

**2008-2009
Campus Improvement Plan
For
Langham Creek High School**

Cypress-Fairbanks Independent School District

Areas to Improve

District Priority: 1A Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

Area of Focus: **Mathematics - Algebra I**

Campus Objective: # Our Algebra I students will increase in performance levels from Sept 2008 to May 2009 as follows:
 AA from 50 to 75
 Hisp from 58 to 75
 White from 84 to 86
 EcoD from 47 to 75
 SpecEd from 26 to 75.

Our Algebra I students will increase in Commended performance levels from Sept 2008 to May 2009 as follows:
 AA from 9 to 12
 Hisp from 11 to 14
 White from 44 to 47
 EcoD from 10 to 13
 SpecEd from 7 to 10

Formative/Summative Evaluation: District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	TAKS Tutorials – Teachers will offer TAKS tutorials during second semester to target specific TAKS objectives prior to the TAKS test.	AR	Hisp, AA, ESL	Students, Teachers	Textbook, Gizmos, Alg. 1 curriculum, TAKS study guides	2 nd Semester
	2	Tutorials – tutorials are offered Monday – Thursday before and after school by at least one Algebra teacher.	AR	All	Students, Teachers		On-going
	3	Homework – students will complete weekly homework	AR	All	Students,	Textbook,	On-going

		assignments that incorporate 8 th grade TEKS that are included on the 9 th grade TAKS tests. In addition, the homework will include material already covered so that students keep up with their skills all year long.			Teacher	TEKS	
	4	New Programs/Classes – Students who did not pass the TAKS test during the 1 st , 2 nd or 3 rd attempts in 8 th grade will be placed in the new Algebra 1 Lab or SAS class. These classes will incorporate more hands on activities as well as extensive TAKS practice.		All	Students, Teachers	Algebra Lab Curriculum, Algebra 1 curriculum, TAKS practice tests and problems	On-going
Teachers	1	Varying Activities – Teachers will incorporate new technology (explore learning gizmos, COWS) into the curriculum. Teachers will also incorporate more hands on activities to help our visual and kinesthetic learners. Teachers and students will use the graphing calculators daily.	AR,T	All	Teachers	District in-service,	On-going
	2	Tracking Students Performance – Teachers will keep track of students' progress on each SFA to see their progress and decide what objectives the student needs to focus on.	SD	All	Teachers		SFA window
	3	Team Planning – Team meets every day to discuss current lesson plans, teaching strategies, developing lessons and curriculum.	SD	All	Teachers		Daily
Parents	1	Communication – Teachers will create group emails and class website so parents can view assignments to help keep their students on track. In addition, teachers will provide TAKS information, study guides and websites to parents. This year there will be a Algebra 1 website for the entire team that parents can check.	PI, T	All	Teachers, Parents	Teacher web	On-going
	2	Parent Involvement – Algebra 1 will host parent meetings for parents of students in Algebra 1. These meetings will be held periodically during the year. The meetings will give parents information on what is being taught in Algebra 1 as well teach the parents how to help their child with homework and topics being covered.		All	Teachers, Parents	Alg. 1 curriculum	On – going beginning in September

Areas to Improve

District Priority: 1A Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

Area of Focus: **Mathematics – Geometry L**

Campus Objective: # Our Geometry students will increase in performance levels from Sept 2008 to May 2009 as follows:
 AA from 54 to 75
 Hisp from 60 to 75
 White from 89 to 89
 EcoD from 59 to 75
 SpecEd from 29 to 75.

Our Geometry students will increase in Commended performance levels from Sept 2008 to May 2009 as follows:
 AA from 6 to 8
 Hisp from 11 to 13
 White from 35 to 37
 EcoD from 10 to 12
 SpecEd from 4 to 7.

Formative/Summative Evaluation: District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies		Codes *	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Use the graphing calculator everyday to make connections of TAKS objectives.	T, AR	All	Geometry Teacher	Graphing calculator	Begin 9-1-07
	2	Use the online tools (i.e. TAKS prep and review that accompany each chapter in the textbook.)	T, AR	All	Student and Geometry Teacher	Ancillary Materials, Internet	Begin 10-1-07
	3	Attend tutorials based on area of weakness determined from SFA	AR	Students scoring less than 70%	Geometry Teacher	TAKS workbook, handouts, study aides	Begin 10-15-07

	4	Use software, COWS, gizmos; other online tools to understand and connect the algebraic and geometric concepts.	T, AR	All	Geometry Teacher	Computer, COWS, Smartboard, handouts, Internet	Begin 10-1-07
	5	Use foldables to work on organizing the concepts.	AR	All	Geometry Teacher	Handouts	Begin 10-1-07
Teachers	1	Evaluate Secondary Formative Assessments results and use them to identify areas of weakness; teach and/or re-teach the areas of weakness as well as provide tutorials for students as needed for the areas of weakness.	SD	Geometry team	Geometry Teacher and District Math	SFA, TAKS workbook, ancillary materials	Begin 10-1-07
	2	Use technology such as the online textbook, computer on wheels, gizmos and other online tools, graphing calculator, TI interactive and other software to make connections of algebraic and geometric concepts.	T	Geometry team	Geometry Teacher	Computer, smartboard, graphing calculator	Begin 10-1-07
	3	Provide extra practice materials for TAKS based on student area of weakness.	AR	Geometry team	Geometry Teacher	Ancillary materials, TAKS workbooks	Begin 10-15-07
Parents	1	Communicate with the teacher about specific skills that need improvement.	PI	Parent			On-going
	2	Ensure their student does homework and prepares for the district tests and TAKS.	PI	Parent			On-going

Areas to Improve

District Priority: 1A Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

Area of Focus: **Mathematics - Algebra II**

African American students in grade 11 will increase in performance level on the state mandated TAKS tests from 71% in 2008 to 75% in May of 2009. Economically Disadvantaged students in grade 11 will increase in performance level on the state mandated TAKS tests from 70% to 75%.

Campus Objective: # Our Algebra II students will increase in performance levels from Sept 2008 to May 2009 as follows:
 AA from 71 to 75
 Hisp from 75 to 80
 White from 96 to 96
 EcoD from 70 to 75
 SpecEd from 67 to 75.

Our Algebra II students will increase in Commended performance levels from Sept 2008 to May 2009 as follows:
 AA from 12 to 15
 Hisp from 15 to 20
 White from 49 to 55
 EcoD from 14 to 18
 SpecEd from 8 to 10.

Formative/Summative Evaluation: District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Graphing calculators will be used every to explore functional relationships.	T,AR	Algebra II Students	Teacher	TI-83, TI Smartview	On-going
	2	Technology will be incorporated as a tool to review for TAKS and to make connections in Algebra II. Students will have access to computers, the internet, and the HOLT CD-rom Student One Stop Planner.	T, AR	Algebra II Students	Teacher	HOLT online tools; CD-Rom student one stop	On-going
	3	Attend tutorials that accompany objectives each six weeks based on areas of weakness on the Secondary Formative Assessments in conjunction with the data analysis for 2008.	AR	Algebra II Students	Students	SFA and TAKS results; TI-Smartview;	On-going

						online tools	
	4	Apply note-taking strategies and organizational tools to aid in retaining key concepts.	AR	Algebra II Students	Teacher and Students	Note taking strategies/ teacher web website for Algebra II	On-going
	5	Apply note-taking strategies and organizational strategies to aid in remembering and retaining mathematical vocabulary.	AR	Algebra II Students	Teacher and Students	Word wall, Mind Map	On-going
Teachers	1	Evaluate Secondary Formative Assessments and use to identify areas of weakness and provide tutorials for students who are weak in those objectives.	SD	Algebra II Students	Teacher	LEXMARK scantron machine	SFA window
	2	Technology will be available and used to demonstrate functional relationships.	T	Algebra II Students	Teacher	COWS, graphing calculator	On-going
	3	Communicate with parents when tutorials are offered and needed.	PI	Algebra II Students	Teacher	E-mail, teacher websites	On-going
Parents	1	Communicate with the teacher about skills that need improvement.	PI	Algebra II Students	Parent	Check e-mail, phone calls	On-going
	2	Ensure their students do their homework and prepare for District-developed tests and TAKS.	PI	Algebra II Students	Parent	Tutorials	On-going

Area of Focus: Mathematics

Group	Gr9 07 Score	Gr9 08 Target	Gr9 08 Score	Gr9 3 Yr Target	Gr9 09 Target	Gr10 07 Score	Gr10 08 Target	Gr10 08 Score	Gr10 3 Yr Target	Gr10 09 Target	Gr11 07 Score	Gr11 08 Target	Gr11 08 Score	Gr11 3 Yr Target	Gr11 09 Target
AA	47	75	45	90	75	47	75	54	90	75	71	77	71	90	77
All	66	75	65	90	75	72	78	74	90	79	82	85	86	90	87
Eco.Dis.	49	75	51	90	75	54	75	59	90	75	70	77	70	90	77
Hispanic	49	75	55	90	75	59	75	60	90	75	71	77	75	90	80
LEP	34	75	19	90	75	13	75	47	90	75	33	75	50	90	75
LEP M1	21	75	70	90	77	53	75	54	90	75	89	89	22	90	75
LEP M2	40	75	55	90	75	--	--	54	90	75	80	83	67	90	75
Spec.Ed.	19	75	24	90	75	40	75	29	90	75	30	75	67	90	75
White	85	87	83	90	85	87	88	89	90	89	89	89	96	100	97

Areas to Improve

District Priority:	1A	Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.
Area of Focus:		Science - IPC
Campus Objective:	#	Economically disadvantaged students will increase in performance levels 5% from the 1 st Six Weeks SFA to the 5 th Six Weeks SFA.
Formative/Summative Evaluation:		District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline	
Students	1	Peer coaching, similarities/differences, summarization, interactive note-taking, and collaborative learning will be used in all IPC classes to reinforce target concepts.	AR	All	Classroom teachers and students	Classrooms to be made available for before and after school study groups	On-going
	2	Commitment to maintaining an individually tailored organization system. These systems will be developed collaboratively between each student and his teacher to best fit his/her learning and lifestyle.	AR	All	Classroom teachers and students	Necessary supplies not available to students to be supplied	On-going
	3	Commitment of students to <i>regularly</i> attend class and tutorials to improve academic performance	AR	All	Classroom teachers and students	District and campus incentives	On-going
	4	Monitor each student's progress in learning the critical TEKS, by examining results of teacher-made tests and district benchmarks.	AR	All	Classroom teach, co-teachers, and Instructional Specialist	Gradebook and district SFAs	SFA window
	5	Use current student centered technology, such as WikiSpaces that		All	Classroom teacher	Computer lab	On-going

		will include course calendars, PowerPoint notes, current worksheets, and links to simulation sites (i.e. – Gizmos) for independent practice and tutorials.					
Teachers	1	Provide word walls to reinforce vocabulary acquisition	AR	All	Classroom teachers, Helping teachers	CFISD academic vocabulary lists and science terms	On-going
	2	Set up an incentive and award system for student performance	AR	All	Classroom teachers and Strother, Diskin, Petrash	Available TAKS funds	Beginning Sept 24th
	3	At least 2 teachers attend District Share sessions to improve and expand upon lesson development	SD	All	Director of Instruction , Department Chair, Science Coordinator	Travel funds from Sci. Coordinator and Department	
	4	All teachers will attend district staff development, such as Shift Happens, Explore Learning, etc.		All	Science Coordinator	District Academic teams	On-going
Parents	1	Encourage the practice of English language in the home	PI	LEP	Strother, Diskin, Petrash, teachers	Internet, newsletter, telephone	
	2	Keep parents up-to-date on their child's recent triumphs and struggles by making phone calls or sending e-mails	PI	All	Teachers	Student work	On-going

Areas to Improve

District Priority: 1A Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

Area of Focus: **Science - BIOLOGY**

Campus Objective:	#	<p>Our Biology students will increase in performance levels from Sept 2008 to May 2009 as follows: AA from 57 to 75 Hisp from 58 to 75 White from 92 to 95 EcoD from 58 to 75 Spec Ed from 35 to 75.</p>		<p>Our Biology students will increase in Commended performance levels from Sept 2008 to May 2009 as follows: AA from 7 to 10 Hisp from 5 to 8 White from 31 to 34 EcoD from 5 to 8. SpecEd from 8 to 11.</p>
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Formative/Summative Evaluation:

District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Use root word lists to strengthen and teach vocabulary. Use summarization, interactive (Cornell-style) note taking, and similarities and differences. Use core TEKS science vocabulary to strengthen and teach vocabulary. Use in class scientific journal readings to increase content knowledge and relevance to the real world.	AR	All	Classroom teachers	Latin and Greek root word lists TEA list of TEKS vocabulary	On-going
	2 TAKS warm-ups to be done on a daily basis. Use spirals or folders to be kept in the classroom to ensure that student has it available for review and for teacher assessment. Use for assessing where students are weak on TAKS concepts in IPC or Biology.	AR	All	Classroom teachers and students	Donated spirals for ED students	daily
	3 Computer labs to be used for Power Tools and other TAKS computer programs. The computers will be used to graphically illustrate and provide practice for both Biology and IPC concepts during class and in tutorials.	T, AR	All	Classroom teachers and students	CD's, Internet, and district made power	On-going

						tools	
	4	Monitor each student's progress in learning the critical TEKS by examining results of teacher-made tests and district benchmarks, such as SFA's.	AR	All	Instructional specialist and Classroom teacher	Gradebook, benchmark data	SFA window
	5	Use current technology, such as Gizmos (Explore Learning) and relevant websites and software Develop a WIKI space to enhance communication between students, their peers, parents and teachers.		All	Classroom teacher	Computer lab	On-going
Teachers	1	Schedule co-teachers to help modify lessons to target identified struggling learners	SD	Bio team	Instructional Specialist, Special Edu. Co-teachers	Coordinator	On-going
	2	Send as many teachers as possible to professional conferences such as CAST and NABT, and to District Share Sessions.	SD	Bio team	Team leader		Fall semester
	3	All teachers will attend District staff developments, such as Shift Happens and Explore Learning.	SD	Bio team	Science Coordinator	District Academic teams	On-going
	4	Include lessons that will enable students to take notes and summarize material given orally or written	AR	Bio team	Classroom teacher	Curriculum materials and Marzano	On-going
	5	Make after school tutorials available to students that are targeted as at risk for failing or have failed TAKS Continue our "Evolution of Tests" to adapt assessments to the changing TEKS and the district Scope and Sequence.	AR	Department	Classroom teachers, Instructional specialist, Director of Instruction	TAKS materials, Tackle box, and Power tools	Spring semester
Parents	1	Mail letters home with invitation to TAKS tutorials and follow up with phone calls Adopt-A-Parent by continuously (bi-monthly) staying in contact with parent of mentee via e-mail, phone calls and letters sent home in regard to student progress, educational opportunities(tutorials), parent tools(parent viewer, progress reports), and occasional face-to-face	PI	Parents of identified students	Classroom teacher	District data, teacher made tests	

		parent-teacher conferences..					
	2	Keep parents up to date on their child's recent triumphs and struggles by making phone calls or sending e-mails	PI		Teachers	Student work	On-going

Areas to Improve

District Priority: 1A Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

Area of Focus: **Science - Chemistry**

Campus Objective:	#	Our Chemistry students will increase in performance levels from Sept 2008 to May 2009 as follows: AA from 78 to 82 Hisp from 76 to 81 White from 96 to 97 EcoD from 74 to 79 Spec Ed from 64 to 75.	Our Chemistry students will increase in Commended performance levels from Sept 2008 to May 2009 as follows: AA from 8 to 11 Hisp from 9 to 12 White from 35 to 38 EcoD from 7 to 10 Spec Ed from 0 to 5.
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Formative/Summative Evaluation: District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline	
Students	1	Incorporate TAKS review topics in the curriculum (Acids and Bases/Acid Base System in the human body; Density/Buoyancy; chemical basis of DNA; solutes/solvents with diffusion)	AR	All	Classroom teacher	TAKS materials, Biology and IPC curriculum	On-going
	2	Incorporate TAKS type questions including actual TAKS questions from released tests on unit tests. Use summarization techniques, similarities/differences, and interactive note-taking activities.	AR	All	Classroom teacher	Released TAKS and Marzano	On-going
	3	Give SFA tests and review the results with district made power point that includes explanation for each question on the SFA	AR	All	Classroom teacher	District power point	SFA window
	4	Target specific help for students, based on at-risk, from previous TAKS scores	AR	All	Classroom teacher	District data	On-going
	5	Use current technology, such as Gizmos and relevant websites and software		All	Classroom teacher	Computer lab	On-going
Teachers	1	Attend Chemistry share sessions and district staff development, such as Shift Happens and Explore	SD	Chem. teachers	Coordinator	Other chemistry	On-going

		Learning.				teachers TAKS resources	
	2	Share TAKS objective lessons within the department—including all science disciplines	SD	Dept.	Team leader	TAKS lessons	daily
	3	Identify students at risk for failing TAKS or that have failed TAKS and target them for after school tutorials	AR	Dept.	Classroom teachers, Instructional specialist, Director of Instruction	TAKS materials, Tackle box, and Power tools	Spring semester
	4	Adapt unit tests to reflect new TEKS objectives/requirements and the changing district scope and sequence.		Chem teachers	Classroom Teachers	Curriculum/Scope and Sequence	On-going
Parents	1	Maintain teacher web pages including links to TAKS review sites and TAKS review quizzes. Alert parents of the web pages and the study helps for TAKS Maintain teacher web pages/Wiki space including links to TAKS review sites and TAKS review quizzes. Alert parents to the existence of the web pages/Wiki space and the study guidelines/help pages for TAKS.	PI	All	Classroom teachers	Internet	Beginning Sept 24 th and then On-going
	2	Keep parents up to date on their child's recent triumphs and/or struggles by making phone calls or sending e-mails, not only for class concerns, but also for TAKS.	PI	All	Classroom teachers	Samples of student work	On-going

Areas to Improve

District Priority: 1A Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

Area of Focus: **Science- Aquatic Science**

Campus Objective: #

Our Aquatic Science students will increase in performance levels from Sept 2008 to May 2009 as follows: AA from 78 to 82 Hisp from 76 to 81 White from 96 to 97 EcoD from 74 to 79 Spec Ed from 64 to 75.	Our Aquatic Science students will increase in Commended performance levels from Sept 2008 to May 2009 as follows: AA from 8 to 11 Hisp from 9 to 12 White from 35 to 38 EcoD from 7 to 10 Spec Ed from 0 to 5.
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Formative/Summative Evaluation: District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Align lessons with TEKS, so the skills and knowledge needed for TAKS is reinforced	AR	TAKS students	Classroom teachers	TAKS workbooks and reviews and TAKS for science	On-going
	2 Research students' individual background on science TAKS areas and create curriculum based plans to implement over the course of the year	AR	Target groups	Classroom teachers	TAKS testing scores	Aug-Sept
	3 Place targeted students in a designated Aquatic Science TAKS class	AR	TAKS failures	Instructional specialist, Classroom teachers	TAKS testing scores	Aug-Sept
	4 Use TAKS based questions relating to curriculum for warm ups. Use summarization, similarities/differences, and interactive note-taking activities.	AR	TAKS students	Classroom teachers	TAKS workbooks and overheads	daily

						and Marzano	
	5	Provide tutorial sessions 1-2 days per week, to allow students to have additional assistance with TAKS areas they are struggling with.	AR	All	Classroom teacher	TAKS workbooks and materials	On-going
	6	Provide TAKS based labs that are focused on TAKS objectives, to illustrate those objectives and provide students with kinesthetic activities to reinforce objectives.	AR	TAKS students	Consultant, Classroom teacher	TAKS materials	On-going
Teachers	1	Provide teachers with TAKS materials, such as workbooks and review packets to aid students in the classroom	SD	Aqua. Sci. Tchrs.	Science Coordinator, Director of Instruction	Supplemental TAKS materials	On-going
	2	Schedule co-teachers to help modify materials for identified struggling learners	SD	Aqua. Sci. Tchrs.	Academic specialist, Special Education	Science coordinator, Special Education	As needed
	3	All teachers attend district staff development.	SD	Aqua. Sci. Tchrs.	Principal, Director of Instruction, Science Coordinator, Department Chair	Compensatory funds	As Available
	4	Offer TAKS tutorials after school for struggling students and those identified as at risk for failing TAKS or have failed TAKS	AR	Department	Classroom teacher, Instructional specialist, Director of Instruction	TAKS materials, Tackle box, and Power tools	Spring semester
Parents	1	Make parent contact to discuss student progress and make them aware of incentives for good attendance and passing a class.	PI	All	Classroom Teachers, Students, Parents	Student work, Progress reports	On-going
	2	Call parents of TAKS failures and inform them of the importance of the TAKS test and the opportunities available to help the student pass.	PI	All	Classroom Teachers, Students, Parents	Teacher expectation, Student goals	On-going

Areas to Improve

District Priority: 1A Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

Area of Focus: **Science - Physics**

Campus Objective:	#	Our Physics students will increase in performance levels from Sept 2008 to May 2009 as follows: AA from 78 to 82 Hisp from 76 to 81 White from 96 to 97 EcoD from 74 to 79 Spec Ed from 64 to 75.	Our Physics students will increase in Commended performance levels from Sept 2008 to May 2009 as follows: AA from 8 to 11 Hisp from 9 to 12 White from 35 to 38 EcoD from 7 to 10 Spec Ed from 0 to 5.
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Formative/Summative Evaluation: District-developed Tests and Texas Assessment of Knowledge and Skills

STP		Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Use TAKS warm-ups to review TAKS material.	AR	All	Classroom teachers	TAKS materials	Daily
	2	Discuss SFA results in class.	AR	All	Classroom teachers	District data and SFA	SFA window
	3	Use current technology, such as Gizmos and relevant websites and software		All	Classroom teacher	Computer lab	On-going
Teachers	1	Look at TAKS data for students who failed or are borderline and encourage the student to attend TAKS tutorials	AR	Targeted groups	Helping teachers, Classroom teachers	District data	
	2	Schedule TAKS tutorials.	AR	Targeted groups	Classroom teachers	TAKS materials	
	3	Include TAKS types of questions on quizzes and tests.	AR	All	Classroom teachers	Released TAKS tests	On-going
Parents	1	Contact parent so that they will encourage and enable students to attend TAKS tutorials	PI	Targeted groups	Classroom teachers, Instructional sp	District data	On-going

Area of Focus: Science

Group	Gr10 07 Score	Gr10 08 Target	Gr10 08 Score	Gr10 3 Yr Target	Gr10 09 Target	Gr11 07 Score	Gr11 08 Target	Gr11 08 Score	Gr11 3 Yr Target	Gr11 09 Target
AA	50	75	57	90	75	73	79	78	90	82
All	71	77	76	90	81	83	85	88	90	89
Eco.Dis.	54	75	58	90	75	68	75	74	90	79
Hispanic	52	75	58	90	75	67	75	76	90	81
LEP	13	75	24	90	75	32	75	39	90	75
LEP M1	47	75	38	90	75	67	75	33	90	75
LEP M2	--	--	62	90	75	80	83	67	90	75
Spec.Ed.	36	75	35	90	75	37	75	64	90	75
White	88	89	92	100	95	91	94	96	100	97

Areas to Improve

District Priority: 1A Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

Area of Focus: **Reading/English Language Arts - English IV**

All seniors who failed the Exit Level TAKS Test in 2007 will pass that test in 2008.

Campus Objective: #

Our English IV and Reading students will increase in performance levels from Sept 2008 to May 2009 as follows:

AA from 95 to 97
 Hisp from 91 to 93
 White from 97 to 98
 EcoD from 87 to **89**
 SpecEd from 79 to 80.

Our English IV and Reading students will increase in Commended performance levels from Sept 2008 to May 2009 as follows:

AA from 23 to 27
 Hisp from 16 to 20
 White from 51 to 54
 EcoD from 12 to 15
 SpecEd from 0 to 5.

Formative/Summative Evaluation:

District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Target TAKS retesters' individual deficits using previous test scores and individualize instruction in the "C" class	AR	TAKS retesters	teacher	Infoserv	1 st week school
	2	Use diagnostic samples of writing and reading to focus on individual deficits of specific reading and writing skills of TAKS	AR	retesters		TEA TAKS website	1 st week
	3	Emphasize and practice computer skills for online retesting of students	T, AR	retesters	teacher	Computers on wheels	1 st and 2 nd 6 weeks
	4	Encourage student confidence by building on individual strengths and previously acquired skills through vertical teaming	AR	student	Teachers/teams	Curriculum guides/department meetings	Throughout the year

	5	Provide instruction and practice with note taking and study skills for college bound students	AR	student	teacher	Textbooks/ computer/ teacher instruction	Throughout the year
	6	Practice reading various genres of literature, writing for varied purposes, and critical thinking skills necessary for the next level of the students' education	AR	student	teacher	Literature text, curriculum guide, workshops	Throughout the year
	7	Emphasize the writing process with weekly writing assignments that incorporate the elements of strong writing and research skills	AR	students	teacher	Teacher created assignment s/ teacher feedback	All year
Teachers	1	District TAKS training for new teachers	SD	teachers	English curriculum coordinator	District workshops	1 st 6 weeks
	2	Team planning to ensure strategies target TEKS objectives, Taks retesters, and needs of college bound students	SD	teachers	Team leader and curriculum guides	Team Planning period	several meetings per week
	3	Continue professional education to develop lesson plans implementing research-proven strategies	SD	teachers	Strother, Diskin, Petrash	District workshops	Professional growth requirements
	4	All teachers will attend Six Traits of Writing as well as the Writing Symposium for Experienced Teachers of Writing	SD	Teachers who have not previously attended	Teachers		As scheduled by district
Parents	1	Provide parents with contact information (email, phone #'s, conference times), calendars, and updates on student progress through progress reports and report cards	PI	parents	teachers	Email, conference periods, report cards, calendars	6 weeks calendar, progress report, report card
	2	Encourage parents to attend open house and college night	PI	parents	Counselors, parents	Newsletter/ mail	Fall

Areas to Improve

District Priority: 1A Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

Area of Focus: **Reading/English Language Arts – English II**

The English II student population will increase in performance level from 92% in March 2008 to **93%** in March of 2009.

Campus Objective: # Our English II and Reading students will increase in performance levels from Sept 2008 to May 2009 as follows:
 AA from 85 to **86**
 Hisp from 89 to 90
 White from 95 to 96
 EcoD from 88 to 89
 SpecEd from 63 to 64.

Our English II and Reading students will increase in Commended performance levels from Sept 2007 to May 2008 as follows:
 AA from 5 to 8
 Hisp from 5 to 8
 White from 13 to 16
 EcoD from 4 to 7
 SpecEd from 0 to 5.

Formative/Summative Evaluation: District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Encourage at-risk students to take advantage of tutorials before or after school.	AR	All students	teachers	Supplemental TAKS materials	On-going
	2	Allow students opportunities to pre-write, revise, edit, and conference with writing assignments.	AR	All	teachers	Textbook <i>Dr. Jac's Guide to Writing with Depth</i>	Twice a six weeks
	3	Monitor student progress in understanding of critical TEKS by examining results of teacher constructed tests and district SFA benchmarks.	AR	All	teachers	Teacher constructed tests modeled	Every six weeks

						on TAKS format SFAs	
	4	Students will learn additional critical reading strategies for fiction and nonfiction.	AR	All	teachers	Text and core curriculum	On-going
	5	Students will attend remediation sessions during the school day if their scores on TAKS & SFA, as well as teacher-made assessments indicate need.	AR	African-American & economically disadvantaged	Teachers	TAKS, SFAs Teacher-made assessments	on-going
Teachers	1	Provide students with multi-cultural reading selections.	AR	All	teachers	Text and supplemental readings	On-going
	2	Teachers meet with campus achievement specialist to identify and target low performing students.	SD	All	Teachers & Strother, Diskin, Petrash	State generated data	First—fourth six weeks
	3	Teachers attend after-school professional development sessions to learn additional strategies for success on TAKS.	SD	All	teachers	Sessions as provided	First semester
	4	All teachers will attend Six Traits of Writing as well as the Writing Symposium for Experienced Teachers of Writing	SD	Teachers who have not previously attended	Teachers		As scheduled by district
Parents	1	Encourage a three-way conference among parents/students/teachers for at-risk students when TAKS workbooks are handed out.	PI	parents	Parents/Teachers	teachers	On-going
	2	Send home positive comments regarding students' academic performance.	PI	Students & parents	teachers	teachers	On-going

Areas to Improve

District Priority: 1A Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

Area of Focus: **Reading/English Language Arts – English I**

The student population in English I will increase in performance level from 89% in February 2007 to at least 90% in March 2008.

Campus Objective: # Our English I and Reading students will increase in performance levels from Sept 2008 to May 2009 as follows:

AA from 78 to 82
Hispanic from 82 to 84
White from 96 to 97
EcoD from 81 to 84
SpecEd from 53 to 75.

Our English I and Reading students will increase in Commended performance levels from Sept 2008 to May 2009 as follows:

AA from 21 to 25
Hispanic from 20 to 24
White from 46 to 49
EcoD from 19 to 23
SpecEd from 9 to 12.

Formative/Summative Evaluation: District-developed Tests and Texas Assessment of Knowledge and Skills

	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Monitor student progress in understanding of critical TEKS by examining results of teacher made tests and district wide SFA benchmarks.	AR	all students	Strother, Diskin, Petrash, and teachers	grade book; benchmarks	every 3 or 6 weeks
	2	Provide extended learning time for struggling students including before and after school tutorials	AR	identified students	Strother, Diskin, Petrash, and teachers	<i>Measuring Up</i> books; activities related to classroom instruction	Daily/ once monthly
	3	Conduct diagnostic assessments to identify gaps in prior knowledge	AR	all students	teachers	diagnostic tests; academic vocabulary	On-going
	4	Direct focus on writing process including journaling, analysis, text support, etc... by offering 18 processed writing opportunities each year and requiring self and peer evaluation	AR	all students	teachers	curriculum guide;	On-going
	5	Emphasize reading strategies in fiction and nonfiction reading selections which promote skills in understanding, application, analysis, and synthesis	AR	all students	teachers	curriculum guide	On-going
	6	Establish expectations of effective use of oral language including monitoring of speaker's message, asking clear questions, making relevant contributions to discussions, etc...	AR	all students	teachers	curriculum guide	On-going
	7	Provide a clear and meaningful purpose to reading, writing, and speaking	AR	all students	teachers	curriculum guide; essential questions	On-going
	8	Students will attend remediation sessions during the school day if their scores on TAKS & SFA, as well as teacher-made assessments indicate need.	AR	African-American & economically disadvantaged	Teachers	TAKS, SFAs Teacher-made assessment	on-going

				ged		s	
Teachers	1	Enroll all honors teachers in Pre-AP training (Rice)	SD	identified teachers	Strother, Diskin, Petrash		once a year
	2	Offer supplemental training regarding teaching strategies for ESL students for teachers educating second language learners	SD	identified teachers	Strother, Diskin, Petrash		On-going
	3	Assign teachers new to the building with a mentor in their content area	SD	identified teachers	Strother, Diskin, Petrash		during the first few weeks
	4	Provide additional training on supporting and teaching students with special education modifications	SD	identified teachers	Strother, Diskin, Petrash		On-going
Parents	1	Assist parent's understanding of online Parent Grade Viewer by offering on-going reminders of how to access and utilize this tool	PI,T	parents	Strother, Diskin, Petrash		On-going
	2	Notify parents of possible failures before the students fails for the grading period	AR	parents	teachers	grade book	On-going
	3	Send home positive comments regarding student's behavior and academics	AR	parents	teachers	positive referrals, paws for praise	On-going

Area of Focus: Reading/English Language Arts

Group	Gr9 07 Score	Gr9 08 Target	Gr9 08 Score	Gr9 3 Yr Target	Gr9 09 Target	Gr10 07 Score	Gr10 08 Target	Gr10 08 Score	Gr10 3 Yr Target	Gr10 09 Target	Gr11 07 Score	Gr11 08 Target	Gr11 08 Score	Gr11 3 Yr Target	Gr11 09 Target
AA	85	87	76	90	81	73	79	85	90	87	93	95	93	100	95
All	89	89	86	90	87	84	86	91	100	94	93	95	95	100	97
Eco.Dis.	81	84	79	90	83	77	81	87	90	88	81	84	87	90	88
Hispanic	81	84	81	90	84	77	81	89	90	89	87	88	91	100	94
LEP	56	75	39	90	75	32	75	72	90	78	29	75	44	90	75
LEP M1	79	83	84	90	86	80	83	86	90	87	89	89	89	90	89
LEP M2	80	83	82	90	85	--	--	85	90	87	90	93	88	90	89
Spec.Ed.	50	75	53	90	75	38	75	63	90	75	68	75	79	90	83
White	96	97	95	100	97	92	95	95	100	97	97	98	97	100	98

Areas to Improve

District Priority: 1A Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

Area of Focus: **Social Studies – World Geography**

Campus Objective:	#	Our Geography students will increase in performance levels from Sept 2008 to May 2009 as follows: AA from 89 to 89 Hisp from 87 to 88 White from 99 to 99 EcoD from 87 to 88 SpecEd from 68 to 75.	Our Geography students will increase in Commended performance levels from Sept 2008 to May 2009 as follows: AA from 22 to 26 Hisp from 32 to 36 White from 64 to 67 EcoD from 28 to 32 SpecEd from 19 to 23
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Formative/Summative Evaluation: District-developed Tests (SFA)

STP		Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Vocabulary Project-Identify content-focused vocabulary terms and phrases-20 per year per core subject-for all students to learn (in addition to the usual teacher-selected vocabulary words).	AR	AA	Students	Textbook, Teacher,	annually
	2	Summarization- Students will successfully answer the Enduring Understanding question(s) in three to five sentences and/or summarize major concepts within units.	AR	AA	Teacher	Textbook, Teacher,	ongoing
	3	Mini-Document Based Questions-Using readings, charts, graphs, and pictures to prompt students to analyze and summarize content to engage students.	AR	AA	Students	Textbook, Teacher,	Ongoing
	4	Tutorials before or after school	AR	AA	Students	Teacher	Ongoing

	5	Note-taking-Students will create their own notes out of Teacher notes.	AR	AA	Students	Teacher Student	Ongoing
Teachers	1	Varying Note-taking strategies-Model different note-taking strategies to increase student understanding of content. Students can use the Marzano Method.	AR	AA	Teacher	District Inservice	Ongoing
	2	Chunking content to make it easier for students to understand concepts	AR	Spec Ed LEP	Teacher	District In-Service	Ongoing
	3	Mini-Document Based Questions-using the same prompt for all students but modifying questions for different levels/students(Spec Ed,L, K, AP) to engage students.	AR	Spec Ed LEP	Teacher	Share Sessions	Ongoing
	4	World Geography Share Sessions-Teachers share lessons and discuss content-specific goals and implementation of district goals/strategies (note-taking, vocabulary development, SFA's, etc..)	AR	AA	Teacher	District	Ongoing
Parents	1	Notify parents of students who are failing or in danger of failing; advise them of test tutorials and advisory study opportunities if appropriate	PI		Teacher	Accurate phone numbers in Pinnacle	ongoing
	2	Notify parents of students who attend advisory tutorials and thank them for their support	PI	Tutorial attendees	Teacher	Accurate phone numbers	ongoing

Areas to Improve

District Priority: 1A Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

Area of Focus: **Social Studies – World History**

Campus Objective:	#	Our World History students will increase in performance levels from Sept 2008 to May 2009 as follows: AA from 89 to 89 Hisp from 87 to 88 White from 99 to 99 EcoD from 87 to 88 SpecEd from 68 to 75.	Our World History students will increase in Commended performance levels from Sept 2008 to May 2009 as follows: AA from 22 to 26 Hisp from 32 to 36 White from 64 to 67 EcoD from 28 to 32 SpecEd from 19 to 23.
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Formative/Summative Evaluation: District-developed Tests and Texas Assessment of Knowledge and Skills

STP		Strategies	Code s*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Include strategies for note-taking, summarization, mini DBQ's, vocabulary mastery, and understanding of similarities and differences in world history units.	AR	All	Classroom teachers	Textbook, Workbook, Student Handouts	On-going from Early Civ Unit on Sept.12
	2	TAKS skill practice warm ups and TAKS based test questions used during each unit.	AR	All	Classroom teachers	Ancillary materials, overhead	On-going from Early Civ Unit on Sept.12
	3	Advisory tutorials for 10 th grade students not taking world history during the present school year.	AR	10 th graders not in world history	Team Leader Counselors	Workbooks, Practice handouts	On-going from Oct.26 Government

							Unit
	4	TAKS Pretest using the state released previous TAKS test.	AR	All	Classroom teachers	Released State TAKS Test	After Feb.12 Democratic Rev. Unit
	5	Mandatory tutorials after school for students that struggle or fail the TAKS Pre test.	AR	10 th graders struggling or failing TAKS	Team Leader	Workbooks, Practice handouts	After results of Pretest after Feb.12
Teachers	1	Keep accurate accounts of students progress on the TAKS Pretest and warm ups.	AR	All	Classroom teachers		On-going from Sept.12
	2	Customize warm ups to fit the TAKS weaknesses of students.	AR	All	Classroom teachers	Workbooks, overhead, handouts	On-going from Sept.12
	3	Create lists of students needing tutorials for TAKS objectives and encourage them personally to attend tutorials.	AR	Struggling 10 th grade students	Classroom teachers	Pretests and unit tests	After Feb. 12 and the TAKS Pretest
Parents	1	Notify parents of students struggling or failing the TAKS objectives during warm ups and tests so they can help them at home	PI	Struggling 10 th grade students	Classroom teachers	Phone, email, workbooks	On-going from Sept.12
	2	Notify parents of mandatory tutorials and keep in touch about students progress	PI	Struggling 10 th grade students	Classroom teachers	Phone, email	On-going after the TAKS Pretest

Areas to Improve U.S. History 2008-2009

District Priority: 1A Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

Area of Focus: **Social Studies - U.S. History**

Campus Objective:	#	Our U.S. History students will increase in performance levels from Sept 2008 to May 2009 as follows: AA from 99 to 99 Hisp from 97 to 98 White from 99 to 99 EcoD from 98 to 99 SpecEd from 92 to 95.	Our U.S. History students will increase in Commended performance levels from Sept 2008 to May 2009 as follows: AA from 34 to 38 Hisp from 29 to 33 White from 66 to 70 EcoD from 26 to 30 SpecEd from 13 to 16.
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Formative/Summative Evaluation: District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Place senior retesters in Taks trailer class fall semester.	AR	Re-testers and early grads	At risk coordinator DI	
	2	Identify re-testers for fall 2008 that are not in the Taks trailer class.	AR	Re-testers and early grads	At risk coordinator DI	Workbooks, study aids, handouts Begin in the second six weeks
	3	Provide weekly after school tutorials for senior retesters	AR	Re-testers and early grads	Team leader At risk coordinator DI	Workbooks, study aids, handouts Begin at end of first six weeks
	4	Incorporate strategies for note taking ,	AR	All	Classroom	Textbook, On-going

		summarization, comparing similarities and differences and enhancing vocabulary mastery into each unit			Teachers	Handouts for each student	
	5	Incorporate document based questions into each unit in lessons or exams.	AR	All	Classroom teachers	Copies of DBQ's for each student to practice	On-going
	6	Use released TAKS questions as warm ups	AR	All	Classroom teachers	transparencies	On-going
	7	Engage students by using One to One lessons with technology	AR	All	Classroom Teachers, Tech support	COWS, Presenters	On-going
	8	Provide after school Taks tutorials for at risk 11 th graders that utilize technology		All referred by regular teacher	Classroom teachers	COWS, presenters	Begin in spring semester
		Rewrite unit tests as needed to target weak areas shown by the TAKS data	AR	All	Classroom teachers	Copies	On-going
Teachers	1	Generate list of all students who are not in 11 th grade	AR	10 th graders	Classroom teachers	Infoserv	Within first 3 weeks
	2	Verify that all 10 th graders have taken and passed W. History; request schedule change if they have not	AR	10 th graders	Counselors Or at risk specialist	Access to grades	Within first six weeks
	3	Make audio versions of the textbook available to interested students	AR	All	Classroom teacher Library or tech support to make them	CD's	On-going
Parents	1	Notify parents of students who are failing or in danger of failing; advise them of test tutorials and advisory study opportunities if appropriate	PI	All	Classroom Teacher	Accurate phone numbers in Pinnacle	On-going
	2	Advise parents of tutorials for tests and Taks at Open House	?	All	Classroom Teacher	Individual teacher tutoring dates/times	Open House

Areas to Improve

District Priority: 1A Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

Area of Focus: **Social Studies – Government/Economics**

Campus Objective:	#	Our Government/Economic students will increase in performance levels from Sept 2008 to May 2009 as follows: AA from 99 to 99 Hisp from 97 to 98 White from 99 to 99 EcoD from 98 to 99 SpecEd from 92 to 95.		Our Government/Economic students will increase in Commended performance levels from Sept 2008 to May 2009 as follows: AA from 34 to 38 Hisp from 29 to 33 White from 66 to 70 EcoD from 26 to 30 SpecEd from 13 to 16.
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Formative/Summative Evaluation: District-developed Tests and Texas Assessment of Knowledge and Skills

STP		Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Provide TAKS Study Guide	AR	Students who need to pass TAKS	TAKS coordinator	State Study Guide	3 rd week prior to Oct testing
	2	Drill and practice activities	AR	All	Teacher	Teacher made activities	On-going
	3	Vocabulary exercises	AR	All	Teacher	Teacher made activities	On-going
	4	Assist students in making connections	AR	All	Teacher	Teacher made activities	On-going

	5	Assist student in sequencing	AR	All	Teacher	Teacher made activities	On-going
Teachers	1	Make sure students in correct placement	AR	All	Teacher/ Counselors		2 nd and 3 rd wk of school
	2	Analyze TAKS scores	AR	All	Teacher	TAKS data	3 rd week of school
	3						
Parents	1	Reply to teacher Progress Reports	PI	All	Parent		On-going
	2	Keep abreast of child's progress	PI	All	Parent		

Area of Focus: Social Studies

Group	Gr10 07 Score	Gr10 08 Target	Gr10 08 Score	Gr10 3 Yr Target	Gr10 09 Target	Gr11 07 Score	Gr11 08 Target	Gr11 08 Score	Gr11 3 Yr Target	Gr11 09 Target
AA	81	84	89	90	89	98	99	99	100	99
All	91	94	93	100	95	95	97	99	100	99
Eco.Dis.	83	85	87	90	88	89	89	98	100	99
Hispanic	86	87	87	90	88	89	89	97	100	98
LEP	41	75	69	90	76	57	75	89	90	89
LEP M1	79	83	69	90	76	100	100	89	90	89
LEP M2	--	--	77	90	81	100	100	100	100	100
Spec.Ed.	69	76	68	90	75	73	79	92	100	95
White	97	98	99	100	99	98	99	99	100	99

Area of Focus: Campus Culture

District Priority:

The district's schools will maintain an engaging environment conducive to maximize student learning and employee effectiveness.

Campus Objective:

To create an environment and structure(s) that encourages and promotes all adults to function interdependently at Langham Creek High School for the betterment of student performance.

Formative Evaluation:

OHI Survey, Teacher Retention Data, Formal and informal teacher feedback, etc.

STP	Strategies		Target Group	Person(s) Responsible	Resources	Timeline
Students	1	N/A – This objective ultimately impacts student achievement, but the activities are designed to enhance teacher effectiveness and cohesiveness.		Staff, community		
Teachers	1	Train the following key teams on the six Organizational Health Leadership Beliefs, focusing on	Admin. Team;	Principal	OHI Team	August and September

		Leadership Belief Statement #4.	DC's; TL's; OHI Team			, 2008	
	2	<p>a. Six key faculty members will participate in a district sponsored two-day Enhancing Leadership Effectiveness Workshop to be held July 22 and 23.</p> <p>b. These six individuals will become the OHI Team, advocates for the six Leadership Belief Statements and the cohesiveness improvement plan.</p> <p>c. Add additional members in August to represent every department in the building.</p>	OHI Team	Principal	OHI Team	August 2008	
	3	<p>The OHI Team and Administrative Team will help focus on Principles #1 and #4. Principle 1: A principle-centered mission provides purpose and true north direction. Therefore, creating and sustaining the mission, vision, values, and purposes of the organization will create a framework from which quality decision can evolve. Principle 4: The whole is greater than the sum of the parts. Therefore, leaders should develop individuals and teams that have a high commitment to team efforts, which will require building a community of leaders who function interdependently as individuals and teams.</p> <p>Specific strategies will be established for getting open and honest feedback from all members.</p> <p>a. August 18th in-service presentation to introduce OHI to staff.</p> <p>b. August 18th breakout staff groups to determine strategies to increase cohesiveness.</p> <p>c. August 20th Feedback Presentation regarding</p>		Principal OHI Leadership Team	Total Staff	<p>2008-2009 school year</p> <p>OHI survey will be taken in Spring of 2008</p> <p>September 2008</p>	

		<p>staff nominated activities for the year. Staff will vote on activities that each individual can personally support.</p> <p>d. OHI Team will compile the activities and present them for approval to CIP at September meeting.</p> <p>e. The OHI Team will be available at the request of the DC/TL, to assist in finding healthy ways to resolve “non-cohesiveness” issues on their teams.</p>				
Parents	1	N/A – This objective ultimately impacts student achievement, but the activities are designed to enhance teacher effectiveness and cohesiveness.				

Langham Creek High School
Tom Strother
2008 – 2009
Campus Improvement Plan
Cypress-Fairbanks Independent School District

Section A

- ✓ (1) Langham Creek High School has met the legal requirements for campus improvement planning, including institution of a campus-level committee to assist the principal in developing, reviewing, and revising the CIP for the purpose of improving student performance for all student populations. (Education Code 11.252 [b])
- ✓ (2) The Langham Creek High School CPOC has
 - ✓ (a) completed a needs assessment which serves as the basis for the CIP.
 - ✓ (b) reviewed or set measurable campus performance objectives for all academic excellence indicators for all student populations, and has identified and will continue to identify, through lesson plans, unit plans, and teacher goal-setting, strategies to address and support these objectives, including accelerated instruction.
 - African American
 - Hispanic
 - White
 - Economically Disadvantaged
 - Special Education
 - Limited English Proficient
 - ✓ (c) identified and included within the CIP instructional methods for student groups whose performance lags significantly
 - ✓ (d) included in the CIP these elements.
 - Resources allocated
 - Staff responsible for activities and strategies
 - Formative and summative evaluation criteria
 - ✓ (e) addressed students' needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention, dyslexia treatment programs, and pregnancy-related services.
 - ✓ (f) included strategies for dropout prevention and reduction. (middle school and high school)
 - ✓ (g) included strategies for improving student attendance.
 - ✓ (h) included strategies for improving the campus's completion rate. (high school)
 - ✓ (i) provided for a program to encourage parental and community involvement at the campus.
 - ✓ (j) included goals and methods for violence prevention and intervention on campus.
 - ✓ (k) reported, coordinated, and integrated all funding sources, for example, Title I and II, and State Compensatory Education (Supported by the district's Financial Services Team).
- ✓ (3) Teachers will focus instruction on the TEKS deemed as "critical" and will follow the district's scope and sequence for the course and/or grade level.
- ✓ (4) Counselors will provide students and parents with information about higher education admissions, financial aid opportunities, the TEXAS and Teach for Texas grant program, and the need for making informed curriculum choices to be prepared for success beyond high school. (middle school and high school)

Section B

Membership Composition of the Campus Performance Objectives Council	
Name of CPOC Member	Position
Tom Strother	Principal
Roslin Copeland	Teacher 1
Mary Catchings	Teacher 2
Charles Ament	Teacher 3
Terri Moran	Teacher 4
Scott Tucker	Teacher 5
Diana Hec	Teacher 6
Peggy Lige	Teacher 7
Elizabeth Stoerkel	Teacher 8
Veronica Faccio	Teacher 9
Elaine Schwartz	Teacher 10
Rachel Ramirez	Teacher 11
Sandi Pippin	Teacher 12
Katie Ferraro	Teacher 13
Anita Landry	Teacher 14
Sheri Myers	Teacher 15
Meia Mathis	Teacher 16
Debi Leatherman	Teacher 17
David Garcia	District Administrator
Lenae Diskin	Campus Administrator
Cindy Petrash	Campus Administrator
Bridget Evans	Campus Administrator
Tim Silvey	Campus Administrator
Debbie Goings	Non-teaching professional 1
Brett Gerety	Parent 1

Amanda Flores	Parent 2
Laurie Mogyorody	Community resident 1
Rejeana Barnes	Community resident 2
Mike Nelson; Copperfield Bowl	Business representative 1
David Burns; Burns Landscaping	Business representative 2

CPOC Meetings* for '08-'09			
#	Date	Time	Location
1	August 22, 2008	2:45-3:45	Langham Creek Planning Session
2	September 3, 2008	2:45-3:45	Langham Creek Library
3	November 5, 2008	2:45-3:45	Langham Creek Library (public meeting)
4	January 12, 2009	2:45-3:45	Langham Creek Library
5	May 13, 2009	2:45-3:45	Langham Creek Library

All of the Langham Meeting Dates are shared on our website, Parent Advisory Board Meetings, and the Key Communicator

* Policy requires a minimum of five meetings, one of which is dedicated to conducting a public hearing in late fall to publicize the school's newly-released AEIS statistics.

Section C

Texas Assessment of Knowledge and Skills Recognized or Exemplary Goal	
✓ (1)	For 2008-2009, the percent of students reaching TAKS Recognized or Exemplary Performance levels will increase by the percent shown in CIP Part I. (This objective is for all student groups not specifically identified in Part II.)
Formative	After each benchmark/SFA, the staff will review the results to determine progress in meeting established performance levels.
Summative	TAKS results will be reviewed to determine if targets were met.
Strategy	Teachers will use strategies that challenge and engage students in their learning, and they will build in periodic review of the content and concepts.

Texas Assessment of Knowledge and Skills Commended Performance Goal	
✓ (2)	For 2008-2009, the percent of students reaching TAKS Commended Performance levels will increase by the percent shown in CIP Part I.
Formative	After each benchmark/SFA, the staff will review the results to determine progress in meeting established performance levels.
Summative	TAKS results will be reviewed to determine if targets were met.
Strategy	Teachers will use research-proven strategies to promote students' deep understanding of content and concepts.

Other Legal Requirements

Parent and Community Involvement Goal	
✓ (3)	For 2008 – 2009, the percent of parents and community members attending Parent Advisory and extracurricular parent groups will increase by 20% .
Formative	At the end of the first semester, the percent of parents and community members attending PTO meetings will be reviewed to determine progress.
Summative	At the end of the school year, the percent of parents and community members attending PTO meetings will be reviewed to determine if the objective was met.
Strategy	Provide a variety of methods and in appropriate languages to communicate opportunities for parent and community involvement throughout the year to attend school events.

✓ (4)

Violence Prevention and Intervention Goal	
For 2008 – 2009, discipline referrals for drugs (.9%), alcohol (-.42%), and tobacco (-8%) will be reduced by 10% from the previous year.	
Formative	Each grading period, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.
Summative	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.
Strategy	Examine research to determine the best methods for addressing substance abuse, and implement programs as feasible. (PBIS, PALS, CHOICES)

✓ (5)

Violence Prevention Goal	
For 2008 – 2009, the discipline referrals for the Offenses of tardy (class/school) and failure to comply (with Teacher request) will be reduced by 12% from the previous school year. We reached the 10% goal for the 07-08 school year.	
Formative	Each grading period the discipline referrals will be reviewed to determine the percent of referrals.
Summative	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for 2008 - 2009 .
Strategy	Implement and monitor a positive problem solving model that is based on a proactive instructional approach to solving problem behavior on a school-wide behavioral basis and utilizes effective staff development procedures will reduce the frequency of disruptive behaviors and will increase the effectiveness and moral of teachers.

✓ (6)

Special Education Goal	
For 2008 – 2009, the percent of students with disabilities will pass the state assessment the ARD committee designates, will be at or above the levels listed in the specific content areas.	
Formative	Each grading period, students' progress on TEKS will be monitored and reviewed.
Summative	Results of the state assessment will be reviewed to determine the percent of students with disabilities passing the assessment the ARD committee designates.
Strategy	Provide differentiated instruction to address learning needs of identified special needs students.

✓ (7)

Highly Qualified Teacher Goal	
For 2008 – 2009, the percent of highly qualified teachers in the core academic areas will be at 100% .	
Formative	At the end of the first semester, the percent of teachers in the core academic areas who are highly qualified will be reviewed to determine progress.
Summative	At the end of the school year, the percent of teachers in the core academic areas who are highly qualified will be reviewed to see if the objective was met.
Strategy	Confer with teachers to implement a plan to ensure that they meet highly qualified standards.

✓ (8)

Attendance - Prevention Goal	
For 2008 – 2009, the ADA student attendance will be at or above 95 % .	
Formative	Monthly attendance rates by grade level and total school will be reviewed in addition to a list of students with more than three absences per month.
Summative	The year end ADA will be reviewed to determine if the annual attendance objective was met.
Strategy	Send letters to parents of students with three or more unexcused absences. Initiate attendance referrals for students with more than five unexcused absences.

✓ (9)

Secondary Drop – out Prevention Goal	
For 2008 – 2009, the completion rate will be at or above 85% or less with no student group exceeding 10% of all students.	
Formative	Each grading period, the documentation will be reviewed for students who have checked out of school.
Summative	The 2008 – 2009 drop-out data will be reviewed.
Strategy	Monitor school leavers bi-weekly, contact parents, and implement intervention plans.

✓ (10)

High School AEIS Goal – Ninth Graders	
The percent of 2008 – 2009 first-time ninth-grade students who advance to the tenth grade (fall to fall) will be at least 95% in regular school year and summer school.	
Formative	After each grading period, the number of ninth-grade students who are at-risk for failing one or more classes will be reviewed.
Summative	At the end of the school year (August), the percent of ninth graders who advanced to the tenth grade will be reviewed to see if the objective was met.
Strategy	Provide students with models of completed assignments so that they understand academic expectations. Guide students to appropriate testing, classes, and programs.

✓ (13)

Recommended High School Program	
For 2008 – 2009, the percent of graduates who graduate with RHSP will be at or above 80% .	
Formative	Each semester, prepare a list of students who have opted out of the RHSP program by grade level.
Summative	At the end of the school year, calculate the percent of students who graduated with the RHSP.
Strategy	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.

✓ (14)

High School AEIS Goal – Advanced/Dual Credit Courses	
For 2008 – 2009, the percent of students who have completed at least one advanced course will be at or above 25% .	
Formative	Each semester, the number and percent of students enrolled in at least one advanced course will be reviewed.
Summative	At the end of the school year, the percent of students completing at least one advanced course in high school will be reviewed to see if the objective was met.
Strategy	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
Strategy	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.

✓ (15)

High School AEIS Goal – Advanced Placement Exams	
For 2008 – 2009, the percent of students who take an AP exam will be at or above 15% taking one or more AP exams.	
Formative	At the beginning of the spring semester, review a list of students in AP classes who have not indicated their intention to take an AP exam.
Summative	At the end of the school year, the number and percent of students who took at least one Advanced Placement exam will be reviewed to see if the objective was met.

High School AEIS Goal – SAT/ACT Exams	
For 2008 – 2009, the percent of graduates who take SAT/ACT exams will be at or above 70% (compared to 50.46% in 2006-2007).	
Formative	After the first semester, the number of students taking the SAT-1 at least once will be reviewed.
Summative	At the end of the school year, review the number of students taking the SAT-1 at least once to determine if the objective was met.
Strategy	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.

High School CTE Goal

For 2008 – 2009, the percent of LEP CTE students passing TAKS will be at or above **70%** Reading/ELA, **65%** Social Studies, **50%** Math, **45%** Science.

Formative	After each SFA, the staff will review the results to determine progress in meeting established performance level.
Summative	TAKS results will be reviewed to determine if targets were met.
Strategy	Core content – area and CTE teachers will coordinate the courses/programs to ensure that these students have extended learning time in TAKS-tested areas.

Section D

- ✓ 1. **Comprehensive needs assessment** – All data were reviewed for all students and student groups. The results and conclusions of this review are reflected in the SMART goals for the next school year.
- ✓ 2. **School-wide reform strategies** – These strategies include ones that strengthen the core academic program; meet the educational needs of historically underserved populations; increase the amount and quality of learning time; and address needs of all, but particularly low-achieving students. Examples of school-wide strategies follow: teach content-focused vocabulary terms/phrases – 20 per year, per core subject from the district’s list – for all students to learn (in addition to the usual teacher-selected vocabulary words); expand effective instructional strategies, including use of technology in ways proven to increase students’ engagement in learning and level of thinking about content and concepts.
- ✓ 3. **Instruction by highly qualified teachers** – 100% of our teachers are certified for the position they hold even though they have varying levels of experience. Experienced teachers give support to less experienced teachers. Parents are notified if a teacher is not certified, and the teacher must either be working toward certification or efforts continue to hire someone who is certified.
- ✓ 4. **High-quality and ongoing, professional development** – Helping teachers provide on-the-job training and monitoring to promote teachers’ professional development. Staff members participate in professional development offered throughout the year. Professional development may also be conducted on site by in-house instructional leaders and also by district instructional support staff. Staff will place courses to take on the Goal-Setting Part I.
- ✓ 5. **Strategies to attract high-quality, highly-qualified teachers** – Recruiting and retaining highly-qualified teachers is a continuous process. We closely work with our district’s Human Resources administrators and network with other principals to help in this effort. Our own teachers also serve as recruiters. The result has been that 100% of our classroom teachers are appropriately certified for the position they hold.
- ✓ 6. **Strategies to increase parental involvement** – Schools engage in numerous activities to increase parent involvement in the campus’s programs. Open Houses, telephone calls, and newsletters are just a few methods of recognizing parents as partners. In addition, parents are offered classes to meet their needs, for example, ESL classes or TAKS information programs.
7. **Transition from early childhood programs** – Elementary schools collaborate with early childhood centers to coordinate parent and student visits to kindergarten programs. Elementary schools conduct community awareness campaigns and registration days. (Not applicable to secondary schools)
- ✓ 8. **Measures to include teachers in the decisions regarding the uses of academic assessments** – Numerous teacher reports are available for the teachers to access throughout the year. These reports are based on locally-developed and summative assessments. Ongoing staff development is available on site to analyze assessment data. Grade-level, content-area, team, or departmental meetings and the CPOC provide forums to discuss assessment issues.
- ✓ 9. **Effective, timely additional assistance** – Formative and summative assessments provide the data for teachers and administrators to monitor individual student progress so that interventions and assistance will be timely. Various live reports are available via infoservweb and are accessible to teachers and administrators.
- ✓ 10. **Coordination and integration of federal, state, and local services and programs** – At the building level, federal, state and local services and programs are coordinated to address student needs best; this coordination of services and programs is reflected in the activities listed in the campus goals and strategies.

CIP PART III: ASSURANCE ADDENDUM

Langham Creek High School Cypress-Fairbanks Independent School District Staff Development Plans 2008 – 2009			
Date	Audience	Responsible for Planning	Purpose/Content
4-Aug	Leadership Conference	District Administrative Staff	
4-Aug	GLT/AMS	Elementary – A.M.	
	GLT/AMS	Secondary - P.M.	
5-Aug	Safety Conference	District Administrative Staff	Safety Conference
12-Aug	Department Chair and Team Leader	District Staff	
14-Aug-15	New Staff Orientation	District Staff	
18-Aug	All Staff	Campus	
19-Aug	All Staff	Campus	
20-Aug	All Staff	Campus	
21-Aug	Elementary/Secondary	District Staff	Content Day
22-Aug	All Staff	Campus	
13-Oct	Secondary Staff	District Staff	Content Day
5-Jan	Secondary Staff	Campus	TE Day
16-Feb	Secondary Staff	Campus	TE Day (Wikispaces)
April 23 *	All Staff	Campus	TE Day
June 4	All Staff	Campus	