

Cypress-Fairbanks Independent School District
Langham Creek High School
2025-2026

Mission Statement

Equip 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

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Langham Creek High School is a campus in Houston, TX. Langham Creek High school is projected to serve 3,041 students in grades 9-12 during the 2025-26 school year, which is an increase from the previous year of 2,971 students.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Langham Creek High School's needs assessment process is described below.

Documentation of the process includes meeting minutes, agenda, and sign-in sheets. The Campus Leadership Team (AKA: Campus Performance Objectives Council [CPOC]) met on May 19, 2025 and again on September 23, 2025. The meetings were held in the Library in May and the Teaching Theatre in September. We plan to meet again on November 19, 2025, February 25, 2026, and May 20, 2026 to review and revise the CNA as needed.

At the first meeting on May 19, 2025 :

The committee completed the May CIP Strategy Evaluation and noted significant progress across all goals. For **Goal 1**, accelerated instruction, small group support, and individualized academic plans were implemented for at-risk students, alongside a mentor/mentee program and board oversight to monitor graduation progress. For **Goal 2**, Title I funded all Industry-Based Certification programs, with 100% completion in Cosmetology and Computer Science. AP course enrollment increased by 71 students, the number of AP students taking exams rose by 28%, and dual credit enrollment grew by 19 students. **Goal 3** progress included continued coaching with Pete Hall, increased calibrated walks and feedback loops, TIA designations, mentor/mentee efforts, and home visits. For **Goal 4**, all annual drills were completed and reflected upon, and communication regarding attendance and absences was ongoing. Under **Goal 5**, efforts focused on building and maintaining a positive school culture through staff celebrations, DC/TL vertical leadership meetings, Elevate 20 Quick PD, Tech Speedy PD,

and eight new teacher meetings. **Goal 6** progress included hosting booster clubs, Pack Preview, Open House, Middle School Transition Night, Dual Credit Presentations, and CPOC Committee/VIPS events, with Title I funds allocated to parent involvement.

The committee also completed the **2024–25 CIP Summative Evaluation** and conducted the **2025–26 Needs Assessment**. Data reviewed on May 19, 2025, highlighted three strengths: increases in SAT Math and English scores among juniors, dual credit enrollment, and the number of students taking AP exams. Identified needs for 2025–26 include: increasing College, Career, and Military Readiness (CCMR) among graduating students, moving more students into the Masters range on state End-of-Course exams, and improving systems to identify at-risk students while using data to drive instruction.

Planning began for the **2025–26 Campus Improvement Plan** with the following strategies: continuing to provide CCMR plans for juniors and seniors, implementing data-driven small group instruction, and focusing on data-driven first-time instruction.

The committee then discussed the **2025–26 Title I Preliminary Planning Budget**. The 2024–25 expenses totaled \$622K, while 2025–26 expenses are projected at \$630K. Planned expenditures include \$375K for five teachers and \$100K for an AAS. A key concern is that if state funding is not received, College and Career will need to be paid through Title I, which would eliminate funding for Communities in Schools (CIS). CIS, a new program for CFISD Title I campuses, partners with community organizations to provide tailored support, including for issues such as vaping, THC use, overage students, and graduation or GED pathways. The budget may not allow for covering summer school, AP exams, or certifications.

The staffing update noted **36 vacancies**, with 20 filled and 16 remaining. **Next year's meeting dates** will be set by the ISC, with two planned for fall and two in the spring.

The following data were evaluated from the 2024-25 school year:

- AP Program Data
- DC Program Data
- SAT readinesss Data
- Care Academy Data
- EOC Scores
- TIA Data
- At Risk/ Eco Dis Data
- TCB Data

At the second meeting on (September 2025 CPOC meeting date), the CPOC:

(Copy from the meeting minutes what happened during the meeting. These should be in the 2025-26 Title I crate under September CPOC Documentation - Minutes. This needs to be in paragraph format and NOT a bulleted list.)

SUMMARY OF IDENTIFIED PROBLEMS AND ROOT CAUSES

Below is a summary of the prioritized problems and related root causes identified by the Campus Leadership Team (AKA: CPOC) for the school to focus on during the 2025-26 school year:

Our first identified priority problem in the area of **student achievement** is US History students scored below the district and cluster averages in the masters performance domain. Through the root cause analysis process, we identified the cause to be our Teachers' ineffective use of data to hold students accountable for their learning involves clarifying the purpose of learning, implementing more differentiated small-group instruction, focusing on critical thinking, and providing timely and actionable feedback.

Our second identified priority problem in the area of **student achievement** is English 1 and English 2 students scored below the district and cluster averages in the masters performance domain. Through the root cause analysis process, we identified the cause to be our Teachers' ineffective use of data to hold students accountable for their learning involves clarifying the purpose of learning, implementing more differentiated small-group instruction, focusing on critical thinking, and providing timely and actionable feedback.

Our third identified priority problem is in the area of only 72% of Langham Creek students earned their CCMR indicator. Through the root cause analysis process, we identified the cause of this to be that students and families are still being educated on what CCMR is, how it can be earned, and the benefits awarded to students for receiving the indicator.

Student Achievement

Student Achievement Strengths

- Continued use of the Lobo Instructional Framework for planning high-quality learning opportunities for students.
- Increase in classroom visits/ walks and instructional coaching conversations with teaching staff.
- Continued work with our educational consultant, Pete Hall.
- Biology SPED/EB/At-Risk student surpassed our target in approaches and above
- Algebra 1 approaches numbers scored above the district and cluster school in the approaches domain.
- English 1 SPED students outperformed the district in approaches, meets, and masters.
- English 2 students, African American student,s scored above the district in the masters domain
- USH Eco. Dis. students performed above the district in the approaches and above domain

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Instructional Focus Problem #1: 72% of Langham Creek students earned their CCMR indicator.

Root Cause: Instructional Focus Root Cause #1: Students and families are still being educated on what CCMR is, how it can be earned, and the benefits awarded to students for receiving the indicator.

Problem Statement 2: Instructional Focus Problem #2: English 1 and English 2 students scored below the district and cluster averages in the Masters performance domain.

Root Cause: Instructional Focus Root Cause #2: Teachers' ineffective use of data to hold students accountable for their learning involves clarifying the purpose of learning, implementing more differentiated small-group instruction, focusing on critical thinking, and providing timely and actionable feedback.

Problem Statement 3: Instructional Focus Problem #3: US History students scored below the district and cluster averages in the Masters performance domain.

Root Cause: Instructional Focus Root Cause #3: Teachers' ineffective use of data to hold students accountable for their learning involves clarifying the purpose of learning, implementing more differentiated small-group instruction, focusing on critical thinking, and providing timely and actionable feedback.

Problem Statement 4: Communities in Schools:

Root Cause: Communities in Schools:

Problem Statement 5: Campuses serving the most economically disadvantaged/at-risk students experience larger achievement gaps.

Root Cause: Need to deepen economically disadvantaged/at-risk student academic understandings/build schema and need to provide supplemental staffing support such as: academic achievement specialist, and (6) class size reduction teachers.

School Culture and Climate

School Culture and Climate Strengths

- Teachers continue to focus on their LoboHeart and building relationships with students.
- Students design high quality instruction that is relevant and engaging students.
- Continued push for students to attend school and working in a variety of ways to help them catch up when they miss.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: New staff is unfamiliar with classroom management and lesson design best practices.

Root Cause: Many new teachers are coming from other industries with little background and experience in an educational setting. They lack opportunities for learning these skills on campus throughout the year.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

- The work staff is asked to do directly relates to their job responsibilities.
- Staff feel that information is available to help them do their job effectively.
- Procedures have been implemented to keep staff safe at work.
- Quality work is expected of staff.
- Collaboration is encouraged and practiced.
- Staff appreciation is built into the school culture.
- I am clear about my job responsibilities.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Various forms of feedback are not given to improve staff performance.

Root Cause: There is currently no system or regularly scheduled platform for this type of work to take place.

Family and Community Engagement

Family and Community Engagement Strengths

- Pack Preview
- Open House
- Glow with the Lobos Community Pep Rally
- Homecoming Parking Lot Party
- Booster Clubs
- Keeping the Options Open
- 9th - 11th Grade Parent Meeting
- College Academy Meetings
- 12th Grade Parent Meeting
- CPOC Committee
- Title 1 Parent Meetings
- Parent/Teacher Conferences
- GT Community Showcase
- Staff Appreciation Events
- VIPS Recognition Spirit Walk

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: There is limited participation beyond a core group of parents.

Root Cause: We need to develop communication that shares how to get involved and what activities are available on our campus.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Instructional Focus: English 1 and 2 student performance at Masters grade level. Strategy: Teachers will improve their use of data to hold students accountable for learning through small groups, critical thinking, structured discourse, and actionable feedback. Strategy's Expected Result/Impact: English 1 and 2 students will see a 2% increase in Masters performance data. Staff Responsible for Monitoring: Academic Achievement Specialist, DI	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Instructional Focus: US History student performance at Masters grade level. Strategy: Teachers will improve their use of data to hold students accountable for learning through critical thinking opportunities, structured discourse, and actionable feedback. Strategy's Expected Result/Impact: US History students will see a 2% increase in Masters performance data. Staff Responsible for Monitoring: Academic Achievement Specialist, DI	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Considerable

Strategy 3 Details	Formative Reviews		
Strategy 3: Instructional Focus: More students will meet their CCMR indicator. Strategy: The campus will continue to weave in ongoing education and work with staff, students, and families to plan for and be successful in CCMR pathways. Strategy's Expected Result/Impact: Students earning their CCMR indicator will increase by 3% from 72% Staff Responsible for Monitoring: Principal, DI, AAS, CCS, Counselors	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable
Strategy 4 Details	Formative Reviews		
Strategy 4: Well-Rounded Education: Students participate in targeted enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: students have opportunities to participate in clubs and organizations. Strategy's Expected Result/Impact: Provide students with the opportunity to have a well-rounded education.	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable
Strategy 5 Details	Formative Reviews		
Strategy 5: Students with an identified area of need based on STAAR or district progress monitoring will be provided with supplemental support based on their specific academic needs. Strategy's Expected Result/Impact: - Salaries: 2 English, 1 Math, 2 Social Studies, 1 Science, 1 Academic Achievement Specialist will assist with helping students and reducing class size in our highest areas of need. - Student Scholarships: We will use this to cover a portion of the AP exam fees. - Substitute pay: When the class size reduction teacher is absent, Title I will cover the cost of the sub. We also use Title I subs to support instructional planning. - Instructional Supplies: Supplemental SAT materials will be provided - Extra Duty Pay: Staff members will be paid for having 6 or more students in tutorials after school past contract time. This allows students to get additional one-on-one support. - Subscriptions: None - Extended Day pay: Staff member will be paid for training and additional planning outside of school that support our instructional goals listed in the CIP. - Parental Involvement: We will increase parent involvement throughout the year with events like pack preview, open house, parent/teacher conferences, and GT night. Staff members will communicate (through various methods) information regarding these events and other opportunities to support our goal of increased parent involvement. Staff Responsible for Monitoring: Principal, Director of Instruction	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable

Strategy 6 Details	Formative Reviews		
Strategy 6: Improving Student Engagement: We will highlight more variety of student activities on social media. Strategy's Expected Result/Impact: Students will hear/see more opportunities available to them and they will join a class, program, or club. Staff Responsible for Monitoring: Principal, DI, APs, Counselors	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable
Strategy 7 Details	Formative Reviews		
Strategy 7: Improving Student Engagement: We will highlight more individual student accomplishments on social media. Strategy's Expected Result/Impact: Increased camaraderie and recognition of students who are excelling in various programs. Staff Responsible for Monitoring: Principal, DI, APs, Counselors	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 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.

- We will
- Utilize Campus Instructional Coaches to support CTE teachers
 - We will participate in marking periods data digs and develop action plans with individual teachers.

Evaluation Data Sources: Internal CTE Certificate Data

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. 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	Formative		
	Nov	Feb	May
	Some Progress	Moderate Progress	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 2.2: 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

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. 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	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 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 2.3: The percentage of students who participate in extra-curricular activities (including clubs, JROTC, HOSA, etc.) will increase by 2% each year.

Evaluation Data Sources: Internal Extra-Curricular Participation Data

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. 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	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 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

Strategy 1 Details	Formative Reviews		
Strategy 1: Graduation Rate: Administration and teachers will work together to strengthen instructional engagement in the classroom to keep students on track toward graduation. 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	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Graduation Rate: Implement graduation rate improvement strategies noted in the campus SWAP. These strategies will be shared and reviewed at every CPOC meeting. Strategy's Expected Result/Impact: Improved graduation rate Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable
Strategy 3 Details	Formative Reviews		
Strategy 3: Dropout Prevention: Administration and teachers will work to build stronger relationships with students to aid in dropout prevention. 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	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 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

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	 Moderate Progress	 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. Conduct Weekly Exterior Door Sweeps. 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	 Moderate Progress	 Accomplished
Strategy 3 Details	Formative Reviews		
Strategy 3: Staff will be continually reminded of procedures during monthly staff meetings and parents will receive monthly safety reminders in our campus newsletter. Strategy's Expected Result/Impact: That all parties will understand the factors in place to contribute to everyone's safety. Staff Responsible for Monitoring: Principal, Associate, APs	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 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 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

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

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 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. Strategy's Expected Result/Impact: Violent Incidents will be 0%. Staff Responsible for Monitoring: Associate Principal, Assistant Principal, Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 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). We will participate in PBIS initiatives. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Associate Principal and Assistant Principals	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 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. 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	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable

Strategy 4 Details	Formative Reviews		
Strategy 4: Teachers will participate in CFISD's Classroom Management 101 course. Strategy's Expected Result/Impact: By the end of the 2025-2026 school year, 100% of campus teachers will be trained in CFISD's Classroom Management 101 course. Staff Responsible for Monitoring: Principal, Assistant Principal(s)	Formative		
	Nov	Feb	May
	 Accomplished	 Accomplished	 Accomplished
 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

Strategy 1 Details	Formative Reviews		
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	Formative		
	Nov	Feb	May
	Some Progress	Moderate Progress	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 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

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: Teachers will receive professional development through our campus coaching model as well as our campus PD series led by teachers centered around student discourse. Strategy's Expected Result/Impact: The expected impact of the professional development is that students are highly engaged in their learning, and become 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	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 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

Strategy 1 Details	Formative Reviews		
Strategy 1: Improving Social Media Presence: We will increase our campus Facebook presence as this is the primary social media platform community members use. Strategy's Expected Result/Impact: Parents will be more informed and increase their partnerships with our campus. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Improving Social Media Presence: We will keep our campus website current by showcasing campus achievements and events consistently. Strategy's Expected Result/Impact: Parents will stay informed and also participate more in their child's campus experiences. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable
Strategy 3 Details	Formative Reviews		
Strategy 3: Improving Parent and Community Engagement: We will strengthen our community-wide free events like the Parking Lot Party and Glow with the Lobos Strategy's Expected Result/Impact: Parents will join their students in participating at campus events. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Considerable

Strategy 4 Details	Formative Reviews		
Strategy 4: Improving Parent and Community Engagement: We will have a monthly newsletter that goes out. Strategy's Expected Result/Impact: Increase awareness of all aspects of the campus and the events that are available for parent participation. Staff Responsible for Monitoring: Director of Instruction, Principal, Associate, Lead Counselor	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Accomplished
 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 Hazelwood	Teacher #2
Teacher #3	Debra Hunter	Teacher #3
Teacher #4	Keren Grissom	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	Natalie Choate	Administrator (LEA) #1
Administrator (LEA) #2	Katrina Tie	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 Wadworth	Business Representative #1
Business Representative #2	Joyce Adams	Business Representative #2
No Charter School in LEA	N/A N/A	No Charter School in LEA
No Tribal Association in LEA	N/A N/A	No Tribal Association in LEA

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%						

2025-26	Target Check
92%	Met District Strategic Target
71%	Met District Strategic Target
28%	Did not meet 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.

To ensure the privacy of small student groups, data for performance levels with fewer than five students are not shown.

Level	Content	Campus	2026 Cluster	Student Group	Estimated Student Count	2025 Approaches or Above	2026 Approaches or Above	2026 Approaches Target	2025 Meets or Above	2026 Meets or Above	2026 Meets Target	2025 Masters Grade Level	2026 Masters Grade Level	2026 Masters Target
					2026									
					#									
HS	Algebra I	Langham Creek	HS2	All	460	79%	412	90%	51%	316	69%	27%	127	28%
HS	Algebra I	Langham Creek	HS2	Hispanic	269	79%	240	89%	51%	200	74%	28%	84	31%
HS	Algebra I	Langham Creek	HS2	Am. Indian	3	100%	3	100%	*	0	0%	*	0	0%
HS	Algebra I	Langham Creek	HS2	Asian	15	94%	15	100%	81%	12	80%	55%	9	60%
HS	Algebra I	Langham Creek	HS2	African Am.	103	73%	90	87%	34%	55	53%	12%	13	13%
HS	Algebra I	Langham Creek	HS2	Pac. Islander	2	*	0	0%	*	0	0%	*	0	0%
HS	Algebra I	Langham Creek	HS2	White	57	82%	55	96%	60%	44	77%	35%	21	37%
HS	Algebra I	Langham Creek	HS2	Two or More	11	76%	9	82%	53%	5	45%	*	0	0%
HS	Algebra I	Langham Creek	HS2	Eco. Dis.	343	79%	278	81%	49%	170	50%	25%	90	26%
HS	Algebra I	Langham Creek	HS2	EB	181	71%	132	73%	40%	76	42%	19%	40	22%
HS	Algebra I	Langham Creek	HS2	At-Risk	375	75%	290	77%	43%	167	45%	20%	80	21%
HS	Algebra I	Langham Creek	HS2	SPED	81	69%	58	72%	34%	30	37%	13%	12	15%
HS	Biology	Langham Creek	HS2	All	710	93%	668	94%	72%	526	74%	28%	213	30%
HS	Biology	Langham Creek	HS2	Hispanic	375	93%	354	94%	67%	281	75%	21%	96	26%
HS	Biology	Langham Creek	HS2	Am. Indian	3	86%	3	100%	*	0	0%	*	0	0%
HS	Biology	Langham Creek	HS2	Asian	58	98%	58	100%	88%	53	91%	52%	32	55%
HS	Biology	Langham Creek	HS2	African Am.	143	88%	127	89%	59%	77	54%	17%	28	20%
HS	Biology	Langham Creek	HS2	Pac. Islander	2	*	0	0%	*	0	0%	*	0	0%
HS	Biology	Langham Creek	HS2	White	109	96%	106	97%	88%	100	92%	44%	50	46%
HS	Biology	Langham Creek	HS2	Two or More	20	96%	20	100%	69%	15	75%	31%	7	35%
HS	Biology	Langham Creek	HS2	Eco. Dis.	485	91%	451	93%	64%	315	65%	20%	106	22%
HS	Biology	Langham Creek	HS2	EB	270	85%	235	87%	42%	115	43%	5%	16	6%
HS	Biology	Langham Creek	HS2	At-Risk	484	90%	445	92%	60%	300	62%	16%	87	18%
HS	Biology	Langham Creek	HS2	SPED	85	82%	71	84%	41%	37	44%	6%	7	8%
HS	English I	Langham Creek	HS2	All	713	75%	620	87%	62%	456	64%	21%	164	23%
HS	English I	Langham Creek	HS2	Hispanic	378	71%	327	87%	55%	223	59%	16%	68	18%
HS	English I	Langham Creek	HS2	Am. Indian	3	56%	2	67%	*	0	0%	*	0	0%
HS	English I	Langham Creek	HS2	Asian	57	91%	53	93%	85%	50	88%	50%	30	53%
HS	English I	Langham Creek	HS2	African Am.	145	64%	120	83%	50%	76	52%	12%	27	19%
HS	English I	Langham Creek	HS2	Pac. Islander	2	*	0	0%	*	0	0%	*	0	0%
HS	English I	Langham Creek	HS2	White	108	89%	100	93%	84%	93	86%	29%	33	31%
HS	English I	Langham Creek	HS2	Two or More	20	82%	18	90%	68%	14	70%	25%	6	30%
HS	English I	Langham Creek	HS2	Eco. Dis.	486	69%	345	71%	53%	267	55%	16%	87	18%
HS	English I	Langham Creek	HS2	EB	271	45%	127	47%	22%	65	24%	*	30	11%
HS	English I	Langham Creek	HS2	At-Risk	486	64%	321	66%	48%	243	50%	13%	73	15%
HS	English I	Langham Creek	HS2	SPED	89	39%	37	42%	22%	21	24%	*	10	11%
HS	English II	Langham Creek	HS2	All	813	79%	720	89%	65%	545	67%	11%	105	13%
HS	English II	Langham Creek	HS2	Hispanic	418	79%	390	93%	62%	268	64%	6%	36	9%
HS	English II	Langham Creek	HS2	Am. Indian	6	*	0	0%	*	0	0%	*	0	0%

Level	Content	Campus	2026 Cluster	Student Group	Estimated Student Count	2025 Approaches or Above	2026 Approaches or Above	2026 Approaches Target	2025 Meets or Above	2026 Meets or Above	2026 Meets Target	2025 Masters Grade Level	2026 Masters Grade Level	2026 Masters Target
					2026									
					#	%	#	%	%	#	%	%	#	%
HS	English II	Langham Creek	HS2	Asian	78	86%	70	90%	77%	62	79%	26%	20	26%
HS	English II	Langham Creek	HS2	African Am.	149	65%	107	72%	51%	78	52%	8%	18	12%
HS	English II	Langham Creek	HS2	Pac. Islander	1	*	0	0%	*	0	0%	*	0	0%
HS	English II	Langham Creek	HS2	White	133	94%	128	96%	85%	116	87%	21%	31	23%
HS	English II	Langham Creek	HS2	Two or More	28	88%	25	89%	76%	21	75%	*	0	0%
HS	English II	Langham Creek	HS2	Eco. Dis.	483	74%	367	76%	57%	285	59%	7%	43	9%
HS	English II	Langham Creek	HS2	EB	311	52%	168	54%	26%	87	28%	*	10	3%
HS	English II	Langham Creek	HS2	At-Risk	533	67%	368	69%	47%	261	49%	4%	32	6%
HS	English II	Langham Creek	HS2	SPED	92	37%	36	39%	18%	18	20%	*	9	10%
HS	US History	Langham Creek	HS2	All	844	97%	827	98%	77%	667	79%	41%	370	44%
HS	US History	Langham Creek	HS2	Hispanic	449	97%	444	99%	74%	341	76%	34%	160	36%
HS	US History	Langham Creek	HS2	Am. Indian	3	*	0	0%	*	0	0%	*	0	0%
HS	US History	Langham Creek	HS2	Asian	84	98%	83	99%	89%	76	90%	68%	59	70%
HS	US History	Langham Creek	HS2	African Am.	160	92%	154	96%	66%	112	70%	28%	53	33%
HS	US History	Langham Creek	HS2	Pac. Islander	2	*	0	0%	*	0	0%	*	0	0%
HS	US History	Langham Creek	HS2	White	130	99%	130	100%	93%	125	96%	64%	89	68%
HS	US History	Langham Creek	HS2	Two or More	16	100%	16	100%	77%	13	81%	54%	9	56%
HS	US History	Langham Creek	HS2	Eco. Dis.	516	97%	506	98%	71%	377	73%	34%	186	36%
HS	US History	Langham Creek	HS2	EB	337	92%	317	94%	45%	158	47%	10%	40	12%
HS	US History	Langham Creek	HS2	At-Risk	474	93%	450	95%	60%	294	62%	28%	142	30%
HS	US History	Langham Creek	HS2	SPED	82	84%	71	87%	41%	35	43%	16%	15	18%

Content Area Standard Expectations

English Language Arts/Reading

- Utilize teaching and questioning strategies designed to promote cognitive engagement, higher level thinking and high-quality first-time instruction.
- Model and facilitate reading and writing routines to teach and reinforce critical TEKS. (Ex. think alouds, explicit instruction, modeling reading and writing processes, independent reading and writing, reading and writing conferences, grammar instruction that focuses on meaning and effect.)
- Provide opportunities for students to engage in independent reading to improve fluency and stamina.
- Use questioning strategies to guide students to the depth and complexity of the reading and writing TEKS.
- Design learning experiences that foster academic discourse and collaboration, including informal discussions, book talks, peer conferences, shared writing, and structured turn and talks.
- Ensure that students have choice in their independent reading across genre and reading levels.
- Use formal and informal data to drive instructional decisions to create daily lesson plans, form small groups, and plan for instruction.
- Utilize appropriate scaffolds and extensions to meet the unique needs of all learners.

Mathematics

- Utilize teaching and questioning strategies designed to promote cognitive engagement, higher level thinking and maximize high-quality first-time instruction.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including justifications, similarities, and differences.
- Provide opportunities for structured discourse to allow students to clarify, solidify, or deepen their thinking.
- Use formal and informal data to drive instructional decisions for daily lesson plans, small groups, and necessary interventions.
- 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 such as to discover relationships and compare multiple representations.

Science

- Utilize teaching and questioning strategies designed to promote cognitive engagement, higher level thinking and maximize high-quality first-time instruction.
- Incorporate the Scientific and Engineering Practices (SEPs) 40% of instructional time
- Articulate learning outcomes.
- Encourage sense-making and model creation.
- Promote student voice. Students should be given opportunities to choose how they engage with science in ways that matter.
- Provide opportunities for structured discourse to allow students to clarify, solidify, or deepen their thinking.
- Use formal and informal data to drive instructional decisions for daily lesson plans, small groups, and necessary interventions.
- Utilize phenomena.
- Incorporate Recurring Themes and Concepts (RTCs)
- Build on prior knowledge.
- Utilize appropriate scaffolds to meet the unique needs of all learners (extended and reinforced).

Social Studies

- Utilize teaching and questioning strategies designed to promote cognitive engagement, higher level thinking and maximize high-quality first-time instruction.
- Use formal and informal data to drive instructional decisions for daily lesson plans, small groups, and necessary interventions.
- 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 structured discourse to allow students to clarify, solidify, or deepen their thinking.
- Incorporate the use of small group instruction to meet the needs of individual learners.

LOTE

- Utilize teaching and questioning strategies designed to promote cognitive engagement, higher level thinking and maximize high-quality first-time instruction.
- Provide opportunities for structured discourse to allow students to clarify, solidify, or deepen their thinking.
- Use formal and informal data to drive instructional decisions for daily lesson plans, small groups, and necessary interventions.
- 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.