
day absences. This us 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	Nov 10%	Feb 65%	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)		Formative						
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 Administrators will reach out to parents of students with 5 or more absences.	Nov	Feb 65%	May					
No Progress Accomplished — Continue/Modify X Discontinue	e							

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.

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	Formative					
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	Nov	Feb	May			
behaviors before they escalate to increase violence prevention.						
Strategy's Expected Result/Impact: Violent incidents will be 0%	10%	65%				
Staff Responsible for Monitoring: Principal						
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		Formative				
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	Nov	Feb	May			
them accountable.						
Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.	5%	65%				
Staff Responsible for Monitoring: PBIS Committee, Assistant Principals, Principal						
No Progress Continue/Modify Discontinue	<u> </u>	l				

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 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	Formative			
treat.	Nov	Feb	May	
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)	X	X	X	
No Progress Continue/Modify Discontinue Continue/Modify	e			

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 Walk-throughs Lesson Plans

Strategy 1 Details	Formative Reviews				
Strategy 1: Teachers will be invited to specified professional development at Sprague through teacher created development and district	Formative				
opportunities such as content share sessions.	Nov	Feb	May		
Strategy's Expected Result/Impact: Teachers will be highly engaged and invested in PD provided by their teacher counterparts. Staff Responsible for Monitoring: Principal, Director of Instruction, Staff Development Liaisons	5%	65%			
No Progress Accomplished — Continue/Modify X Discontinue					

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: Parent and Family Engagement: For the current school year, parent and family engagement will remain consistent, with at least 90% of our Sprague families engaged throughout the entire year.

Evaluation Data Sources: Parent Surveys

Sign in sheets

Strategy 1 Details	Formative Reviews			
Strategy 1: Parent and Family Engagement: Families receive a weekly newsletter from our campus Principal notifying them of all upcoming		Formative		
and current events. Campus information will be posted consistently on Facebook, Instagram, Twitter, and sent via School messenger. Information will also be shared on our campus marque.	Nov	Feb	May	
Strategy's Expected Result/Impact: Parent and family engagement will be at 90% throughout the entire school year. Staff Responsible for Monitoring: Principal, Assistant Principals, Director of Instruction, Academic Achievement Specialist	10%	80%		
No Progress Accomplished — Continue/Modify X Discontinue	e			

2023-2024 CPOC

Committee Role	Name	Position
Principal	Elizabeth Bradley	Principal
Teacher #1	Emily Maher	Teacher
Teacher #2	Sharon Myles	Teacher #2
Teacher #3	Teacher #3	Teacher #3
Teacher #4	Teacher #4	Teacher #4
Teacher #5	Teacher #5	Teacher #5
Teacher #6	Teacher #6	Teacher #6
Teacher #7	Teacher #7	Teacher #7
Teacher #8	Teacher #8	Teacher #8
Other School Leader (Nonteaching Professional) #1	Sherica Williams	Other School Leader (Nonteaching Professional) #1
Other School Leader (Nonteaching Professional) #2	Whitney Timmons	Other School Leader (Nonteaching Professional) #2
Administrator (LEA) #1	Administrator (LEA) #1	Administrator (LEA) #1
Parent #1	Edgar Boada	Parent #1
Parent #2	Katherine Goolsby	Parent #2
Community Member #1	Community Member #1	Community Member #1
Community Member #2	Community Member #2	Community Member #2
Business Representative #1	Kristen Sodolak	Business Representative #1
Business Representative #2	Business Representative #2	Business Representative #2
Other School Leader (Nonteaching Professional) #3	Jamie George	Other School Leader (Nonteaching Professional) #3
Other School Leader (Nonteaching Professional) #4	Blake Harris	Other School Leader (Nonteaching Professional) #4

Addendums

				puses are respor	Tested	20 Appro	123: paches	2024 Approaches Incremental Growth Target		20 Me	123: eets	2024 Meets Incremental		Ma	23: sters	2024 Masters Incremental	% Masters Growth		
Content	Gr.	Campus	2023 Cluster	Student Group	2023	Grade	Grade Level		Grade Level		% Approaches Growth Needed	Grade	e Level	Growth Target	% Meets Growth Needed	Grade	e Level	Growth Target	% Masters Growth Needed
					#	#	%	%		#	%	%		#	%	%			
Reading	6	Sprague	MS 1	All	427	411	96%	97%	1%	355	83%	84%	1%	241	56%	57%	1%		
Reading	6	Sprague	MS 1	Hispanic	90	86	96%	97%	1%	73	81%	82%	1%	45	50%	51%	1%		
Reading	6	Sprague	MS 1	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	6	Sprague	MS 1	Asian	104	103	99%	100%	1%	94	90%	91%	1%	83	80%	81%	1%		
Reading	6	Sprague	MS 1	African Am.	53	49	92%	93%	1%	35	66%	67%	1%	21	40%	41%	1%		
Reading	6	Sprague	MS 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	6	Sprague	MS 1	White	157	150	96%	97%	1%	136	87%	88%	1%	83	53%	54%	1%		
Reading	6	Sprague	MS 1	Two or More	23	23	100%	100%	0%	17	74%	75%	1%	9	39%	40%	1%		
Reading	6	Sprague	MS 1	Eco. Dis.	60	52	87%	88%	1%	35	58%	59%	1%	14	23%	24%	1%		
Reading	6	Sprague	MS 1	LEP Current	81	76	94%	95%	1%	61	75%	76%	1%	36	44%	45%	1%		
Reading	6	Sprague	MS 1	At-Risk	135	119	88%	89%	1%	86	64%	65%	1%	40	30%	31%	1%		
Reading	6	Sprague	MS 1	SPED	30	22	73%	74%	1%	11	37%	38%	1%	*	*	*	*		
Reading	7	Sprague	MS 1	All	426	411	96%	97%	1%	378	89%	90%	1%	277	65%	66%	1%		
Reading	7	Sprague	MS 1	Hispanic	99	97	98%	99%	1%	87	88%	89%	1%	63	64%	65%	1%		
Reading	7	Sprague	MS 1	Am. Indian	2	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	7	Sprague	MS 1	Asian	111	109	98%	99%	1%	106	95%	96%	1%	87	78%	79%	1%		
Reading	7	Sprague	MS 1	African Am.	43	38	88%	89%	1%	30	70%	71%	1%	17	40%	41%	1%		
Reading	7	Sprague	MS 1	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	7	Sprague	MS 1	White	149	144	97%	98%	1%	133	89%	90%	1%	92	62%	63%	1%		
Reading	7	Sprague	MS 1	Two or More	21	20	95%	96%	1%	19	90%	91%	1%	15	71%	72%	1%		
Reading	7	Sprague	MS 1	Eco. Dis.	54	49	91%	92%	1%	40	74%	75%	1%	23	43%	44%	1%		
Reading	7	Sprague	MS 1	LEP Current	67	64	96%	97%	1%	61	91%	92%	1%	41	61%	62%	1%		
Reading	7	Sprague	MS 1	At-Risk	104	89	86%	87%	1%	72	69%	70%	1%	43	41%	42%	1%		
Reading	7	Sprague	MS 1	SPED	31	20	65%	66%	1%	12	39%	40%	1%	*	*	*	*		
Reading	8	Sprague	MS 1	All	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	8	Sprague	MS 1	Hispanic	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	8	Sprague	MS 1	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	8	Sprague	MS 1	Asian	*					*	*	*	*	*	*	*			
Reading	8	Sprague	MS 1	African Am.		*	*	*	*	*	*	*	*	*	*	*	*		
Reading	8	Sprague	MS 1	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	8	Sprague	MS 1	White	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	8	Sprague	MS 1	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	8	Sprague	MS 1	Eco. Dis.	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	8	Sprague	MS 1	LEP Current	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	8	Sprague	MS 1	At-Risk	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	8	Sprague	MS 1	SPED								-							
Math	6	Sprague	MS 1	All	427	411	96%	97%	1%	333	78%	79%	1%	228	53%	54%	1%		
Math	6	Sprague	MS 1	Hispanic	90	86	96%	97%	1%	63	70%	71%	1%	40 *	44%	45% *	1%		
Math	6	Sprague	MS 1	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*		

				puses are respor	Tested	20	123: paches	2024 Approaches Incremental		20 Me	123: eets	2024 Meets Incremental)23: sters	2024 Masters Incremental	
Content	Gr.	Campus	2023 Cluster	Student Group	2023	Grade Level		Growth Target	% Approaches Growth Needed	Grade	e Level	Growth Target	Growth Target		Grade Level Growth		% Masters Growth Needed
					#	#	%	%		#	%	%		#	%	%	
Math	6	Sprague	MS 1	Asian	103	103	100%	100%	0%	100	97%	98%	1%	83	81%	82%	1%
Math	6	Sprague	MS 1	African Am.	53	45	85%	86%	1%	30	57%	58%	1%	21	40%	41%	1%
Math	6	Sprague	MS 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	6	Sprague	MS 1	White	158	155	98%	100%	2%	123	78%	79%	1%	72	46%	47%	1%
Math	6	Sprague	MS 1	Two or More	23	22	96%	97%	1%	17	74%	75%	1%	12	52%	53%	1%
Math	6	Sprague	MS 1	Eco. Dis.	60	52	87%	88%	1%	35	58%	59%	1%	19	32%	33%	1%
Math	6	Sprague	MS 1	LEP Current	81	77	95%	96%	1%	64	79%	80%	1%	42	52%	53%	1%
Math	6	Sprague	MS 1	At-Risk	135	121	90%	91%	1%	79	59%	60%	1%	40	30%	31%	1%
Math	6	Sprague	MS 1	SPED	30	28	93%	94%	1%	10	33%	34%	1%	5	17%	18%	1%
Math	7	Sprague	MS 1	All	404	377	93%	94%	1%	328	81%	82%	1%	178	44%	45%	1%
Math	7	Sprague	MS 1	Hispanic	98	93	95%	96%	1%	80	82%	83%	1%	38	39%	40%	1%
Math	7	Sprague	MS 1	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	7	Sprague	MS 1	Asian	91	87	96%	97%	1%	80	88%	89%	1%	55	60%	61%	1%
Math	7	Sprague	MS 1	African Am.	43	33	77%	78%	1%	25	58%	59%	1%	10	23%	24%	1%
Math	7	Sprague	MS 1	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	7	Sprague	MS 1	White	151	144	95%	96%	1%	125	83%	84%	1%	63	42%	43%	1%
Math	7	Sprague	MS 1	Two or More	19	18	95%	96%	1%	16	84%	85%	1%	10	53%	54%	1%
Math	7	Sprague	MS 1	Eco. Dis.	54	43	80%	81%	1%	36	67%	68%	1%	16	30%	31%	1%
Math	7	Sprague	MS 1	LEP Current	65	60	92%	93%	1%	54	83%	84%	1%	36	55%	56%	1%
Math	7	Sprague	MS 1	At-Risk	102	83	81%	82%	1%	57	56%	57%	1%	31	30%	31%	1%
Math	7	Sprague	MS 1	SPED	31	18	58%	59%	1%	5	16%	17%	1%	*	*	*	*
Math	8	Sprague	MS 1	All	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Sprague	MS 1	Hispanic	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Sprague	MS 1	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Sprague	MS 1	Asian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Sprague	MS 1	African Am.	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Sprague	MS 1	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Sprague	MS 1	White	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Sprague	MS 1	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Sprague	MS 1	Eco. Dis.	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Sprague	MS 1	LEP Current	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Sprague	MS 1	At-Risk	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Sprague	MS 1	SPED	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	8	Sprague	MS 1	All	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	8	Sprague	MS 1	Hispanic	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	8	Sprague	MS 1	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	8	Sprague	MS 1	Asian	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	8	Sprague	MS 1	African Am.	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	8	Sprague	MS 1	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*

Content	Gr.	Campus	2023 Cluster	Student Group	Tested 2023	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
					#	#	%	%		#	%	%		#	%	%	
Science	8	Sprague	MS 1	White	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	8	Sprague	MS 1	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	8	Sprague	MS 1	Eco. Dis.	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	8	Sprague	MS 1	LEP Current	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	8	Sprague	MS 1	At-Risk	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	8	Sprague	MS 1	SPED	*	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8	Sprague	MS 1	All	*	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8	Sprague	MS 1	Hispanic	*	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8	Sprague	MS 1	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8	Sprague	MS 1	Asian	*	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8	Sprague	MS 1	African Am.	*	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8	Sprague	MS 1	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8	Sprague	MS 1	White	*	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8	Sprague	MS 1	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8	Sprague	MS 1	Eco. Dis.	*	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8	Sprague	MS 1	LEP Current	*	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8	Sprague	MS 1	At-Risk	*	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8	Sprague	MS 1	SPED	*	*	*	*	*	*	*	*	*	*	*	*	*

Level	Campus	EOC	2023 Cluster	Student Group	All Testers	2023: Approaches		2024 Approaches Incremental Growth Target	% Approaches Growth	2023: Meets		2024 Meets Incremental Growth Target	% Meets Growth Needed	2023: Masters		2024 Masters Incremental Growth Target	
					2023												
					#	#	%	%	Needed	#	%	%		#	%	%	
MS	Sprague	Algebra I	MS 1	All	*	*	*	*	*	*	*	*	*	*	*	*	*
MS	Sprague	Algebra I	MS 1	Hispanic	*	*	*	*	*	*	*	*	*	*	*	*	*
MS	Sprague	Algebra I	MS 1	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
MS	Sprague	Algebra I	MS 1	Asian	*	*	*	*	*	*	*	*	*	*	*	*	*
MS	Sprague	Algebra I	MS 1	African Am.	*	*	*	*	*	*	*	*	*	*	*	*	*
MS	Sprague	Algebra I	MS 1	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
MS	Sprague	Algebra I	MS 1	White	*	*	*	*	*	*	*	*	*	*	*	*	*
MS	Sprague	Algebra I	MS 1	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*
MS	Sprague	Algebra I	MS 1	Eco. Dis.	*	*	*	*	*	*	*	*	*	*	*	*	*
MS	Sprague	Algebra I	MS 1	Emergent Bilingual	*	*	*	*	*	*	*	*	*	*	*	*	*
MS	Sprague	Algebra I	MS 1	At-Risk	*	*	*	*	*	*	*	*	*	*	*	*	*
MS	Sprague	Algebra I	MS 1	SPED	*	*	*	*	*	*	*	*	*	*	*	*	*