Cypress-Fairbanks Independent School District

Langham Creek High School

2023-2024

Mission Statement

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

Vision

LEAD - Learn. Empower. Achieve. Dream.

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

The following strengths were identified based on a review of the 2022-23 data.

Math: All subpops were at or above the district % in the approaches performance category. Met target %s for EB, At-Risk, White and Hispanic subpops in the approaches performance category.

Social Studies: EB students increased % in the approaches performance category and met the target in the meets performance category. All student subpops performed at or above the district % in approaches, meets, and masters performance categories.

English 1: The EB subpop exceeded the district % in the approaches performance category. The all subpop exceeded the cluster by % in the meets performance category.

English II: All subpops scored above the district % in the approaches performance category. Above district % in the meets for performance category for the following subpops; Hispanic, African American, White, Eco Dis., EB and At Risk.

Science: EBs exceeded the target, district, and cluster %s in the approaches, meets and masters performance levels. Eco Dis., EB, At Risk and SPED subpops &s exceeded the campus targets in the approaches performance category.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: English Language Arts: At-Risk students scored below campus targets in Approaches, Meets, and Masters on the 2023 English I & II STAAR EOC. **Root Cause:** English Language Arts: We need to focus on intentional planning that is focused on student-centered learning.

Problem Statement 2: Math: Economically disadvantaged students scored below campus targets and the district cluster in the Approaches category on the 2023 Algebra 1 STAAR EOC. **Root Cause:** Math: We need to purposefully plan for student engagement.

Problem Statement 3: Science: Special Education student performance on the 2023 Biology STAAR EOC was below the campus target in both the Meets and Masters categories, as well as below the district averages for percent of SPED students reaching Meets and Masters. **Root Cause:** Science: We need earlier formative assessment and teacher feedback, with targeted reteaching and remedial practice.

Problem Statement 4: Social Studies: All student sub populations, including economically disadvantaged, emergent bilingual, at-risk, and special education, scored below the 2023 target in the masters category on the 2023 U.S. History STAAR EOC. **Root Cause:** Social Studies: We need to plan to help students develop skills to make connections across units.

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: Graduation Rate: We need to continue to engage students in school and encourage attendance.

Problem Statement 8: 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.

<u>**Employee Perception Survey 2022-23 -90% or higher**</u>

Strengths= Opportunities exist for me to think for myself, opportunities for professional growth are available, information is available to help me do my job, quality work is expected of me, collaboration is encouraged and practiced, I am clear about my job responsibilities.

<u>**Vision/Mission**</u>

Excellence in Academics, the Arts and Athletics

Missions Statement= Inspiring ALL who enter to reach their maximum potential

Theme for 22-23: We Find a Way

<u>**Culture and Community- Teach students and staff about:**</u>

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.

<u>**Teams**</u>

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: Five of the fifteen 2023 EPS questions are above 90%, however there is a significant percentage drop for seven of the questions.
Root Cause: We need to reestablish/strengthen processes and procedures for staff input, safety, accessibility to job info, 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. 36.2% of Langham Creek staff hold Master's degrees compared to 27.9% of the district and state 25.2%.

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 92.7%.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: : Teacher/Paraprofessional absences, at times, exceed student absence rates.   **Root Cause:** Teacher/Paraprofessional Attendance: The attendance procedures need to be tightened and communicated to teachers ongoing throughout the year.

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:** We need to vary an improve communication with our community concerning the on campus events occurring on the Langham Creek campus through a variety of platforms.

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/EOC Algebra I, Biology, English I/II, and US History

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: English Language Arts: English teachers will support at-risk students by focusing on TEKS, objectives, and lesson sequence to ensure the planning of engaging, student-centered instruction . Teachers will also focus on discussing "the why" to establish lesson relevancy to the students.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables **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	40%	75%	85%

Strategy 2 Details	Formative Reviews		
Strategy 2: Math: Algebra 1 teachers will support economically disadvantaged students by focusing on engagement and real-world relevancy. Teachers will focus on planning differentiated stations, small groups, and games to keep students engaged in the content. Teachers will also focus on discussing "the why" each day and finding relatable real-world connections for our students.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Algebra I Teachers; Algebra I Appraiser; Director of Instruction; Academic Achievement Specialists; Campus Instructional Coaches	40%	60%	85%

Strategy 3 Details	Formative Reviews

| **Strategy 3:** Science: Biology teachers will support SPED students by making explicit connections in class between learning goals, activities for learning, and student success criteria. Students will be trained in a daily procedure of using the team-made student handout "Clarity Checklist" of learning goals and success criteria to open each day of class, as well as to close the day's lesson/work. This Clarity Checklist will also be used for review purposes at the end of the unit, helping students take greater control over their own learning process and helping them learn to self-monitor their learning as they evaluate their progress towards learning goals via the success criteria. Teachers will further support SPED students by providing reteaching and remedial practice as determined by early and frequent formative assessment, in addition to this self-assessment tool. The Clarity Checklist will also have root words for the relevant scientific vocabulary for the current unit to support student learning at a fundamental level. |

Formative

Nov	Feb	May
35%	65%	80%

Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.

Staff Responsible for Monitoring: Biology Teachers; Biology Appraiser; Campus Instructional Coach; Director of Instruction; Academic Achievement Specialists

Strategy 4 Details	Formative Reviews

Strategy 4: Social Studies: U.S. History teachers will include purposeful, structured planning to focus on the big understandings of each unit and the connections between. Teachers will support students by creating engaging and challenging lessons that include scaffolding, reteaching, and will spiral back to help make those connections.

Formative

Nov	Feb	May
30%	60%	80%

Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.

Staff Responsible for Monitoring: US History Teachers; US History Appraiser; Director of Instruction; Academic Achievement Specialists; Campus Instructional Coaches

Strategy 5 Details	Formative Reviews

Strategy 5: 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 use of multiple 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. 4) The campus will continue to recruit and hire highly certified staff to support students in advanced courses/dual credit courses.

Formative

Nov	Feb	May
30%	60%	70%

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%.

Staff Responsible for Monitoring: Principal, Associate Principal, Director of Instruction, Counselors, College Academy Mentor, College and Career Specialist, Academic Achievement Specialists, Teachers

Strategy 6 Details	**Formative Reviews**		

Strategy 6: 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 CyHope scholarships and increase awareness of Free and Reduced Lunch status for families and how this impacts certification test fees for eligible students.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: The number of students earning an industry certification will increase by 3% **Staff Responsible for Monitoring:** CTE teachers, CTE counselors, Director of Instruction	30%	60%	70%

Strategy 7 Details	**Formative Reviews**		

Strategy 7: 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.	**Formative**		
	Nov	**Feb**	**May**
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% **Staff Responsible for Monitoring:** Principal, Associate Principal, Director of Instruction, Academic Achievement Specialists, Assistant Principals, Teachers	30%	60%	75%

Strategy 8 Details	**Formative Reviews**		

Strategy 8: 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 will reach out twice a month to students who have withdrawn and have not indicated their plan for continued education.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: The dropout rate will remain at or below 1.2%. **Staff Responsible for Monitoring:** Teacher, Assistant Principal, Academic Achievement Specialist, Registrar, Director of Instruction	30%	60%	85%

Strategy 9 Details	**Formative Reviews**		

Strategy 9: 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.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Teacher, CIC, Director of Instruction, Principal	30%	65%	75%

0% No Progress   100% 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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Before/After School Program: After-school Tutoring to support student academic performance.	**Formative**		
Strategy's Expected Result/Impact: All student groups participating in the after-school tutoring program will increase their achievement scores on the state assessments by 3-5% by June 2024 **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**
	30%	60%	75%

Strategy 2 Details	Formative Reviews		
Strategy 2: Professional Staffing: Core Content Area Interventionist in Math will be hired to work with students to improve their academic performance.	**Formative**		
Strategy's Expected Result/Impact: All student groups being serviced by the Math Interventionist will increase their achievement scores on the state assessments by 3-5% by June 2024 **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**
	30%	60%	80%

Strategy 3 Details	Formative Reviews		
Strategy 3: Professional Development: Pete Hall	**Formative**		
Strategy's Expected Result/Impact: All student groups impacted by professional development will increase their achievement scores on the state assessments by 3-5% by June 2024 **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**
	30%	75%	90%

0% No Progress   100% 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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: State Compensatory Education: Provide supplementary support to students identified as at-risk through work with an education consultant, afterschool tutorials, after school planning, and needed supplies.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table **Staff Responsible for Monitoring:** Principal	30%	60%	85%

0% No Progress		100% 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 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

    Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		

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.
    Strategy's Expected Result/Impact: Reduction of student discipline referrals by 5%.
    Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals
	Formative		

	Nov	**Feb**	**May**
	30%	60%	75%

Strategy 2 Details	Formative Reviews		

Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, 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: Principal, Associate Principal, Assistant Principals, DI, AAS, Counselors, DIHT
	Formative		

	Nov	**Feb**	**May**
	40%	60%	100%

0% No Progress	100% 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 current school year, student attendance will be at 95% or higher.

    Evaluation Data Sources: Student attendance records

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.	**Formative**		
Strategy's Expected Result/Impact: 95% overall attendance rate **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**
	30%	60%	85%
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: 95% overall attendance rate **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**
	30%	60%	85%

0% No Progress   100% 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 3: Restorative Discipline: The campus will use restorative discipline practices.

    Evaluation Data Sources: Discipline reports

    Summative Evaluation: Significant progress made toward meeting Objective

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. 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.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Violent Incidents will be 0%. **Staff Responsible for Monitoring:** Associate Principal, Assistant Principal, Principal	30%	60%	80%

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. We will increase the use of contracts and relationship building/repairing methods (i.e. circles, letters of apology, teaching coping skills, etc). Our campus will focus on the implementation of PBIS strategies.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. **Staff Responsible for Monitoring:** Associate Principal and Assistant Principals	30%	60%	80%

0% No Progress   100% 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 2%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: We will offer campus incentives to encourage consistent daily attendance.	**Formative**		
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 2%.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Campus Secretary and Principal	30%	50%	75%

0% No Progress   100% 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 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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
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.	**Formative**		
	Nov	Feb	May
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. **Staff Responsible for Monitoring:** Director of Instruction, AAS, CIC	30%	60%	70%
0% No Progress 100% Accomplished → Continue/Modify ✕ 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: By the end of the current school year, parent and family engagement will increase by 5%.

Evaluation Data Sources: Activity sign-in sheets/records

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		

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).
    Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%.
    Staff Responsible for Monitoring: Principal, Principal's Secretary, Associate Principal, Director of Instruction, Counselors, College and Career Specialist, Teachers, Grade book liaison
	Formative		

	Nov	**Feb**	**May**
	30%	60%	80%
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

2023-2024 CPOC

Committee Role	Name	Position
Other School Leader (Nonteaching Professional) #4	Other School Leader (Nonteaching Professional) #4	Other School Leader (Nonteaching Professional) #4
Other School Leader (Nonteaching Professional) #3	Bridget Evans	Other School Leader (Nonteaching Professional) #3
Business Representative #2	Business Representative #2	Business Representative #2
Business Representative #1	Marty Wadsworth	Business Representative #1
Community Member #2	Community Member #2	Community Member #2
Community Member #1	Community Member #1	Community Member #1
Parent #2	Parent #2	Parent #2
Parent #1	Brenda Wong	Parent #1
Administrator (LEA) #1	Harry Wright	Administrator (LEA) #1
Other School Leader (Nonteaching Professional) #2	Julie Cantu	Other School Leader (Nonteaching Professional) #2
Other School Leader (Nonteaching Professional) #1	Erin Slavik	Other School Leader (Nonteaching Professional) #1
Teacher #8	Eleazar Alanis	Teacher #8
Teacher #7	Shannon Gadberry	Teacher #7
Teacher #6	Katherine McMullin	Teacher #6
Teacher #5	Rachel Ramirez	Teacher #5
Teacher #4	Cameron Crowson	Teacher #4
Teacher #3	Debra Hunter	Teacher #3
Teacher #2	Sierra Hazlewood	Teacher #2
Teacher #1	Joseph Michnick	Teacher #1
Principal	Jose Martinez	Principal

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	2024 Cluster	Student Group	Tested 2023 #	2023: Approaches Grade Level #	2023: Approaches Grade Level %	2024 Approaches Incremental Growth Target %	2024: Approaches Grade Level %	2023: Meets Grade Level #	2023: Meets Grade Level %	2024 Meets Incremental Growth Target %	2024: Meets Grade Level %	2023: Masters Grade Level #	2023: Masters Grade Level %	2024 Masters Incremental Growth Target %	2024: Masters Grade Level %
Algebra I	Langham Creek	HS 2	All	466	378	81%	83%	80%	211	45%	47%	42%	106	23%	25%	19%
Algebra I	Langham Creek	HS 2	Hispanic	272	224	82%	84%	81%	110	40%	42%	42%	61	22%	24%	17%
Algebra I	Langham Creek	HS 2	Am. Indian	4	*	*	*	*	*	*	*	*	*	*	*	*
Algebra I	Langham Creek	HS 2	Asian	12	10	83%	86%	100%	10	83%	85%	83%	9	75%	77%	65%
Algebra I	Langham Creek	HS 2	African Am.	120	90	75%	77%	69%	47	39%	41%	31%	15	13%	15%	13%
Algebra I	Langham Creek	HS 2	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Algebra I	Langham Creek	HS 2	White	49	44	90%	92%	92%	35	71%	73%	49%	17	35%	37%	25%
Algebra I	Langham Creek	HS 2	Two or More	9	6	67%	69%	91%	6	67%	69%	55%	*	*	*	*
Algebra I	Langham Creek	HS 2	Eco. Dis.	325	253	78%	80%	76%	131	40%	42%	38%	64	20%	22%	17%
Algebra I	Langham Creek	HS 2	Emergent Bilingual	96	71	74%	76%	77%	35	36%	38%	40%	15	16%	18%	21%
Algebra I	Langham Creek	HS 2	At-Risk	351	273	78%	80%	76%	123	35%	37%	34%	50	14%	16%	14%
Algebra I	Langham Creek	HS 2	SPED	47	32	68%	70%	57%	6	13%	15%	17%	*	*	*	*
Biology	Langham Creek	HS 2	All	728	678	93%	95%	93%	514	71%	73%	67%	225	31%	33%	26%
Biology	Langham Creek	HS 2	Hispanic	384	351	91%	93%	95%	252	66%	68%	64%	94	24%	26%	19%
Biology	Langham Creek	HS 2	Am. Indian	3	*	*	*	*	*	*	*	*	*	*	*	*
Biology	Langham Creek	HS 2	Asian	60	59	98%	99%	97%	56	93%	95%	91%	45	75%	78%	64%
Biology	Langham Creek	HS 2	African Am.	148	133	90%	92%	87%	82	55%	57%	51%	24	16%	18%	17%
Biology	Langham Creek	HS 2	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Biology	Langham Creek	HS 2	White	114	113	99%	100%	96%	107	94%	96%	83%	53	46%	48%	40%
Biology	Langham Creek	HS 2	Two or More	19	19	100%	100%	95%	14	74%	76%	68%	9	47%	50%	26%
Biology	Langham Creek	HS 2	Eco. Dis.	422	387	92%	94%	92%	261	62%	64%	60%	94	22%	24%	19%
Biology	Langham Creek	HS 2	Emergent Bilingual	108	89	82%	84%	87%	45	42%	44%	38%	12	11%	13%	8%
Biology	Langham Creek	HS 2	At-Risk	413	366	89%	91%	91%	219	53%	55%	52%	57	14%	16%	15%
Biology	Langham Creek	HS 2	SPED	48	38	79%	82%	77%	14	29%	31%	22%	*	*	*	*
English I	Langham Creek	HS 2	All	786	602	77%	79%	74%	489	62%	64%	60%	140	18%	20%	21%
English I	Langham Creek	HS 2	Hispanic	425	309	73%	75%	72%	239	56%	58%	57%	50	12%	14%	15%
English I	Langham Creek	HS 2	Am. Indian	3	*	*	*	*	*	*	*	*	*	*	*	*
English I	Langham Creek	HS 2	Asian	62	58	94%	96%	94%	55	89%	91%	88%	31	50%	52%	56%
English I	Langham Creek	HS 2	African Am.	157	103	66%	68%	58%	72	46%	48%	44%	16	10%	12%	13%
English I	Langham Creek	HS 2	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
English I	Langham Creek	HS 2	White	118	112	95%	98%	89%	103	87%	89%	80%	37	31%	33%	33%
English I	Langham Creek	HS 2	Two or More	21	17	81%	83%	89%	17	81%	83%	68%	5	24%	26%	*
English I	Langham Creek	HS 2	Eco. Dis.	473	331	70%	72%	66%	246	52%	54%	51%	54	11%	13%	13%
English I	Langham Creek	HS 2	Emergent Bilingual	130	64	49%	51%	43%	33	25%	27%	25%	*	*	*	4%

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	2024 Cluster	Student Group	Tested 2023	2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	2024: Approaches Grade Level	2023: Meets Grade Level		2024 Meets Incremental Growth Target	2024: Meets Grade Level	2023: Masters Grade Level		2024 Masters Incremental Growth Target	2024: Masters Grade Level
				#	#	%	%	%	#	%	%	%	#	%	%	%
English I	Langham Creek	HS 2	At-Risk	474	303	64%	66%	63%	199	42%	44%	47%	29	6%	8%	10%
English I	Langham Creek	HS 2	SPED	48	14	29%	31%	33%	5	10%	12%	19%	*	*	*	*
English II	Langham Creek	HS 2	All	708	595	84%	86%	81%	477	67%	69%	67%	91	13%	15%	10%
English II	Langham Creek	HS 2	Hispanic	390	317	81%	83%	78%	234	60%	62%	64%	35	9%	11%	5%
English II	Langham Creek	HS 2	Am. Indian	3	*	*	*	*	*	*	*	*	*	*	*	*
English II	Langham Creek	HS 2	Asian	48	44	92%	94%	87%	41	85%	87%	84%	10	21%	23%	34%
English II	Langham Creek	HS 2	African Am.	121	93	77%	79%	74%	70	58%	60%	55%	11	9%	11%	5%
English II	Langham Creek	HS 2	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
English II	Langham Creek	HS 2	White	121	115	95%	97%	94%	109	90%	92%	84%	30	25%	27%	17%
English II	Langham Creek	HS 2	Two or More	25	23	92%	94%	95%	21	84%	86%	75%	5	20%	22%	30%
English II	Langham Creek	HS 2	Eco. Dis.	400	316	79%	81%	77%	230	58%	60%	59%	35	9%	11%	7%
English II	Langham Creek	HS 2	Emergent Bilingual	94	47	50%	52%	57%	21	22%	24%	33%	*	*	*	*
English II	Langham Creek	HS 2	At-Risk	381	271	71%	73%	65%	168	44%	46%	44%	13	3%	5%	4%
English II	Langham Creek	HS 2	SPED	41	20	49%	51%	41%	7	17%	19%	18%	*	*	*	*
US History	Langham Creek	HS 2	All	568	562	99%	100%	98%	479	84%	86%	78%	304	54%	56%	46%
US History	Langham Creek	HS 2	Hispanic	287	283	99%	100%	97%	233	81%	83%	72%	136	47%	49%	41%
US History	Langham Creek	HS 2	Am. Indian	2	*	*	*	*	*	*	*	*	*	*	*	*
US History	Langham Creek	HS 2	Asian	48	48	100%	100%	100%	47	98%	99%	90%	38	79%	81%	67%
US History	Langham Creek	HS 2	African Am.	113	111	98%	99%	95%	84	74%	76%	77%	42	37%	39%	37%
US History	Langham Creek	HS 2	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
US History	Langham Creek	HS 2	White	103	103	100%	100%	100%	99	96%	97%	86%	75	73%	75%	59%
US History	Langham Creek	HS 2	Two or More	15	15	100%	100%	100%	14	93%	95%	95%	11	73%	75%	53%
US History	Langham Creek	HS 2	Eco. Dis.	326	321	98%	99%	97%	265	81%	83%	73%	152	47%	49%	38%
US History	Langham Creek	HS 2	Emergent Bilingual	66	63	95%	97%	92%	32	48%	50%	49%	9	14%	16%	17%
US History	Langham Creek	HS 2	At-Risk	247	241	98%	99%	95%	172	70%	72%	60%	80	32%	34%	27%
US History	Langham Creek	HS 2	SPED	26	26	100%	100%	89%	13	50%	52%	42%	7	27%	29%	18%

CYPRESS-FAIRBANKS ISD
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, campus administrators and district staff use Performance Matters to disaggregate assessment data using various reports that allow them to view data at a district, campus, teacher, classroom and individual level.
- 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 not limited to Chromebooks, 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

- Utilize teaching strategies and questions designed to promote higher-level thinking and to maximize first-time instruction.
- Model reading with anchor passages or texts to increase students' confidence in comprehending, analyzing, and evaluating texts of varying complexity.
  - Provide opportunities for students to engage in independent choice reading to improve fluency and stamina. (may see "silent reading" at start or end of class for this purpose)
- Model and facilitate students engaging in the writing process (planning, drafting, revising, editing, publishing, and reflection).
  - Conduct informal and more structured writing conferences to offer specific and actionable feedback to monitor progress and growth. (may see small groups here)
  - Encourage application of varied sentence patterns and sophisticated vocabulary in writing.
- Create collaborative peer opportunities for students to clarify, solidify, or deepen their thinking.
- Use instructional practices and routines to create a classroom community that allows students to actively and safely engage in their learning.
- Use formal and informal data to drive instructional decisions for daily lesson plans, small groups, and necessary interventions.
- Utilize appropriate scaffolds to meet the unique needs of all learners (extended and reinforced).
- 1:1 Technology in the English classroom should provide opportunities for students to:
  - Engage with digital texts and resources to create, collaborate with peers, and think.
  - Exercise digital literacy through judicious use of appropriate online resources for the research process.
  - Produce original products in a digital environment.

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 students 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 graphing technology 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.