Cypress-Fairbanks Independent School District

Langham Creek High School

2024-2025

Mission Statement

quip students today to impact tomorrow

Vision

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

Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR/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 I teachers will support economically disadvantaged students by focusing on increasing relevancy through crafting student-centered lessons through collaborative planning. English II teachers will support at-risk students by effectively using data to inform creating engaging, differentiated lessons based on the TEKS and objectives.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. **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	Some Progress	Considerable	Considerable

Strategy 2 Details	Formative Reviews		
Strategy 2: Math: Algebra 1 educators will support at-risk students by strategically designing lessons prioritizing relevance and engagement. Teachers will focus on creating compelling content that captures students' interest and connects to their current and future aspirations. Throughout the year, they will implement interactive lessons and activities aimed at fostering a supportive learning environment, ensuring all students remain motivated and invested in the content.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. **Staff Responsible for Monitoring:** Algebra I Teachers; Algebra I Appraiser; Director of Instruction; Academic Achievement Specialists; Campus Instructional Coaches	Some Progress	Considerable	Considerable

Strategy 3 Details	Formative Reviews		
Strategy 3: Science: The Biology team will focus on instructional strategies to increase student discourse, including intentional planning of questions to ask students during lessons, ways to teach students how to talk to one another about science, and to how to encourage that discourse. Teachers will create sentence stems for science students to use in their discussions, and will model how to have meaningful academic conversations. These efforts will foster an environment of academic inquiry and discussion in students that is aligned with the new Biology TEKS. By increasing student discourse, students will become better able to problem-solve on their own and with each other, rather than relying on the teacher for answers. **Strategy's Expected Result/Impact:** The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. **Staff Responsible for Monitoring:** Biology Teachers; Biology Appraiser; Campus Instructional Coach; Director of Instruction; Academic Achievement Specialists	**Formative**		
	Nov	**Feb**	**May**
	Some Progress	Considerable	Considerable

Strategy 4 Details	Formative Reviews		
Strategy 4: Social Studies: U.S. History teachers will purposefully plan to give specific and timely feedback. Teachers will support students by planning engaging and challenging lessons that include multiple checks for understanding to ensure student success. While also planning for feedback, teachers will build on student learning with scaffolding, reteaching, and spiraling to prior content. **Strategy's Expected Result/Impact:** The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. **Staff Responsible for Monitoring:** US History Teachers; US History Appraiser; Director of Instruction; Academic Achievement Specialists; Campus Instructional Coaches	**Formative**		
	Nov	**Feb**	**May**
	Some Progress	Considerable	Considerable

Strategy 5 Details	Formative Reviews		
Strategy 5: Well-Rounded Education: Students participate in targeted enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education. These include: Athletics, Visual and Performing Arts competitions and performances, Student Council, Key Club, Interact Club, Technology Student Association, FBLA, National Honor Organizations, FFA **Strategy's Expected Result/Impact:** The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. **Staff Responsible for Monitoring:** Principal, Director of Instruction	**Formative**		
	Nov	**Feb**	**May**
	Some Progress	Considerable	Considerable

Strategy 6 Details	Formative Reviews		
Strategy 6: At-Risk: Students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs. **Strategy's Expected Result/Impact:** The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. **Staff Responsible for Monitoring:** Principal	**Formative**		
	Nov	**Feb**	**May**
	Considerable	Considerable	Considerable

Strategy 7 Details	Formative Reviews		
Strategy 7: 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.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. **Staff Responsible for Monitoring:** Principal	Some Progress	Considerable	Considerable

⬤ No Progress   ⬤ Accomplished   ➡️ Continue/Modify   ❌ Discontinue

District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

District Performance Objective 2.1: The percentage of students who earn a workforce industry certification in eligible CTE courses will increase by 2% each year.

Evaluation Data Sources: Internal CTE Certificate Data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Students will continue to enroll in consecutive CTE courses of studies and will complete IBCs with the support of Title 1 funding.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Student four-year plans will show outlines for consecutive course enrollment. **Staff Responsible for Monitoring:** Director of Instruction, Principal, Counselors, CCS	Some Progress	Considerable	Considerable

No Progress   Accomplished   → Continue/Modify   ✕ Discontinue

Goal 2: District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

Performance Objective 2: District Performance Objective 2.2: The percentage of students who complete dual-credit and advanced placement courses will increase by 2% each year.

    Evaluation Data Sources: Internal Dual-Credit and Advanced Placement Data

    Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: The counseling team and college and career specialist will continue to educate students and parents about the benefits of completing college-level courses in high school, while AP/DC teachers will continue to promote and encourage students to enroll in DC/AP courses.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: The percentage of students who complete dual-credit and advanced placement courses will increase by 2% each year. **Staff Responsible for Monitoring:** Director of Instruction, Principal, Counselors, CCS, CTE Teachers	Some Progress	Considerable	Considerable
○ No Progress ○ Accomplished ➡ Continue/Modify ✖ Discontinue			

Goal 2: District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

Performance Objective 3: District Performance Objective 2.3: The percentage of students who participate in extra-curricular activities will increase by 2% each year.

    Evaluation Data Sources: Internal Extra-Curricular Participation Data

    Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Extra-curricular sponsors will promote their organizations and participate in Pack Preview, Open House, and Keeping the Option Open events.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: The percentage of students who participate in extra-curricular activities will increase by 2% each year. **Staff Responsible for Monitoring:** Counselors and Assistant Principals	Some Progress	Considerable	Considerable
⬤ No Progress ⬤ Accomplished ➡ Continue/Modify ✖ Discontinue			

District Goal 3: The 4-year graduation rate will increase from 92.3% to 95.9% by 2029.

District Performance Objective 3.1: The percentage of students who graduate within four years will increase by 1% each year.

Evaluation Data Sources: Internal On-Track to Graduate Data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Administration and teachers will work together to strengthen instructional engagement in the classroom to keep students on track toward graduation.	**Formative**		
Strategy's Expected Result/Impact: The percentage of students who graduate within four years will increase by 1% each year. **Staff Responsible for Monitoring:** Director of Instruction, Principal, Associate Principal	**Nov**	**Feb**	**May**
	Some Progress	Considerable	Considerable
Strategy 2 Details	**Formative Reviews**		
Strategy 2: Administration and teachers will work to build stronger relationships with students to aid in dropout prevention.	**Formative**		
Strategy's Expected Result/Impact: The percentage of students who graduate within four years will increase by 1% each year. **Staff Responsible for Monitoring:** Associate Principal, AAS	**Nov**	**Feb**	**May**
	Some Progress	Considerable	Considerable

○ No Progress   ○ Accomplished   → Continue/Modify   ✗ Discontinue

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 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: Significant progress made toward meeting 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
	Some Progress	Considerable	Considerable

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
	Some Progress	Considerable	Accomplished

○ No Progress   ○ Accomplished   → Continue/Modify   ✗ Discontinue

Goal 4: District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

    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**
	Some Progress	Considerable	Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)	**Formative**		
Strategy's Expected Result/Impact: 95% overall attendance rate **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**
	Some Progress	Considerable	Considerable
○ No Progress ○ Accomplished → Continue/Modify ✕ Discontinue			

Goal 4: District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

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	Some Progress	Considerable	Considerable

Strategy 2 Details	Formative Reviews		
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. 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	Some Progress	Considerable	Considerable

Strategy 3 Details	Formative Reviews		
Strategy 3: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate social skills. In addition, the campus will develop appropriate action plans based on the results of the Safe Schools Survey.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: 1. Increased awareness and reporting of possible bullying incidents. 2. Decrease in bullying incidents/behaviors. 3. Improved classroom and/or school culture. **Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee	Some Progress	Considerable	Considerable

No Progress ⭘ Accomplished ➡ Continue/Modify ✖ Discontinue

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 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%. **Staff Responsible for Monitoring:** Campus Secretary and Principal	**Nov**	**Feb**	**May**
	Some Progress	Considerable	Considerable
○ No Progress　　○ Accomplished　　➡ Continue/Modify　　✕ Discontinue			

Goal 5: District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: Teachers will receive job targeted professional development based on identified needs.

Evaluation Data Sources: Classroom implementation of professional learning
Walk-throughs
Lesson Plans
Coaching Feedback

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: Teachers will receive professional development through our campus coaching model. Coaching opportunities may be face-to-face or through the digital video platform, Sibme.	**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, APs, Associate Principal, HSSET, Principal			
	Some Progress	Considerable	Considerable
⬤ No Progress ⬤ Accomplished ➡️ Continue/Modify ❌ Discontinue			

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: 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: Significant progress made toward meeting 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).	**Formative**		
	Nov	**Feb**	**May**
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	Some Progress	Considerable	Considerable
No Progress Accomplished Continue/Modify Discontinue			

CPOC

Committee Role	Name	Position
Principal	Jose Martinez	Principal (there is only one principal)
Teacher #1	Joseph Michnick	Teacher #1
Teacher #2	Sierra Hazlewood	Teacher #2
Teacher #3	Debra Hunter	Teacher #3
Teacher #4	Cameron Crowson	Teacher #4
Teacher #5	Rachel Ramirez	Teacher #5
Teacher #6	Katherine McMullin	Teacher #6
Teacher #7	Shannon Gadberry	Teacher #7
Teacher #8	Eleazar Alanis	Teacher #8
Paraprofessional #1	Janelice Frederick	Paraprofessional #1
Paraprofessional #2	Martha Manson	Paraprofessional #2
Other School Leader (Nonteaching Professional) #1	Erin Slavik	Other School Leader (Nonteaching Professional) #1
Other School Leader (Nonteaching Professional) #2	Julie Cantu	Other School Leader (Nonteaching Professional) #2
Other School Leader (Nonteaching Professional) #3	Bridget Evans	Other School Leader (Nonteaching Professional) #3
Other School Leader (Nonteaching Professional) #4	Maria Gonzalez	Other School Leader (Nonteaching Professional) #4
Administrator (LEA) #1	Harry Wright	Administrator (LEA) #1
Administrator (LEA) #2	Tami Perret	Administrator (LEA) #2
Parent #1	Brenda Wong	Parent #1
Parent #2	Karen Thomas	Parent #2
Community Member #1	Amanda Ball	Community Member #1
Community Member #2	Irene Garza	Community Member #2
Business Representative #1	Marty Wadsworth	Business Representative #1
Business Representative #2	Joyce Adams	Business Representative #2

Addendums

Campus   Langham Creek

Strategic Plan Goal 1 Campus 5-year Targets					
	2024-25	2025-26	2026-27	2027-28	2028-29
Approaches or Above	88%	90%	92%	94%	96%
Meets or Above	66%	69%	72%	75%	78%
Masters Grade Level	25%	28%	31%	34%	37%

2024-25	Target Check
88%	Met District Strategic Target
68%	Met District Strategic Target
28%	Met District Strategic Target

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

*Note that student groups less than 5 are masked to protect the small group privacy.

Level	Content	Campus	2025 Cluster	Student Group	Estimated Student Count 2025 #	2024 Approaches or Above %	2025 Approaches Target %	2025 Approaches or Above %	2024 Meets or Above %	2025 Meets Target %	2025 Meets or Above %	2024 Masters Grade Level %	2025 Masters Target %	2025 Masters Grade Level %
HS	Algebra I	Langham Creek	HS2	All	513	80%	85%	79%	42%	47%	51%	19%	24%	27%
HS	Algebra I	Langham Creek	HS2	Hispanic	283	81%	83%	79%	42%	45%	51%	17%	20%	28%
HS	Algebra I	Langham Creek	HS2	Am. Indian	7	*	100%	100%	*	71%	*	*	43%	*
HS	Algebra I	Langham Creek	HS2	Asian	32	100%	100%	94%	83%	84%	81%	65%	69%	55%
HS	Algebra I	Langham Creek	HS2	African Am.	102	69%	73%	73%	31%	34%	34%	13%	16%	12%
HS	Algebra I	Langham Creek	HS2	Pac. Islander	1	*	100%	*	*	100%	*	*	100%	*
HS	Algebra I	Langham Creek	HS2	White	70	92%	94%	82%	49%	51%	60%	25%	29%	35%
HS	Algebra I	Langham Creek	HS2	Two or More	18	91%	100%	76%	55%	56%	53%	*	28%	*
HS	Algebra I	Langham Creek	HS2	Eco. Dis.	349	76%	78%	79%	38%	41%	49%	17%	20%	25%
HS	Algebra I	Langham Creek	HS2	EB	142	77%	79%	71%	40%	43%	40%	21%	24%	19%
HS	Algebra I	Langham Creek	HS2	At-Risk	388	76%	78%	75%	34%	37%	43%	14%	17%	20%
HS	Algebra I	Langham Creek	HS2	SPED	80	57%	60%	69%	17%	20%	34%	*	10%	13%
HS	Biology	Langham Creek	HS2	All	819	93%	95%	93%	67%	71%	72%	26%	30%	28%
HS	Biology	Langham Creek	HS2	Hispanic	413	95%	96%	93%	64%	67%	67%	19%	22%	21%
HS	Biology	Langham Creek	HS2	Am. Indian	8	*	100%	86%	*	88%	*	*	75%	*
HS	Biology	Langham Creek	HS2	Asian	81	97%	98%	98%	91%	94%	88%	64%	67%	52%
HS	Biology	Langham Creek	HS2	African Am.	154	87%	89%	88%	51%	54%	59%	17%	20%	17%
HS	Biology	Langham Creek	HS2	Pac. Islander	1	*	100%	*	*	100%	*	*	100%	*
HS	Biology	Langham Creek	HS2	White	137	96%	97%	96%	83%	86%	88%	40%	43%	44%
HS	Biology	Langham Creek	HS2	Two or More	25	95%	96%	96%	68%	72%	69%	26%	28%	31%
HS	Biology	Langham Creek	HS2	Eco. Dis.	480	92%	93%	91%	60%	63%	64%	19%	22%	20%
HS	Biology	Langham Creek	HS2	EB	150	87%	89%	85%	38%	41%	42%	8%	11%	5%
HS	Biology	Langham Creek	HS2	At-Risk	517	91%	92%	90%	52%	55%	60%	15%	18%	16%
HS	Biology	Langham Creek	HS2	SPED	84	77%	79%	82%	22%	25%	41%	*		6%
HS	English I	Langham Creek	HS2	All	798	74%	78%	75%	60%	65%	62%	21%	26%	21%
HS	English I	Langham Creek	HS2	Hispanic	402	72%	75%	71%	57%	60%	55%	15%	18%	16%
HS	English I	Langham Creek	HS2	Am. Indian	7	*	100%	56%	*	71%	*	*	43%	*
HS	English I	Langham Creek	HS2	Asian	78	94%	96%	91%	88%	91%	85%	56%	59%	50%
HS	English I	Langham Creek	HS2	African Am.	144	58%	62%	64%	44%	47%	50%	13%	16%	12%
HS	English I	Langham Creek	HS2	Pac. Islander	1	*	100%	*	*	100%	*	*	100%	*
HS	English I	Langham Creek	HS2	White	139	89%	91%	89%	80%	83%	84%	33%	36%	29%
HS	English I	Langham Creek	HS2	Two or More	27	89%	93%	82%	68%	70%	68%	*	56%	25%
HS	English I	Langham Creek	HS2	Eco. Dis.	460	66%	69%	69%	51%	54%	53%	13%	16%	16%
HS	English I	Langham Creek	HS2	EB	138	43%	46%	45%	25%	28%	22%	4%	7%	*
HS	English I	Langham Creek	HS2	At-Risk	498	63%	66%	64%	47%	50%	48%	10%	13%	13%
HS	English I	Langham Creek	HS2	SPED	81	33%	36%	39%	19%	22%	22%	*	11%	*
HS	English II	Langham Creek	HS2	All	835	81%	84%	79%	67%	70%	65%	10%	13%	11%
HS	English II	Langham Creek	HS2	Hispanic	456	78%	81%	79%	64%	67%	62%	5%	8%	6%
HS	English II	Langham Creek	HS2	Am. Indian	3	*	100%	*	*	100%	*	*	100%	*
HS	English II	Langham Creek	HS2	Asian	74	87%	92%	86%	84%	86%	77%	34%	36%	26%

Level	Content	Campus	2025 Cluster	Student Group	Estimated Student Count 2025	2024 Approaches or Above	2025 Approaches Target	2025 Approaches or Above	2024 Meets or Above	2025 Meets Target	2025 Meets or Above	2024 Masters Grade Level	2025 Masters Target	2025 Masters Grade Level
					#	%	%	%	%	%	%	%	%	%
HS	English II	Langham Creek	HS2	African Am.	159	74%	77%	65%	55%	58%	51%	5%	8%	8%
HS	English II	Langham Creek	HS2	Pac. Islander	1	*	100%	*	*	100%	*	*	100%	*
HS	English II	Langham Creek	HS2	White	124	94%	96%	94%	84%	87%	85%	17%	20%	21%
HS	English II	Langham Creek	HS2	Two or More	18	95%	94%	88%	75%	78%	76%	30%	33%	*
HS	English II	Langham Creek	HS2	Eco. Dis.	481	77%	79%	74%	59%	62%	57%	7%	10%	7%
HS	English II	Langham Creek	HS2	EB	137	57%	60%	52%	33%	36%	26%	*	18%	*
HS	English II	Langham Creek	HS2	At-Risk	534	65%	68%	67%	44%	47%	47%	4%	7%	4%
HS	English II	Langham Creek	HS2	SPED	92	41%	44%	37%	18%	21%	18%	*	11%	*
HS	US History	Langham Creek	HS2	All	732	98%	99%	97%	78%	81%	77%	46%	49%	41%
HS	US History	Langham Creek	HS2	Hispanic	392	97%	98%	97%	72%	75%	74%	41%	44%	34%
HS	US History	Langham Creek	HS2	Am. Indian	4	*	100%	*	*	100%	*	*	100%	*
HS	US History	Langham Creek	HS2	Asian	68	100%	100%	98%	90%	93%	89%	67%	71%	68%
HS	US History	Langham Creek	HS2	African Am.	136	95%	99%	92%	77%	80%	66%	37%	40%	28%
HS	US History	Langham Creek	HS2	Pac. Islander	0	*	*	*	*	*	*	*	*	*
HS	US History	Langham Creek	HS2	White	118	100%	100%	99%	86%	89%	93%	59%	62%	64%
HS	US History	Langham Creek	HS2	Two or More	14	100%	100%	100%	95%	100%	77%	53%	57%	54%
HS	US History	Langham Creek	HS2	Eco. Dis.	423	97%	98%	97%	73%	76%	71%	38%	41%	34%
HS	US History	Langham Creek	HS2	EB	97	92%	93%	92%	49%	52%	45%	17%	20%	10%
HS	US History	Langham Creek	HS2	At-Risk	348	95%	96%	93%	60%	63%	60%	27%	30%	28%
HS	US History	Langham Creek	HS2	SPED	45	89%	90%	84%	42%	45%	41%	18%	21%	16%

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 and questioning strategies designed to promote higher-level thinking and maximize first-time instruction.
- Model reading with anchor passages and 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 structured writing conferences to offer specific and actionable feedback to monitor progress and growth. (may see small groups here)
    - Encourage the 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 engage in their learning actively and safely.
- 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 and collaborate with peers.
    - 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, FluidMath, 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.

Science

- Incorporate the scientific and engineering practices (SEPs) 40% of instructional time
- Articulate learning outcomes
- Encourage sense-making and model creation
- Promote student voice
- Utilize phenomena
- Incorporate recurring themes and concepts (RTCs):
- Build on prior knowledge
- Provide appropriate and accessible steps
- Provide timely and actionable feedback
- 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