Cypress-Fairbanks Independent School District

Langham Creek High School

2021-2022 Campus Improvement Plan

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.

Table of Contents

Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

The following strengths were identified based on a review of the 2021-22 data.

Math - The SPED subpop scores in the approaches performance category were higher than the 2019 district %, 2021 district %, 2019 target %, and the cluster %. All subpops except white exceded the 2021 district % and the cluster % in the meets performance category. All subpops except white were higher than the cluster % in the masters performance category.

Science - All subpops except SPED exceeded the 2021 district % and the cluster % in the approches performance category. The SPED subpop exceeded the 2019 district %, the 2021 district % and the cluster % in the meets performance category. All subpops exceeded the cluster % in the masters performance category.

Social Studies - All subpops except white exceeded the 2021 district % and the cluster % in the approaches and meets performance categories. The SPED subpop exceeded the 2019 district %, 2021 district %, cluster % and target % in meets and masters performance categories.

English I - All subpops except white exceeded the 2019 district %, 2021 district %, the cluster % and the target % for the approaches performance category. All subpops except AA exceeded the 2019 district %, the 2021 district %, the cluster % and the target % in the meets peformance category. All subpops except white exceeded the 2019 district %, 2021 district %, the cluster % and the target % in the master performance category.

English II - All subpops exceeded the 2019 district %, 2021 district %, the cluster % and target % in the approaches, meets, and masters performance categories.

Problem Statements Identifying Student Achievement Needs

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

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

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

Problem Statement 4: Social Studies: LEP students scored close to or lower than 2019 district % and 2021 district % in the meets and masters performance categories on the US History EOC. **Root Cause:** Social Studies: We need to continue to build LEP students content vocabulary.

Problem Statement 5: Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: Economically disadvantaged students do not comprise a proportional rate of enrollment and/or completion of advanced/dual credit courses when compared to our overall campus demographics. **Root Cause:** Economically Disadvantaged Students in

Advanced Courses/Dual Credit Courses: Our staff need to help students see value in advanced courses, and we need to build our teacher skill set 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 fell 2% during the 20-21 school year. **Root Cause:** Graduation Rate: We need to continue to engage students in school and encourage attendance.

Problem Statement 8: Students are beginning the 2021-22 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.

Employee Perception Survey 2020-21 –All questions 90% or above.

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

Vision/Mission

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

Culture and Community- Teach students and staff about:

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

Committees

- Staff-continue cultural committee, technology committee, publicity committee
- Students-Continue Wolf Pack

Student Input - Student Council, Wolf PAC, BSA, PBIS implementation

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: Though all fifteen 2020 EPS questions are 90 or above, the lowest (90) is for: Quality work is expected of students. **Root Cause:** School Culture and Climate: There is not a campus-wide, outlined set of characteristics that define quality student work.

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. 34.3% of Langham Creek staff hold Master's degrees compared to 25.7% of the district and state (23.8)%.

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 attendace rate was 92%.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

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

Parent and Community Engagement

Parent and Community Engagement Strengths

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

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

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: Parent and community involvement dwindling at campus events. **Root Cause:** Parent and Community Engagement: Years of construction has forced LCHS to cancel many annual events and this has impacted parent and community involvement.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- TTESS data

Parent/Community Data

- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

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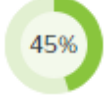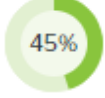
Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 1: Curriculum and Instruction & Accountability: By June 2022, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: English Language Arts: English teachers will support Economically Disadvantaged/LEP students by focusing on building safe and supportive relationships and by explaining the relevance of daily lessons across disciplines and/or real world situations, making students know the what and the why of their work. **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 **TEA Priorities:** Build a foundation of reading and math	**Formative**		
	Nov	**Feb**	**May**
	50%	70%	95%

Strategy 2 Details	Formative Reviews		
Strategy 2: English Language Arts Writing: To ensure student success in writing development, English I and English II teachers will provide on-going opportunities for low-stake writing through the use of a variety of writing topics. **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 **TEA Priorities:** Build a foundation of reading and math	**Formative**		
	Nov	**Feb**	**May**
	50%	70%	95%

Strategy 3 Details	Formative Reviews		

Strategy 3: Math: Algebra I teachers will continue to build meaningful relationships with Economically Disadvantaged students in order to support and motivate while increasing classroom engagement by intentionally planning differentiated instruction to meet the needs of each learner.
    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
 	
    TEA Priorities: Build a foundation of reading and math
	Formative		

	Nov	Feb	May
	50%	60%	85%

Strategy 4 Details	Formative Reviews		

Strategy 4: Science: Biology teachers will support LEP students by increasing engagement in the classroom through differentiated, student-centered, hands-on learning activities that make learning more enjoyable. Teachers will also develop relationships with LEP students by incorporating social and emotional learning competencies and help students recognize areas of strength and weaknesses using pre and post assessment tools.
    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
	Formative		

	Nov	Feb	May
	50%	60%	85%

Strategy 5 Details	Formative Reviews		

Strategy 5: Social Studies: US History teachers will include purposeful, structured daily planning to differentiate for and incorporate the use of student discourse using academic vocabulary in order to increase performance among the economically disadvantaged student group.
    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
	Formative		

	Nov	Feb	May
	50%	70%	95%

Strategy 6 Details	Formative Reviews

Strategy 6: Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: A multi-layered campus approach will work to increase the number of Economically Disadvantaged students enrolled in and completing advanced courses such as: 1) The addition of the College Academy Mentor will allow a specific contact support person working with the success of all College Academy students placing an emphasis on targeted support and counseling of ED students so that they remain in and complete the College Academy. 2) During Spring conferences, counselors will remain aware of who their ED students are in their alpha splits and research their differing abilities to recommend selection of advanced courses and to subsequently support students the following year in their advanced course work. 3) Administration will work directly with staff on mindset and campus philosophy to grow teacher skills and beliefs in working with students of economic disadvantage to support their success in advanced course work.	Formative		
	Nov	Feb	May
	35%	40%	65%

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

TEA Priorities: Connect high school to career and college

Strategy 7 Details	Formative Reviews

Strategy 7: CTE Approved Industry Certifications: CTE teachers will continue to align their coursework with certification preparation and consistently seek to grow the enrollment in their courses and programs. CTE teachers will increase participation and performance in earning industry certifications across all areas with a specific focus on accountability certification areas. CTE teachers will also continue to secure Cy-Hope scholarships for certification test fees for eligible students.	Formative		
	Nov	Feb	May
	35%	45%	70%

Strategy's Expected Result/Impact: The number of students earning an industry certification will increase by 2%.

Staff Responsible for Monitoring: CTE teachers, CTE counselors, Director of Instruction

TEA Priorities: Connect high school to career and college

Strategy 8 Details	Formative Reviews

Strategy 8: Graduation Rate: To increase the 4-year graduation rate, Langham staff will monitor attendance and exercise a targeted approach to increase attendance rates with a belief that when students are regularly present at school, they are more connected to the school setting, their personal goals, and thus are more likely to graduate on time. All Langham teachers will focus on creating engaging student-centered classrooms where students find value in what they are learning. When students know why they are learning and see value in what they are learning then they are more driven to come to school.	Formative		
	Nov	Feb	May
	40%	45%	70%

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

TEA Priorities: Connect high school to career and college

Strategy 9 Details	**Formative Reviews**		
Strategy 9: Dropout Prevention: Keeping students highly engaged, supported, and successful in all courses is our goal. If a student expresses a desire to drop out the Academic Achievement Specialist partners with the Assistant Principal and Counselor to offer options for earning a high school diploma. Each AAS partners with the registrar twice a month to reach out to students who have withdrawn and have not indicated their plan for continued education.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: The dropout rate will remain at or below 1.5%. **Staff Responsible for Monitoring:** Teacher, Assistant Principal, Academic Achievement Specialist, Registrar, Director of Instruction **TEA Priorities:** Connect high school to career and college	40%	60%	85%

Strategy 10 Details	**Formative Reviews**		
Strategy 10: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: The campus will provide targeted instruction that includes: Differentiated instruction based on the needs of the student.	**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	50%	70%	95%

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 2021-22 school year, use the supplemental ESSER III funds to respond to the pandemic and to address student learning loss as a result of COVID-19.

   Evaluation Data Sources: STAAR and Locally Developed Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: EOC Tutoring/EOC Boot Camps: Targeted students (all "placed" students/ repeat STAAR testers/ reclassed freshmen/ 5th year Seniors) and all core academic area students will be invited/encouraged to attend Boot Camps and tutoring.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: The students attending our EOC Boot Camp and tutoring will successfully master STAAR EOC algebra and English I and II at a rate of 70% by May, 2022. **Staff Responsible for Monitoring:** Principal **Funding Sources:** Teacher/Facilitator pay and supplies - ESSER III - $35,000	40%	60%	85%

Strategy 2 Details	Formative Reviews		
Strategy 2: Core content area interventionist: Content area interventionists will push into core content area classrooms to assist students with learning gaps	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: 70% of all students will successfully pass STAAR and will successfully earn credit in all academic areas by May, 2022. **Staff Responsible for Monitoring:** Principal **Funding Sources:** Math Interventionist - ESSER III - $60,700	40%	50%	75%

Strategy 3 Details	Formative Reviews		
Strategy 3: Counselors will conduct Character Strength Assessments and support students in addressing social emotional needs.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: 100% of students will complete SEL guidance lessons to increase the well being and reduce students in crisis, suffering from depression, or generally struggling emotionally. **Staff Responsible for Monitoring:** Principal **Funding Sources:** Character Education Program - ESSER III - $4,300	25%	25%	50%

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 2021-22 school year, use the supplementary SCE funds to reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other school district students as measured by educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets noted on the attached CIP data table.

Evaluation Data Sources: STAAR data

Strategy 1 Details	Formative Reviews		
Strategy 1: Langham Creek will provide a structured intervention/tutorial program for students who are at risk of dropping out and who have not performed satisfactorily on an end-of-course assessment.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: The students attending our structured intervention/tutorial program will successfully master STAAR EOC algebra and English I and II at a rate of 70% by May, 2022. **Staff Responsible for Monitoring:** Principal, Director of Instruction **Funding Sources:** Teacher/Facilitator pay and supplies - Special Allotment: Compensatory Education - $11,492	40%	50%	75%
	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 2021-22 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 Tipline and understand how to use it.	Formative		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Reduction of discipline referrals by 5% Tracking of Tipline reports **Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principals	35%	40%	65%

Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct Emergency Operating Procedure (EOP) safety drills (fire, shelter in place, intruder, crisis, evacuation, metal detectors, etc.) throughout the year.	Formative		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principals	35%	70%	95%

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 2021-22 school year, student attendance will be at 95%.

    Evaluation Data Sources: Student attendance records
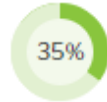
Strategy 1 Details	Formative Reviews		
Strategy 1: Student Attendance: Student Attendance: Varied, systemic approaches will increase student attendance such as: attendance officers and AAS working with students who have truancy/excessive absences; automated absence call outs; Truancy Intervention Prevention Measures (TPM) for students with 6 or more absences, teacher contact of parents and counselors for students with frequent absenteeism; and dropout recovery for students who have withdrawn from school with a level code 98.	**Formative**		
	Nov	Feb	May
Strategy's Expected Result/Impact: Student attendance will exceed 95 %. **Staff Responsible for Monitoring:** Principal, Associate Principal, Assistance Principals, AAS, Attendance Officers, Teachers, Counselors	35%	35%	60%
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: By the end of the 2021-22 school year, discipline referrals and exclusionary discipline actions will be decreased by 6%.

    Evaluation Data Sources: Discipline reports

Strategy 1 Details	Formative Reviews		

Strategy 1: Restorative Discipline: Restorative Discipline: Increase the use of contracts and relationship building/repairing methods (i.e. circles, letters of apology, teaching coping skills, etc).
    Strategy's Expected Result/Impact: Discipline referrals will be decreased by 6%.
    Staff Responsible for Monitoring: Associate Principal and Assistant Principals
	Formative		

	Nov	**Feb**	**May**
	35%	35%	60%

Strategy 2 Details	Formative Reviews		

Strategy 2: In School Suspensions The Special Education Administrator and Counselor will partner and support SPED students/parents with behavior concerns. This proactive approach is an attempt to reduce behaviors that result in referrals by teaching students appropriate behavioral strategies.
    Strategy's Expected Result/Impact: Select ONE: In School Suspensions for SPED African American students will be reduced by 10%.
    Staff Responsible for Monitoring: SPED Administrator
Counselor
Assistant Principal
Associate Principal
	Formative		

	Nov	**Feb**	**May**
	35%	35%	60%

Strategy 3 Details	Formative Reviews		

Strategy 3: Out of School Suspensions: Provide support to the staff members regarding classroom/behavior management procedures, focusing primarily on staff use of 16 de-escalation strategies and PBIS.
    Strategy's Expected Result/Impact: Select ONE: Out of school suspensions will be reduced by 8%.
    Staff Responsible for Monitoring: Associate Principal and Assistant Principals
	Formative		

	Nov	**Feb**	**May**
	35%	35%	60%

Strategy 4 Details	Formative Reviews		

Strategy 4: Disciplinary Alternative Education Program (DAEP) Placements: Incorporate social skills and decision making curriculum into DMC placements for students who have more than one DMC/suspension assignment for conflicts with peers or adults in conjunction with an increased use of contracts and relationship building/repairing methods.
    Strategy's Expected Result/Impact: Select ONE: DAEP placements of African American students will be reduced by 6%.
    Staff Responsible for Monitoring: Associate Principal and Assistant Principals
	Formative		

	Nov	**Feb**	**May**
	35%	35%	60%

Strategy 5 Details	Formative Reviews

Strategy 5 Details	Formative Reviews		

Strategy 5: Violence Prevention: This year teachers have before and after school duties to increase visibility. Assistant Principals have   also intentionally arranged their hall duty to increase visibility in "hot spots" and to decrease congregation.   Processes put in place to reduce violent incidents are the requirement of ID badges, consistent attendance and tardy policy, Assistant Principal always monitoring a camera, increased officer visibility in hallways, and ensuring classroom procedures that decrease a student's time in the hallway.
    Strategy's Expected Result/Impact: SELECT ONE:
Violent Incidents will be reduced by 15%.
    Staff Responsible for Monitoring: Associate Principal, Assistant Principal
	Formative		

	Nov	**Feb**	**May**
	35%	35%	60%

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 2021-22 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.			**Formative**		
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 2%.			**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Campus Secretary and Principal **TEA Priorities:** Recruit, support, retain teachers and principals			35%	35%	60%
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 2021-22 school year, 100% of teachers will receive job targeted professional development based on identified needs.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: 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 **TEA Priorities:** Recruit, support, retain teachers and principals	40%	60%	85%
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 2021-22 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: 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		35%	95%	100%
	0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

State Compensatory

Budget for Langham Creek High School

Total SCE Funds: $11,492.00
Total FTEs Funded by SCE: 3
Brief Description of SCE Services and/or Programs

Langham Creek will provide a structured intervention/tutorial program for students who are at risk of dropping out and who have not performed satisfactorily on an end-of-course assessment.

Personnel for Langham Creek High School

Name	Position	FTE
1 position	DI Helping Teacher	1
18 positions	Teacher	1
2 positions	AAS	1

Campus Funding Summary

			ESSER III		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	Teacher/Facilitator pay and supplies		$35,000.00
1	2	2	Math Interventionist		$60,700.00
1	2	3	Character Education Program		$4,300.00
				Sub-Total	$100,000.00
			Special Allotment: Compensatory Education		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1	Teacher/Facilitator pay and supplies		$11,492.00
				Sub-Total	$11,492.00

Addendums

Cypress-Fairbanks Independent School District
Department of District Improvement and Accountability
2021-22 Approaches CIP Targets

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

EOC	Tester Group	Campus	Student Group	Tested 2021	2021 Approaches		2022 Approaches Incremental Growth Target	% Growth Needed	Tested 2022	2022 Approaches	
					#	%				#	%
Algebra I	All Testers	Langham Creek	All	379	288	76%	82%	6%	415	321	77%
Algebra I	All Testers	Langham Creek	Hispanic	218	162	74%	81%	7%	245	192	78%
Algebra I	All Testers	Langham Creek	Am. Indian	*	*	*	*	*	*	*	*
Algebra I	All Testers	Langham Creek	Asian	19	17	89%	91%	2%	9	9	100%
Algebra I	All Testers	Langham Creek	African Am.	83	64	77%	79%	2%	102	74	73%
Algebra I	All Testers	Langham Creek	Pac. Islander	*	*	*	*	*	*	*	*
Algebra I	All Testers	Langham Creek	White	48	39	81%	87%	6%	49	37	76%
Algebra I	All Testers	Langham Creek	Two or More	11	6	55%	60%	5%	9	8	89%
Algebra I	All Testers	Langham Creek	Eco. Dis.	258	186	72%	79%	7%	274	201	73%
Algebra I	All Testers	Langham Creek	LEP Current	69	44	64%	69%	5%	71	48	68%
Algebra I	All Testers	Langham Creek	At-Risk	271	192	71%	72%	1%	324	242	75%
Algebra I	All Testers	Langham Creek	SPED	34	24	71%	73%	2%	42	22	52%
Biology	All Testers	Langham Creek	All	613	555	91%	93%	2%	688	630	92%
Biology	All Testers	Langham Creek	Hispanic	319	286	90%	92%	2%	364	323	89%
Biology	All Testers	Langham Creek	Am. Indian	*	*	*	*	*	*	*	*
Biology	All Testers	Langham Creek	Asian	60	57	95%	97%	2%	45	45	100%
Biology	All Testers	Langham Creek	African Am.	112	97	87%	89%	2%	131	118	90%
Biology	All Testers	Langham Creek	Pac. Islander	*	*	*	*	*	*	*	*
Biology	All Testers	Langham Creek	White	106	103	97%	99%	2%	127	124	98%
Biology	All Testers	Langham Creek	Two or More	15	11	73%	84%	11%	19	18	95%
Biology	All Testers	Langham Creek	Eco. Dis.	358	317	89%	91%	2%	403	357	89%
Biology	All Testers	Langham Creek	LEP Current	75	50	67%	74%	7%	79	52	66%
Biology	All Testers	Langham Creek	At-Risk	303	250	83%	85%	2%	408	351	86%
Biology	All Testers	Langham Creek	SPED	36	21	58%	67%	9%	44	32	73%
English I	All Testers	Langham Creek	All	633	514	81%	83%	2%	727	571	79%
English I	All Testers	Langham Creek	Hispanic	331	263	79%	81%	2%	390	289	74%
English I	All Testers	Langham Creek	Am. Indian	*	*	*	*	*	*	*	*
English I	All Testers	Langham Creek	Asian	61	55	90%	92%	2%	47	44	94%
English I	All Testers	Langham Creek	African Am.	120	90	75%	77%	2%	137	101	74%
English I	All Testers	Langham Creek	Pac. Islander	*	*	*	*	*	*	*	*
English I	All Testers	Langham Creek	White	105	94	90%	92%	2%	131	119	91%
English I	All Testers	Langham Creek	Two or More	15	11	73%	80%	7%	20	16	80%
English I	All Testers	Langham Creek	Eco. Dis.	375	289	77%	79%	2%	429	299	70%
English I	All Testers	Langham Creek	LEP Current	72	28	39%	41%	2%	93	42	45%
English I	All Testers	Langham Creek	At-Risk	321	217	68%	70%	2%	439	292	67%
English I	All Testers	Langham Creek	SPED	37	14	38%	40%	2%	52	22	42%

Cypress-Fairbanks Independent School District
Department of District Improvement and Accountability
2021-22 Approaches CIP Targets

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

EOC	Tester Group	Campus	Student Group	Tested 2021	2021 Approaches		2022 Approaches Incremental Growth Target	% Growth Needed	Tested 2022	2022 Approaches	
					#	%				#	%
English II	All Testers	Langham Creek	All	691	606	88%	90%	2%	641	556	87%
English II	All Testers	Langham Creek	Hispanic	345	301	87%	89%	2%	337	287	85%
English II	All Testers	Langham Creek	Am. Indian	*	*	*	*	*	*	*	*
English II	All Testers	Langham Creek	Asian	59	58	98%	100%	2%	57	55	96%
English II	All Testers	Langham Creek	African Am.	120	93	78%	80%	2%	123	99	80%
English II	All Testers	Langham Creek	Pac. Islander	*	*	*	*	*	*	*	*
English II	All Testers	Langham Creek	White	147	136	93%	95%	2%	111	103	93%
English II	All Testers	Langham Creek	Two or More	17	15	88%	90%	2%	12	11	92%
English II	All Testers	Langham Creek	Eco. Dis.	341	286	84%	86%	2%	364	304	84%
English II	All Testers	Langham Creek	LEP Current	57	22	39%	41%	2%	85	49	58%
English II	All Testers	Langham Creek	At-Risk	302	229	76%	78%	2%	286	205	72%
English II	All Testers	Langham Creek	SPED	42	26	62%	64%	2%	32	15	47%
US History	All Testers	Langham Creek	All	670	649	97%	99%	2%	676	654	97%
US History	All Testers	Langham Creek	Hispanic	328	317	97%	99%	2%	345	328	95%
US History	All Testers	Langham Creek	Am. Indian	*	*	*	*	*	*	*	*
US History	All Testers	Langham Creek	Asian	63	63	100%	100%	0%	62	62	100%
US History	All Testers	Langham Creek	African Am.	105	99	94%	96%	2%	112	110	98%
US History	All Testers	Langham Creek	Pac. Islander	*	*	*	*	*	*	*	*
US History	All Testers	Langham Creek	White	152	149	98%	100%	2%	142	139	98%
US History	All Testers	Langham Creek	Two or More	19	18	95%	97%	2%	13	13	100%
US History	All Testers	Langham Creek	Eco. Dis.	333	317	95%	97%	2%	326	311	95%
US History	All Testers	Langham Creek	LEP Current	36	27	75%	77%	2%	56	41	73%
US History	All Testers	Langham Creek	At-Risk	190	169	89%	91%	2%	248	227	92%
US History	All Testers	Langham Creek	SPED	37	29	78%	83%	5%	31	29	94%

Cypress-Fairbanks Independent School District
Department of District Improvement and Accountability
2021-22 Meets CIP Targets

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

EOC	Tester Group	Campus	Student Group	Tested 2021	2021 Meets		2022 Meets Incremental Growth Target	% Growth Needed	Tested 2022	2022 Meets	
					#	%				#	%
Algebra I	All Testers	Langham Creek	All	379	180	47%	56%	9%	415	210	51%
Algebra I	All Testers	Langham Creek	Hispanic	218	105	48%	55%	7%	245	118	48%
Algebra I	All Testers	Langham Creek	Am. Indian	*	*	*	*	*	*	*	*
Algebra I	All Testers	Langham Creek	Asian	19	16	84%	89%	5%	9	9	100%
Algebra I	All Testers	Langham Creek	African Am.	83	33	40%	49%	9%	102	46	45%
Algebra I	All Testers	Langham Creek	Pac. Islander	*	*	*	*	*	*	*	*
Algebra I	All Testers	Langham Creek	White	48	21	44%	59%	15%	49	29	59%
Algebra I	All Testers	Langham Creek	Two or More	11	5	45%	65%	20%	9	7	78%
Algebra I	All Testers	Langham Creek	Eco. Dis.	258	116	45%	52%	7%	274	119	43%
Algebra I	All Testers	Langham Creek	LEP Current	69	27	39%	41%	2%	71	31	44%
Algebra I	All Testers	Langham Creek	At-Risk	271	111	41%	43%	2%	324	147	45%
Algebra I	All Testers	Langham Creek	SPED	34	10	29%	32%	3%	42	11	26%
Biology	All Testers	Langham Creek	All	613	430	70%	75%	5%	688	490	71%
Biology	All Testers	Langham Creek	Hispanic	319	211	66%	70%	4%	364	236	65%
Biology	All Testers	Langham Creek	Am. Indian	*	*	*	*	*	*	*	*
Biology	All Testers	Langham Creek	Asian	60	53	88%	92%	4%	45	41	91%
Biology	All Testers	Langham Creek	African Am.	112	64	57%	64%	7%	131	82	63%
Biology	All Testers	Langham Creek	Pac. Islander	*	*	*	*	*	*	*	*
Biology	All Testers	Langham Creek	White	106	92	87%	89%	2%	127	113	89%
Biology	All Testers	Langham Creek	Two or More	15	9	60%	79%	19%	19	17	89%
Biology	All Testers	Langham Creek	Eco. Dis.	358	225	63%	68%	5%	403	252	63%
Biology	All Testers	Langham Creek	LEP Current	75	19	25%	29%	4%	79	22	28%
Biology	All Testers	Langham Creek	At-Risk	303	145	48%	50%	2%	408	223	55%
Biology	All Testers	Langham Creek	SPED	36	16	44%	46%	2%	44	14	32%
English I	All Testers	Langham Creek	All	633	421	67%	69%	2%	727	479	66%
English I	All Testers	Langham Creek	Hispanic	331	207	63%	65%	2%	390	243	62%
English I	All Testers	Langham Creek	Am. Indian	*	*	*	*	*	*	*	*
English I	All Testers	Langham Creek	Asian	61	54	89%	91%	2%	47	43	91%
English I	All Testers	Langham Creek	African Am.	120	61	51%	53%	2%	137	77	56%
English I	All Testers	Langham Creek	Pac. Islander	*	*	*	*	*	*	*	*
English I	All Testers	Langham Creek	White	105	88	84%	86%	2%	131	99	76%
English I	All Testers	Langham Creek	Two or More	15	10	67%	75%	8%	20	16	80%
English I	All Testers	Langham Creek	Eco. Dis.	375	219	58%	60%	2%	429	245	57%
English I	All Testers	Langham Creek	LEP Current	72	12	17%	19%	2%	93	22	24%
English I	All Testers	Langham Creek	At-Risk	321	140	44%	46%	2%	439	211	48%
English I	All Testers	Langham Creek	SPED	37	12	32%	34%	2%	52	8	15%

Cypress-Fairbanks Independent School District
Department of District Improvement and Accountability
2021-22 Meets CIP Targets

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

EOC	Tester Group	Campus	Student Group	Tested 2021	2021 Meets		2022 Meets Incremental Growth Target	% Growth Needed	Tested 2022	2022 Meets	
					#	%				#	%
English II	All Testers	Langham Creek	All	691	528	76%	78%	2%	641	494	77%
English II	All Testers	Langham Creek	Hispanic	345	257	74%	76%	2%	337	248	74%
English II	All Testers	Langham Creek	Am. Indian	*	*	*	*	*	*	*	*
English II	All Testers	Langham Creek	Asian	59	55	93%	95%	2%	57	51	89%
English II	All Testers	Langham Creek	African Am.	120	72	60%	62%	2%	123	87	71%
English II	All Testers	Langham Creek	Pac. Islander	*	*	*	*	*	*	*	*
English II	All Testers	Langham Creek	White	147	129	88%	90%	2%	111	97	87%
English II	All Testers	Langham Creek	Two or More	17	13	76%	78%	2%	12	10	83%
English II	All Testers	Langham Creek	Eco. Dis.	341	240	70%	72%	2%	364	259	71%
English II	All Testers	Langham Creek	LEP Current	57	11	19%	21%	2%	85	26	31%
English II	All Testers	Langham Creek	At-Risk	302	162	54%	56%	2%	286	152	53%
English II	All Testers	Langham Creek	SPED	42	14	33%	35%	2%	32	10	31%
US History	All Testers	Langham Creek	All	670	598	89%	91%	2%	676	592	88%
US History	All Testers	Langham Creek	Hispanic	328	288	88%	90%	2%	345	288	83%
US History	All Testers	Langham Creek	Am. Indian	*	*	*	*	*	*	*	*
US History	All Testers	Langham Creek	Asian	63	62	98%	100%	2%	62	61	98%
US History	All Testers	Langham Creek	African Am.	105	85	81%	83%	2%	112	94	84%
US History	All Testers	Langham Creek	Pac. Islander	*	*	*	*	*	*	*	*
US History	All Testers	Langham Creek	White	152	142	93%	95%	2%	142	136	96%
US History	All Testers	Langham Creek	Two or More	19	18	95%	97%	2%	13	11	85%
US History	All Testers	Langham Creek	Eco. Dis.	333	284	85%	87%	2%	326	273	84%
US History	All Testers	Langham Creek	LEP Current	36	13	36%	39%	3%	56	26	46%
US History	All Testers	Langham Creek	At-Risk	190	128	67%	69%	2%	248	177	71%
US History	All Testers	Langham Creek	SPED	37	22	59%	61%	2%	31	20	65%

Cypress-Fairbanks Independent School District
Department of District Improvement and Accountability
2021-22 Masters CIP Targets

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

EOC	Tester Group	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Algebra I	All Testers	Langham Creek	All	379	75	20%	29%	9%	415	120	29%
Algebra I	All Testers	Langham Creek	Hispanic	218	40	18%	26%	8%	245	65	27%
Algebra I	All Testers	Langham Creek	Am. Indian	*	*	*	*	*	*	*	*
Algebra I	All Testers	Langham Creek	Asian	19	11	58%	69%	11%	9	8	89%
Algebra I	All Testers	Langham Creek	African Am.	83	11	13%	21%	8%	102	28	27%
Algebra I	All Testers	Langham Creek	Pac. Islander	*	*	*	*	*	*	*	*
Algebra I	All Testers	Langham Creek	White	48	10	21%	32%	11%	49	15	31%
Algebra I	All Testers	Langham Creek	Two or More	11	3	27%	52%	25%	9	3	33%
Algebra I	All Testers	Langham Creek	Eco. Dis.	258	44	17%	29%	12%	274	67	24%
Algebra I	All Testers	Langham Creek	LEP Current	69	9	13%	18%	5%	71	13	18%
Algebra I	All Testers	Langham Creek	At-Risk	271	35	13%	15%	2%	324	76	23%
Algebra I	All Testers	Langham Creek	SPED	34	2	6%	9%	3%	42	6	14%
Biology	All Testers	Langham Creek	All	613	210	34%	36%	2%	688	218	32%
Biology	All Testers	Langham Creek	Hispanic	319	88	28%	30%	2%	364	81	22%
Biology	All Testers	Langham Creek	Am. Indian	*	*	*	*	*	*	*	*
Biology	All Testers	Langham Creek	Asian	60	41	68%	72%	4%	45	31	69%
Biology	All Testers	Langham Creek	African Am.	112	22	20%	23%	3%	131	30	23%
Biology	All Testers	Langham Creek	Pac. Islander	*	*	*	*	*	*	*	*
Biology	All Testers	Langham Creek	White	106	55	52%	54%	2%	127	66	52%
Biology	All Testers	Langham Creek	Two or More	15	3	20%	38%	18%	19	10	53%
Biology	All Testers	Langham Creek	Eco. Dis.	358	101	28%	30%	2%	403	98	24%
Biology	All Testers	Langham Creek	LEP Current	75	5	7%	9%	2%	79	4	5%
Biology	All Testers	Langham Creek	At-Risk	303	40	13%	15%	2%	408	49	12%
Biology	All Testers	Langham Creek	SPED	36	3	8%	10%	2%	44	2	5%
English I	All Testers	Langham Creek	All	633	137	22%	24%	2%	727	149	20%
English I	All Testers	Langham Creek	Hispanic	331	47	14%	16%	2%	390	48	12%
English I	All Testers	Langham Creek	Am. Indian	*	*	*	*	*	*	*	*
English I	All Testers	Langham Creek	Asian	61	31	51%	53%	2%	47	23	49%
English I	All Testers	Langham Creek	African Am.	120	17	14%	16%	2%	137	24	18%
English I	All Testers	Langham Creek	Pac. Islander	*	*	*	*	*	*	*	*
English I	All Testers	Langham Creek	White	105	37	35%	37%	2%	131	49	37%
English I	All Testers	Langham Creek	Two or More	15	4	27%	35%	8%	20	5	25%
English I	All Testers	Langham Creek	Eco. Dis.	375	59	16%	18%	2%	429	62	14%
English I	All Testers	Langham Creek	LEP Current	72	0	0%	2%	2%	93	2	2%
English I	All Testers	Langham Creek	At-Risk	321	12	4%	6%	2%	439	23	5%
English I	All Testers	Langham Creek	SPED	37	3	8%	10%	2%	52	1	2%

Cypress-Fairbanks Independent School District

Department of District Improvement and Accountability

2021-22 Masters CIP Targets

The targets listed below meet minimum expectations.

Campuses are responsible for meeting the CIP targets as well as state and federal accountability targets.

EOC	Tester Group	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
English II	All Testers	Langham Creek	All	691	146	21%	23%	2%	641	104	16%
English II	All Testers	Langham Creek	Hispanic	345	48	14%	16%	2%	337	34	10%
English II	All Testers	Langham Creek	Am. Indian	*	*	*	16%	*	*	*	*
English II	All Testers	Langham Creek	Asian	59	37	63%	65%	2%	57	25	44%
English II	All Testers	Langham Creek	African Am.	120	17	14%	16%	2%	123	15	12%
English II	All Testers	Langham Creek	Pac. Islander	*	*	*	*	*	*	*	*
English II	All Testers	Langham Creek	White	147	40	27%	29%	2%	111	27	24%
English II	All Testers	Langham Creek	Two or More	17	4	24%	33%	9%	12	3	25%
English II	All Testers	Langham Creek	Eco. Dis.	341	50	15%	17%	2%	364	47	13%
English II	All Testers	Langham Creek	LEP Current	57	1	2%	4%	2%	85	0	0%
English II	All Testers	Langham Creek	At-Risk	302	9	3%	5%	2%	286	9	3%
English II	All Testers	Langham Creek	SPED	42	0	0%	2%	2%	32	0	0%
US History	All Testers	Langham Creek	All	670	443	66%	68%	2%	676	451	67%
US History	All Testers	Langham Creek	Hispanic	328	201	61%	63%	2%	345	209	61%
US History	All Testers	Langham Creek	Am. Indian	*	*	*	*	*	*	*	*
US History	All Testers	Langham Creek	Asian	63	57	90%	92%	2%	62	56	90%
US History	All Testers	Langham Creek	African Am.	105	57	54%	56%	2%	112	61	54%
US History	All Testers	Langham Creek	Pac. Islander	*	*	*	*	*	*	*	*
US History	All Testers	Langham Creek	White	152	115	76%	79%	3%	142	115	81%
US History	All Testers	Langham Creek	Two or More	19	10	53%	55%	2%	13	8	62%
US History	All Testers	Langham Creek	Eco. Dis.	333	198	59%	61%	2%	326	195	60%
US History	All Testers	Langham Creek	LEP Current	36	4	11%	17%	6%	56	15	27%
US History	All Testers	Langham Creek	At-Risk	190	68	36%	38%	2%	248	106	43%
US History	All Testers	Langham Creek	SPED	37	15	41%	43%	2%	31	8	26%

Langham Creek

College, Career, and Military Readiness (CCMR) Plans
The percent of graduates that meet the criteria for CCMR will increase from 76% to 84% by June 2025.

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

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

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 meet weekly (the appropriate number of times using Schoology) to plan collaboratively and develop effective, relevant lessons that focus on creating classroom experiences that meet students' needs while maximizing first-time instruction and learning. These classroom experiences provide opportunities in which students
  - use technology (including but is not limited to online textbooks, animations/videos, simulations, reports, assessments, information graphics, probe ware, graphing calculators, programs, etc.) to support the learning of the TEKS;
  - generate and translate between multiple representations (graphs, diagrams, pictures, equations, tables, poems, advertisements, etc.);
  - develop academic language proficiency through speaking, reading, writing, and listening;
  - develop stamina to solve complex problems, read long passages and questions, and transfer knowledge to other situations and/or disciplines; and
  - have time to make sense of their learning (reflective journaling, student discourse, collaborative group work, Socratic seminars, etc.).
- The District provides and campuses follow student placement guidelines and scheduling protocols (Blue Book, Elementary Administrative Handbook, Master's Scheduler Handbook, etc.) ensuring that students are placed in the appropriate classrooms/programs and are ready and able to achieve at high levels.

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

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

High School Content Area
Standard Expectations

English Language Arts/Reading (Grade 6)
- Maximize instructional time by developing, posting, and consistently following a balanced literacy schedule.
- Utilize reading and writing workshop strategies to teach and reinforce critical TEKS (think aloud, modeling reading and writing processes in mini-lessons, interactive read aloud with accountable talk, independent reading and writing, small group instruction, and conferring).
- Model reading and writing strategies, techniques, and concepts for students.
- Confer with students regularly about reading and writing, and maintain records of conferences. Records and other data sources should be used to make instructional decisions and form strategy groups.
- Ensure that students have choice in their independent reading across genre and reading levels.
- Provide opportunities for students to use technology to engage with digital texts and resources, create, collaborate, and think critically.

English Language Arts/Reading (Grade 7 & 8)
- Model the writing process with and for students.
- Conduct writing conferences with students (individual, small group, and/or large group).
- Model revision and editing of writing with students.
- Have students read independently and allow choice in their reading selections.
- Make reading assignments that are aligned with the TEKS, active (dialectical journals, annotation, summarization, reader response, text-evidenced), connected, and purposeful.
- Facilitate academic discussions and provide collaborative opportunities for students to think, write, and respond to their reading.
- Provide organizational structures for students to collect resources, writing pieces, graded work, reading notes by using a portfolio, interactive binder, Reader/Writer notebook, etc.
- Maintain a digital writing portfolio.
- Provide opportunities for students to use technology to engage with digital texts and resources, create, collaborate, and think critically.

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

Mathematics
- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including justifications, similarities, and differences.
- Provide time for student to explain, justify, and defend their ideas.
- Use multiple representations (models, pictures, words, tables, graphs, equations, etc.) to make connections.
- Encourage students to use precise mathematical vocabulary.
- Use the graphing calculator and other technology to discover relationships and compare multiple representations.
- Incorporate the use of technology for student learning every day.

Science
- Teachers will develop science literate students by collaboratively planning instructional units that support students' development of "science expert" knowledge structures, skills and strategies by
  - spiraling content and skills from prior units of study, courses and/or disciplines;
  - making explicit connections between concepts in different units, courses and/or disciplines;
  - using learning strategies supported by neuroscience (e.g. chunk formation, recall); and
  - incorporating the use of technology inside and outside the classroom when it is the most effective tool for the task being asked of students.
- Teachers will develop science literate students by creating and providing learning opportunities in each instructional unit that require students to
  - design and conduct experiments (real and virtual) for a minimum of 40% of the instructional time;
  - collect, analyze, and represent data (spreadsheets, graphs, diagrams, pictures, equations, and tables);
  - create physical and cognitive models and identify the strengths and limitations of those models;
  - communicate results orally or in writing; and
  - reason and think critically to make informed decisions individually and as a group within and outside the classroom.

Social Studies
- Use STAAR formatted test questions and ensure that no more than 25% of test items are at the knowledge level.
- Facilitate discussions using higher level questioning strategies.
- "Chunk" lessons into 15 to 20 minute intervals followed by a variety of student processing activities.
- Use a variety of presentation modes to meet diverse students' 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 technology for student learning.

LOTE
- Speak the target language more than English in all levels.
- Limit English translation by using visual clues to enhance student comprehension.
- Use activities that move students beyond "word-level" performance. All students working towards building sentences (Lvl 1), strings of sentences (Lvl 2), and paragraph-length narration (Lvl 3+).
- Discover grammar in context instead of using isolated mechanical or rote drill.
- Use authentic real-world tasks that integrate listening, speaking, reading, and writing.
- 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 expectations.