

Cypress-Fairbanks Independent School District

Langham Creek High School

2022-2023



Mission Statement

We maximize every student's potential through rigorous and relevant learning experiences preparing students to be 21st Century global leaders.

Vision

LEAD - Learn. Empower. Achieve. Dream.

Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

The following strengths were identified based on a review of the 2022 EOC data.

Math - All subpops except white exceeded the 2022 district % and the cluster % in the meets performance category. All subpops except white were higher than the 2022 district %, 2021 district % and cluster % in the masters performance category.

Science - All subpops except EB exceeded the 2022 district %, 2021 district % and the cluster % in the approaches performance category. The SPED, At Risk, Eco Dis, Hispanic and African American subpops exceeded the 2021 district %, the 2022 district % and the cluster % in the meets performance category. All subpops exceeded the cluster % in the masters performance category.

Social Studies - All subpops except EB exceeded the 2022 district % and the cluster % in the approaches category. All subpops exceeded the 2022 district %, 2021 district %, cluster % and target % in meets and masters performance categories.

English I - All subpops exceeded the 2022 district % and the cluster % for the approaches performance category. All subpops except white and SPED exceeded the 2022 district % and the cluster % in the meets performance category. All subpops except Hispanic exceeded the 2022 district % and the cluster % in the masters performance category.

English II - All subpops exceeded the 2022 district %, 2021 district %, and the cluster % in the approaches and meets performance categories. All sub pops exceeded 2022 district % and cluster % in the masters performance category.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: English Language Arts: The Economically Disadvantaged and LEP subpops scored lower than other subpops on the English I and English II EOC. **Root Cause:** English Language Arts: We need to continue to build confidence, student engagement, and opportunities to build strong teacher/student relationships.

Problem Statement 2: Math: The Economically Disadvantaged subpop scored below the 2019, 2021, and 2022 district and district cluster percentages in the approaches performance category on the Algebra EOC. **Root Cause:** Math: We need to rebuild student/classroom engagement, culture, and relationships with students.

Problem Statement 3: Science: Emergent Bilingual students scored lower than the campus target % in approaches, meets, and masters performance categories. **Root Cause:** Science: We need to engage our EB students to break the language barrier in the classroom.

Problem Statement 4: Social Studies: Although LCHS Emergent Bilingual students scored higher than the 2022 district % in the meets and masters performance categories, they scored slightly lower than the district in the approaches category on the US History EOC. Overall, the emergent bilingual student group is our lowest performing sub-population. **Root Cause:** Social Studies: We need to continue to build Emergent Bilingual students content and general vocabulary.

Problem Statement 5: Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: Economically disadvantaged students do not comprise a proportional rate

of enrollment and/or completion of advanced/dual credit courses when compared to our overall campus demographics. **Root Cause:** Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: Our staff needs to help students see value in advanced courses, and we need to build our teacher skill set/awareness to support economically disadvantaged students ensuring successful course completion.

Problem Statement 6: CTE Approved Industry Certifications: Certification data shows areas of certification tied to the accountability system that have not been earned. **Root Cause:** CTE Approved Industry Certifications: We need to support students in selecting one certification area and working toward successful certificate obtainment.

Problem Statement 7: Graduation Rate: The graduation rate decreased from 92.9% to 89.9% during the 21-22 school year. **Root Cause:** Graduation Rate: We need to continue to engage students in school and encourage attendance.

Problem Statement 8: Students are beginning the 2022-23 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

School Culture and Climate Strengths

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

Employee Perception Survey 2021-22 –All questions 90% or above.

- Strengths=I am clear about my job responsibilities, Decisions are data driven, Collaboration is encouraged and practiced.
- Growth Opportunities= Quality work is expected of students (90%); Procedures are implemented to keep me safe at work (93%): Opportunities exist to express concern to the Administration (94%).

Vision/Mission

- Excellence in Academics, the Arts and Athletics
- Missions Statement= Inspiring ALL who enter to reach their maximum potential
- Theme for 21-22: Reconnection

Culture and Community- Teach students and staff about:

- School Song
- Lobo Creed
- School Crest
- Positive Behavior Interventions and Support (PBIS)
- Clubs and Organizations (80+)
- Traditions-Homecoming, Pep Rallies, Spirit Days, Dress Up Days, Senior Sunrise
- Communication-School Messenger, Website, Bringing Out the Best, Class Talks, Grade Level AP, Yearbook, Announcements, Marquee, Remind, Twitter, Other Social media Apps.

Teams

- Staff-culture team, communication team, safety and security team
- Students-Wolf P.A.C.

Student Input

- Student Council, Wolf P.A.C., BSA, PBIS implementation

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: Seven of the fifteen 2022 EPS questions are above 90, however there is a significant percentage drop for eight of the questions.

Root Cause: School Culture and Climate: We need to reestablish/strengthen processes and procedures for staff input, safety, collaboration, feedback, staff appreciation, and quality work expected from students.

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.

Efforts are made to recruit and hire the best available staff through recommendations from current staff, review of resumes, the interview process as well as assistance from HR. 35.8% of Langham Creek staff hold Master's degrees compared to 28% of the district and state 25%.

Langham Creek traditionally has little mobility among staff. Recent movement has been mostly for promotions, movement to new campuses and retirement.

Attendance rates among staff: District data showed that Langham Creek's staff attendance rate was 91%.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Teacher/Paraprofessional absences, at times, exceed the number of substitutes who pick up staff absences. **Root Cause:** Teacher/Paraprofessional Attendance: The attendance procedures need to be tightened and communicated to teachers.

Parent and Community Engagement

Parent and Community Engagement Strengths

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

1. Mentor program
2. Booster Clubs
3. V-Soft Scan in all parents who chaperone (Band, Choir, Orchestra, etc.)
4. CPOC
5. Open House
6. Pack Preview
7. Website
8. School Messenger
9. Campus always available to receive parents regarding concerns
10. Call outs
11. VIPS
12. Marquee
13. Remind and other social media apps
14. Twitter
15. Attendance call outs

Problem Statements Identifying Parent and Community Engagement Needs







Problem Statement 1: Parent and Community Engagement: Parent and community involvement dwindling at campus events. **Root Cause:** Parent and Community Engagement: We need to improve communication with our community concerning the on campus events occurring on the Langham Creek campus after the shutdown due to Covid 19.










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 June 2023, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

Evaluation Data Sources: STAAR Reading, Writing, Math and Science results

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: English Language Arts: English teachers will support Economically Disadvantaged/EB students by focusing on building safe and supportive relationships and by explaining the relevance of daily lessons across disciplines and/or real world situations, making students know the what and the why of their work. The teachers will ensure students know the what and the why of their work. The teachers will ensure students have the foundational skills needed that they may have missed in previous years. Teachers will scaffold, reteach, spiral back, and model when a deficit is recognized. The English teachers will use direct instruction(mini lessons), small groups, partner work, independent practice, teacher table, and technology in order to differentiation their instruction to meet the needs of an academically diverse classroom. They will also hyper focus on student choice in many aspects of the classroom.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: English I and English II Teachers; Director of Instruction; English I and English II Appraisers; Academic Achievement Specialists; Campus Instructional Coaches</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: English Language Arts Writing: To ensure student success in writing development, English I and English II teachers will provide on-going opportunities for low-stake writing through the use of a variety of writing topics. The teachers will provide more diagnostic writing opportunities in order to fill gaps.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: English I and English II Teachers; Director of Instruction; English I and English II Appraisers; Academic Achievement Specialists; Campus Instructional Coaches</p>	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Math: Algebra I teachers will continue to build meaningful relationships with Economically Disadvantaged students in order to support and motivate while increasing classroom engagement by intentionally planning differentiated instruction to meet the needs of each learner. Teachers will scaffold, reteach, spiral back, and model when a deficit is recognized. Teachers will use direct instruction(mini lessons), small groups, partner work, independent practice, teacher table, and technology in order to differentiate their instruction to meet the needs of an academically diverse classroom.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Algebra I Teachers; Algebra I Appraiser; Director of Instruction; Academic Achievement Specialists; Campus Instructional Coaches</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Science: Biology teachers will support EB students by increasing engagement in the classroom through differentiated, student-centered, hands-on learning activities that make learning more enjoyable. Teachers will also develop relationships with EB students by incorporating social and emotional learning competencies and help students recognize areas of strength and weaknesses using pre and post assessment tools. Teachers will scaffold, reteach, spiral back, and model when a deficit is recognized.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Biology Teachers; Biology Appraiser; Campus Instructional Coach; Director of Instruction; Academic Achievement Specialists</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Social Studies: US History teachers will include purposeful, structured daily planning to differentiate for and incorporate the use of student discourse using academic vocabulary in order to increase performance among the economically disadvantaged student group. Teachers will support students by using reference guides and readings to increase understanding of difficult terms and concepts. Teachers will scaffold, reteach, spiral back, and model when a deficit is recognized.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: US History Teachers; US History Appraiser; Director of Instruction; Academic Achievement Specialists; Campus Instructional Coaches</p>	Formative		
	Nov	Feb	May
			

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: A multi-layered campus approach will work to increase the number of Economically Disadvantaged students enrolled in and completing advanced courses such as: 1) The addition of the College Academy Mentor will allow a specific contact support person working with the success of all College Academy students placing an emphasis on targeted support and counseling of ED students so that they remain in and complete the College Academy. 2) During Spring conferences, counselors will remain aware of who their ED students are in their alpha splits and research their differing abilities to recommend selection of advanced courses and to subsequently support students the following year in their advanced course work. 3) Administration will work directly with staff on mindset and campus philosophy to grow teacher skills and beliefs in working with students of economic disadvantage to support their success in advanced course work.</p> <p>Strategy's Expected Result/Impact: The number of economically disadvantaged students enrolled in advanced courses/dual credit courses earning credit in these courses will increase by 2%.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal, Director of Instruction, Counselors, College Academy Mentor, College and Career Specialist, Academic Achievement Specialists, Teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: CTE Approved Industry Certifications: CTE teachers will continue to align their coursework with certification preparation and consistently seek to grow the enrollment in their courses and programs. CTE teachers will increase participation and performance in earning industry certifications across all areas with a specific focus on accountability certification areas. CTE teachers will also continue to secure Cy-Hope scholarships for certification test fees for eligible students.</p> <p>Strategy's Expected Result/Impact: The number of students earning an industry certification will increase by 2%.</p> <p>Staff Responsible for Monitoring: CTE teachers, CTE counselors, Director of Instruction</p>	Formative		
	Nov	Feb	May
			
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Graduation Rate: To increase the 4-year graduation rate, Langham staff will monitor attendance and exercise a targeted approach to increase attendance rates with a belief that when students are regularly present at school, they are more connected to the school setting, their personal goals, and thus are more likely to graduate on time. All Langham teachers will focus on creating engaging student-centered classrooms where students find value in what they are learning. When students know why they are learning and see value in what they are learning then they are more driven to come to school.</p> <p>Strategy's Expected Result/Impact: All: 90% or higher or increase of .10% African American: 90% or higher or increase of .10% Hispanic: 90% or higher or increase of .10% White: 90% or higher or increase of .10% Economically Disadvantaged: 90% or higher or increase of .10%</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal, Director of Instruction, Academic Achievement Specialists, Assistant Principals, Teachers</p>	Formative		
	Nov	Feb	May
			

Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Dropout Prevention: Keeping students highly engaged, supported, and successful in all courses is our goal. If a student expresses a desire to drop out the Academic Achievement Specialist partners with the Assistant Principal and Counselor to offer options for earning a high school diploma. Each AAS partners with the registrar twice a month to reach out to students who have withdrawn and have not indicated their plan for continued education.</p> <p>Strategy's Expected Result/Impact: The dropout rate will remain at or below 1.5%.</p> <p>Staff Responsible for Monitoring: Teacher, Assistant Principal, Academic Achievement Specialist, Registrar, Director of Instruction</p>	Formative		
	Nov	Feb	May
			
Strategy 10 Details	Formative Reviews		
<p>Strategy 10: 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.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Teacher, CIC, Director of Instruction, Principal</p>	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 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		
<p>Strategy 1: Before/After School Program: tutoring Strategy's Expected Result/Impact: All EOC sub populations will increase by 2-4% across all student achievement levels(Accomplished, Meets, Masters) in the 22-23 state assessments in April and May Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Extended Instructional Time: Provide extended instructional time to close the gaps created by COVID-19. Strategy's Expected Result/Impact: Identified EOC sub populations will increase by 2-4% across all student achievement levels(Accomplished, Meets, Masters) in the 22-23 state assessments in April and May Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Professional Staffing: Core content area interventionist Strategy's Expected Result/Impact: Identified EOC sub populations will increase by 2-4% across all student achievement levels(Accomplished, Meets, Masters) in the 22-23 state assessments in April and May Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>			

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		
<p>Strategy 1: State Compensatory Education: Langham Creek will provide a job embedded professional development plan for teachers that targets students who are at risk of dropping out and who have not performed satisfactorily on an end-of-course assessment.</p> <p>Strategy's Expected Result/Impact: The professional development plan will increase the graduation rate by 2% and support students to successfully master the End of Course exams at a rate of 70% by May, 2023.</p> <p>Staff Responsible for Monitoring: Principal, Director of Instruction, AAS, CICs</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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 2022-23 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		
<p>Strategy 1: Campus Safety: Assistant principals will train, mediate, and counsel students and teachers throughout the school year for conflict resolution and restorative discipline practices. Students, staff, and the community will be aware of Cy-Fair Tip line and understand how to use it. Campus processes are in place to ensure students wear ID badges, carry clear backpacks, and are on-time and present in class. The door alarms are monitored by the campus receptionist and the AP office. There is an administrator that consistently monitors the cameras.</p> <p>Strategy's Expected Result/Impact: Reduction of student discipline referrals by 5%.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year.</p> <p>Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, DI, AAS, Counselors, DIHT</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  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 2022-23 school year, student attendance will be at 94% or higher.













Evaluation Data Sources: Student attendance records








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student Attendance: Varied, systemic approaches will increase student attendance such as: attendance officers and AAS working with students who have truancy/excessive absences; automated absence call outs; Truancy Intervention Prevention Measures (TPM) for students with 6 or more absences, teacher contact of parents and counselors for students with frequent absenteeism; and dropout recovery for students who have withdrawn from school with a level code 98. Assistant Principals have implemented a tardy sweep during 1st, 2nd and 7th to further encourage presence in class.</p> <p>Strategy's Expected Result/Impact: Student attendance will exceed 94 %.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal, Assistance Principals, AAS, Attendance Officers, Teachers, Counselors</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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: By the end of the 2022-23 school year, discipline referrals and exclusionary discipline actions will be decreased by 5%.

Evaluation Data Sources: Discipline reports








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Restorative Discipline: Restorative Discipline: Increase the use of contracts and relationship building/repairing methods (i.e. circles, letters of apology, teaching coping skills, etc). A campus focus on the implementation of PBIS strategies.</p> <p>Strategy's Expected Result/Impact: Discipline referrals will be decreased by 5%.</p> <p>Staff Responsible for Monitoring: Associate Principal and Assistant Principals</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: In School Suspensions: The Special Education Administrator, Counselor, and Assistant Principal will partner and support SPED students/parents with behavior concerns. This proactive approach is an attempt to reduce behaviors that result in referrals by teaching students appropriate behavioral strategies.</p> <p>Strategy's Expected Result/Impact: Select ONE: In School Suspensions will be reduced by 10%.</p> <p>Staff Responsible for Monitoring: SPED Administrator Counselor Assistant Principal Associate Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Out of School Suspensions: Provide support to the staff members regarding classroom/behavior management procedures, focusing primarily on staff use de-escalation strategies and PBIS. The Administrative team and teachers have a duty schedule that encourages the use of proximity to discourage major behavioral events on campus.</p> <p>Strategy's Expected Result/Impact: Select ONE: Out of school suspensions will be reduced by 10%.</p> <p>Staff Responsible for Monitoring: Associate Principal and Assistant Principals</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Disciplinary Alternative Education Program (DAEP) Placements: Incorporate social skills and decision making curriculum into DMC placements for students who have more than one DMC/suspension assignment for conflicts with peers or adults in conjunction with an increased use of contracts and relationship building/repairing methods.</p> <p>Strategy's Expected Result/Impact: Select ONE: DAEP placements will be reduced by 5%.</p> <p>Staff Responsible for Monitoring: Associate Principal and Assistant Principals</p>	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Violence Prevention: This year teachers have before and after school duties to increase visibility. Assistant Principals have also intentionally arranged their hall duty to increase visibility in "hot spots" and to decrease congregation. Processes put in place to reduce violent incidents are the requirement of ID badges, consistent attendance and tardy policy, Assistant Principal always monitoring a camera, increased officer visibility in hallways, and ensuring classroom procedures that decrease a student's time in the hallway.</p> <p>Strategy's Expected Result/Impact: SELECT ONE: Violent Incidents will be reduced by 15%.</p> <p>Staff Responsible for Monitoring: Associate Principal, Assistant Principal, Principal</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  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 1: Teacher/Paraprofessional Attendance: By the end of the 2022-23 school year, teacher/paraprofessional attendance will increase by 2%.








Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: We will offer campus incentives to encourage consistent daily attendance. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 2%. Staff Responsible for Monitoring: Campus Secretary and Principal</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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 2022-23 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		
<p>Strategy 1: High-Quality Professional Development: Teachers will receive professional development that supports instruction using Schoology, encourages a blended learning model to provide true differentiation, and strengthens a skill set when working with the social emotional needs of the students.</p> <p>Strategy's Expected Result/Impact: The expected impact of the professional development is that students are highly engaged in the course, academically stronger due to the intention of the instruction, and a students social emotional needs are being recognized and met.</p> <p>Staff Responsible for Monitoring: Director of Instruction, AAS, CIC</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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 2022-23 school year, parent and family engagement will increase by 5%.

Evaluation Data Sources: Activity sign-in sheets/records

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: Langham Creek will exercise varied communication approaches (such as School Messenger, marquee, Remind 101, written information sent home in English/Spanish, Twitter, Facebook, etc) so that parents remain informed of current events, support informational opportunities, important dates, and deadlines (such as CPOC, Boosters, VIPs, Grade Level Parent Meetings, Career Options Fair, College and Career campus and district events, reporting periods, grades, etc).</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%.</p> <p>Staff Responsible for Monitoring: Principal, Principal's Secretary, Associate Principal, Director of Instruction, Counselors, College and Career Specialist, Teachers, Grade book liaison</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

2022-2023 CPOC

Committee Role	Name	Position
Principal	Jose Martinez	Principal
Classroom Teacher	Joe Michnick	Teacher #1
Classroom Teacher	Debra Hunter	Teacher #2
Classroom Teacher	Cameron Crowson	Teacher #3
Classroom Teacher	Rachel Ramirez	Teacher #4
Classroom Teacher	Eleazar Alanis-Mendez	Teacher #5
Classroom Teacher	Kathleen Vecchio	Teacher #6
Classroom Teacher	Katherine McMullin	Teacher #7
Classroom Teacher	add name	Teacher #8
Non-classroom Professional	Julie Cantu	Academic Achievement Specialist
Non-classroom Professional	Bridget Evans	DI Helping Teacher
Non-classroom Professional	add name	Other School Leader #3
Non-classroom Professional	add name	Other School Leader #4
District-level Professional	Angela Rhymes	Administrator (LEA) #1
Parent	add name	Parent #1
Parent	add name	parent #2
Community Representative	add name	Community Resident #1
Community Representative	add name	Community Resident #2
Business Representative	add name	Business Representative #1
Business Representative	add name	Business Representative #2

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	Campus	Student Group	Tested	2022: Approaches Grade Level		2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level		2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level		2023 Masters Incremental Growth Target	2023: Masters Grade Level		
			2022	#	%			#	%			#	%			#	%
			#														
English II	Langham Creek	White	111	103	93%	95%	95%	97	87%	90%	90%	27	24%	29%	25%		
English II	Langham Creek	Two or More	12	11	92%	94%	92%	10	83%	85%	84%	3	25%	27%	20%		
English II	Langham Creek	Eco. Dis.	364	304	84%	86%	79%	259	71%	73%	58%	47	13%	17%	9%		
English II	Langham Creek	Emergent Bilingual	85	49	58%	60%	50%	26	31%	33%	22%	0	0%	4%	*		
English II	Langham Creek	At-Risk	286	205	72%	78%	71%	152	53%	56%	44%	9	3%	5%	3%		
English II	Langham Creek	SPED	32	15	47%	64%	49%	10	31%	35%	17%	0	0%	2%	*		
US History	Langham Creek	All	676	654	97%	99%	99%	592	88%	91%	84%	451	67%	69%	54%		
US History	Langham Creek	Hispanic	345	328	95%	99%	99%	288	83%	90%	81%	209	61%	63%	47%		
US History	Langham Creek	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*		
US History	Langham Creek	Asian	62	62	100%	100%	100%	61	98%	100%	98%	56	90%	92%	79%		
US History	Langham Creek	African Am.	112	110	98%	100%	98%	94	84%	86%	74%	61	54%	56%	37%		
US History	Langham Creek	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*		
US History	Langham Creek	White	142	139	98%	100%	100%	136	96%	98%	96%	115	81%	83%	73%		
US History	Langham Creek	Two or More	13	13	100%	100%	100%	11	85%	87%	93%	8	62%	64%	73%		
US History	Langham Creek	Eco. Dis.	326	311	95%	97%	98%	273	84%	87%	81%	195	60%	62%	47%		
US History	Langham Creek	Emergent Bilingual	56	41	73%	77%	95%	26	46%	48%	48%	15	27%	29%	14%		
US History	Langham Creek	At-Risk	248	227	92%	94%	98%	177	71%	73%	70%	106	43%	45%	32%		
US History	Langham Creek	SPED	31	29	94%	96%	100%	20	65%	67%	50%	8	26%	43%	27%		

Langham Creek

College, Career, and Military Readiness (CCMR) Plans

The percent of graduates that meet the criteria for CCMR will increase from 76% to 84% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
76%	78%	80%	82%	84%

Closing the Gaps Student Groups Yearly Targets

Annual Graduates	Reporting Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020-21	2021-22	70%	72%	85%		84%			82%	70%		49%	80%	53%
2021-22	2022-23	72%	74%	87%	NA	86%	NA	NA	84%	72%	NA	51%	82%	55%
2022-23	2023-24	74%	76%	89%	NA	88%	NA	NA	86%	74%	NA	53%	84%	57%
2023-24	2024-25	76%	78%	91%	NA	90%	NA	NA	88%	76%	NA	55%	86%	59%
2024-25	2025-26	78%	80%	93%	NA	92%	NA	NA	90%	78%	NA	57%	88%	61%

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Standard Expectations

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

Curriculum and Instruction

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

Monitoring

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

Assessment and Data Analysis

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

High School Content Area Standard Expectations

English Language Arts/Reading

- Use instructional practices and routines to create a classroom community that allows students to actively and safely engage in their learning.
- Ensure that students frequently engage in independent, choice reading to improve fluency and stamina.
- Utilize reading and writing routines to teach and reinforce the TEKS by routinely modeling the thinking and doing of skills:
 - Demonstrate & facilitate readers' skills through chunking of text, annotation, and modeling of active thinking.
 - Demonstrate & facilitate the writing process through planning, drafting, revising, editing, publishing, and reflection.
 - Conduct regular reading and writing conferences to offer specific, actionable, individualized feedback to monitor progress and growth.
- Create collaborative opportunities for students to clarify, solidify, or deepen their thinking.
 - Design learning experiences that foster academic talk and partnerships including informal discussions, book talks, peer conferences, shared writing, and structured turn and talks regularly.
 - Reduce teacher talk time and allow more time for student practice and application.
- Teach sentence fluency and grammar skills via sentence imitation methods such as those incorporated in *Patterns of Power* and Killgallons' Grammar Series. Encourage application of healthy sentence patterns in writing.
- Use formal and informal data to drive instructional decisions to create daily lesson plans, form small groups, and determine CTG/AI instruction.
- Utilize appropriate scaffolds to meet the unique needs of all learners.
- Provide opportunities for students to use technology to engage with digital texts and resources to create, collaborate, and think.
 - Promote digital literacy through judicious use of appropriate online resources.
 - Students should conduct research, experience digital and multi-media texts, and engage in digital assignments.

Note: All students should have a Google folder for their English classroom.

Mathematics

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

Secondary Science

Collaboratively plan science instruction in which all pieces are aligned to each other as well as to the standards (TEKS, district curriculum documents) and that incorporate research-based practices that maximize first-time instruction.

- structure learning opportunities to build upon prior knowledge, work from simple to complex concepts, and move from concrete to more abstract models;
- encourage students to connect large scale views (macroscopic) to small scale views (microscopic) of concepts using models and representations;
- provide opportunities to create and refine physical and mental models as new understandings are acquired while identifying the strengths and limitations of developed models;
- allow students the opportunity to make connections between concepts in different units, courses, disciplines, and daily life;
- seek current level of student understanding and provide appropriate next steps for learning;

- clearly define and communicate learning outcomes to students;
- incorporate the use of technology inside and outside the classroom when it is the most effective tool for the task being asked of students;
- allow students to uncover trends and concepts by performing investigations, collecting and analyzing data, and communicating results—a minimum of 40% of instructional time; and
- provide opportunities to independently or collaboratively develop and communicate ideas.

1:1 Technology in the science classroom should provide opportunities for students to:

- use Chromebook devices to engage in face-to-face and digital collaboration;
- locate and access information and resources stored in different platforms;
- explore simulations;
- collect and represent data using probeware and other digital tools;
- analyze and interpret data using various digital tools;
- communicate and share conclusions.

Social Studies

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

LOTE

- 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.
- Use the TEKS proficiency targets to ensure instruction and assessment are at the appropriate performance expectation.
- 1:1 Technology in the LOTE classroom should provide opportunities for students to:
 - use Chromebook devices to engage in face to face and/or digital communication.
 - locate and access information and resources stored in different platforms such as Schoology.
 - receive immediate, individualized feedback.
 - connect to speakers outside of the classroom.
 - access real-world materials to showcase products, practices and perspectives from the target language culture(s).
 - increase opportunities for individuals participating in unrehearsed communication.