

Cypress-Fairbanks Independent School District

Langham Creek High School

2023-2024



Mission Statement

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

Vision

LEAD - Learn. Empower. Achieve. Dream.

Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

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

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

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

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

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

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

Problem Statements Identifying Student Achievement Needs

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

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

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

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

Problem Statement 5: Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: Economically disadvantaged students do not comprise a proportional rate of enrollment and/or completion of advanced/dual credit courses when compared to our overall campus demographics. **Root Cause:** Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: Our staff needs to help students see value in advanced courses, and we need to build our teacher skill set/awareness to support economically disadvantaged students ensuring successful course completion.

Problem Statement 6: CTE Approved Industry Certifications: Certification data shows areas of certification tied to the accountability system that have not been earned. **Root Cause:** CTE Approved Industry Certifications: We need to support students in selecting one certification area and working toward successful certificate obtainment.

Problem Statement 7: Graduation Rate: : The graduation rate decreased from 92.9% to 89.9% during the 21-22 school year **Root Cause:** Graduation Rate: Graduation Rate: We need to continue to engage students in school and encourage attendance.

Problem Statement 8: Students are beginning the 2023-24 school year with learning gaps. **Root Cause:** The onset of COVID-19 in the spring of 2020 and the implications of modified instructional methods necessitated by the need for immediate remote learning.

School Culture and Climate

School Culture and Climate Strengths

The following are strengths of the campus in regard to school culture and climate.

Employee Perception Survey 2022-23 -90% or higher

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

Vision/Mission

Excellence in Academics, the Arts and Athletics

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

Theme for 22-23: We Find a Way

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-Homecoming, Pep Rallies, Spirit Days, Dress Up Days, Senior Sunrise

Communication-School Messenger, Website, Bringing Out the Best, Class Talks, Grade Level AP, Yearbook, Announcements, Marquee, Remind, Twitter, Other Social media Apps.

Teams

Staff-culture team, communication team, safety and security team

Students-Wolf P.A.C.

Student Input Student Council, Wolf P.A.C., BSA, PBIS implementation

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: Five of the fifteen 2023 EPS questions are above 90%, however there is a significant percentage drop for seven of the questions.

Root Cause: We need to reestablish/strengthen processes and procedures for staff input, safety, accessibility to job info, and quality work expected from students.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

The following are strengths of the campus in regard to staff quality, recruitment, and retention.

Efforts are made to recruit and hire the best available staff through recommendations from current staff, review of resumes, the interview process as well as assistance from HR. 36.2% of Langham Creek staff hold Master's degrees compared to 27.9% of the district and state 25.2%.

Langham Creek traditionally has little mobility among staff. Recent movement has been mostly for promotions, movement to new campuses and retirement.

Attendance rates among staff: District data showed that Langham Creek's staff attendance rate was 92.7%.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

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

Parent and Community Engagement

Parent and Community Engagement Strengths

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

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

Problem Statements Identifying Parent and Community Engagement Needs


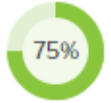


Problem Statement 1: Parent and Community Engagement: Parent and community involvement dwindling at campus events **Root Cause:** We need to vary an improve communication with our community concerning the on campus events occurring on the Langham Creek campus through a variety of platforms.







Goals









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

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

Evaluation Data Sources: STAAR/EOC Algebra I, Biology, English I/II, and US History

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: English Language Arts: English teachers will support at-risk students by focusing on TEKS, objectives, and lesson sequence to ensure the planning of engaging, student-centered instruction . Teachers will also focus on discussing "the why" to establish lesson relevancy to the students.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables</p> <p>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</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Math: Algebra 1 teachers will support economically disadvantaged students by focusing on engagement and real-world relevancy. Teachers will focus on planning differentiated stations, small groups, and games to keep students engaged in the content. Teachers will also focus on discussing "the why" each day and finding relatable real-world connections for our students.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Algebra I Teachers; Algebra I Appraiser; Director of Instruction; Academic Achievement Specialists; Campus Instructional Coaches</p>	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Science: Biology teachers will support SPED students by making explicit connections in class between learning goals, activities for learning, and student success criteria. Students will be trained in a daily procedure of using the team-made student handout "Clarity Checklist" of learning goals and success criteria to open each day of class, as well as to close the day's lesson/work. This Clarity Checklist will also be used for review purposes at the end of the unit, helping students take greater control over their own learning process and helping them learn to self-monitor their learning as they evaluate their progress towards learning goals via the success criteria. Teachers will further support SPED students by providing reteaching and remedial practice as determined by early and frequent formative assessment, in addition to this self-assessment tool. The Clarity Checklist will also have root words for the relevant scientific vocabulary for the current unit to support student learning at a fundamental level.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Biology Teachers; Biology Appraiser; Campus Instructional Coach; Director of Instruction; Academic Achievement Specialists</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Social Studies: U.S. History teachers will include purposeful, structured planning to focus on the big understandings of each unit and the connections between. Teachers will support students by creating engaging and challenging lessons that include scaffolding, reteaching, and will spiral back to help make those connections.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: US History Teachers; US History Appraiser; Director of Instruction; Academic Achievement Specialists; Campus Instructional Coaches</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: A multi-layered campus approach will work to increase the number of Economically Disadvantaged students enrolled in and completing advanced courses such as: 1) The use of multiple College Academy Mentor will allow a specific contact support person working with the success of all College Academy students placing an emphasis on targeted support and counseling of ED students so that they remain in and complete the College Academy. 2) During Spring conferences, counselors will remain aware of who their ED students are in their alpha splits and research their differing abilities to recommend selection of advanced courses and to subsequently support students the following year in their advanced course work. 3) Administration will work directly with staff on mindset and campus philosophy to grow teacher skills and beliefs in working with students of economic disadvantage to support their success in advanced course work. 4) The campus will continue to recruit and hire highly certified staff to support students in advanced courses/dual credit courses.</p> <p>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%.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal, Director of Instruction, Counselors, College Academy Mentor, College and Career Specialist, Academic Achievement Specialists, Teachers</p>	Formative		
	Nov	Feb	May
			

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: CTE Approved Industry Certifications: CTE teachers will continue to align their coursework with certification preparation and consistently seek to grow the enrollment in their courses and programs. CTE teachers will increase participation and performance in earning industry certifications across all areas with a specific focus on accountability certification areas. CTE teachers will also continue to secure CyHope scholarships and increase awareness of Free and Reduced Lunch status for families and how this impacts certification test fees for eligible students.</p> <p>Strategy's Expected Result/Impact: The number of students earning an industry certification will increase by 3%</p> <p>Staff Responsible for Monitoring: CTE teachers, CTE counselors, Director of Instruction</p>	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Graduation Rate: To increase the 4-year graduation rate, Langham staff will monitor attendance and exercise a targeted approach to increase attendance rates with a belief that when students are regularly present at school, they are more connected to the school setting, their personal goals, and thus are more likely to graduate on time. All Langham teachers will focus on creating engaging student-centered classrooms where students find value in what they are learning. When students know why they are learning and see value in what they are learning then they are more driven to come to school.</p> <p>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%</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal, Director of Instruction, Academic Achievement Specialists, Assistant Principals, Teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Dropout Prevention: Keeping students highly engaged, supported, and successful in all courses is our goal. If a student expresses a desire to drop out the Academic Achievement Specialist partners with the Assistant Principal and Counselor to offer options for earning a high school diploma. Each AAS will reach out twice a month to students who have withdrawn and have not indicated their plan for continued education.</p> <p>Strategy's Expected Result/Impact: The dropout rate will remain at or below 1.2%.</p> <p>Staff Responsible for Monitoring: Teacher, Assistant Principal, Academic Achievement Specialist, Registrar, Director of Instruction</p>	Formative		
	Nov	Feb	May
			
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Each week the campus will provide all students with 25 minutes of targeted instruction (in each content area) to close the gaps created by COVID-19.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Teacher, CIC, Director of Instruction, Principal</p>	Formative		
	Nov	Feb	May
			



No Progress



Accomplished



Continue/Modify













Discontinue

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

Performance Objective 2: ESSER III: Throughout the current school year, use the supplemental ESSER III funds to respond to the pandemic and to address student learning loss as a result of COVID-19.







Evaluation Data Sources: STAAR and Locally Developed Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Before/After School Program: After-school Tutoring to support student academic performance. Strategy's Expected Result/Impact: All student groups participating in the after-school tutoring program will increase their achievement scores on the state assessments by 3-5% by June 2024 Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Professional Staffing: Core Content Area Interventionist in Math will be hired to work with students to improve their academic performance. Strategy's Expected Result/Impact: All student groups being serviced by the Math Interventionist will increase their achievement scores on the state assessments by 3-5% by June 2024 Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Professional Development: Pete Hall Strategy's Expected Result/Impact: All student groups impacted by professional development will increase their achievement scores on the state assessments by 3-5% by June 2024 Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 3: State Compensatory Education (SCE): Throughout the current school year, use the supplementary SCE funds to reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other school district students as measured by educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets noted on the attached CIP data table.









Evaluation Data Sources: STAAR data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: State Compensatory Education: Provide supplementary support to students identified as at-risk through work with an education consultant, afterschool tutorials, after school planning, and needed supplies.</p> <p>Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current school year, 100% of the district's safety policies will be implemented.









Evaluation Data Sources: Record of safety drills and other required safety actions

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: Assistant principals will train, mediate, and counsel students and teachers throughout the school year for conflict resolution and restorative discipline practices. Students, staff, and the community will be aware of Cy-Fair Tip line and understand how to use it. Campus processes are in place to ensure students wear ID badges, carry clear backpacks, and are on-time and present in class. The door alarms are monitored by the campus receptionist and the AP office. There is an administrator that consistently monitors the cameras.</p> <p>Strategy's Expected Result/Impact: Reduction of student discipline referrals by 5%.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year.</p> <p>Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, DI, AAS, Counselors, DIHT</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

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









Evaluation Data Sources: Student attendance records

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 3: Restorative Discipline: The campus will use restorative discipline practices.







Evaluation Data Sources: Discipline reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. This year teachers have before and after school duties to increase visibility. Assistant Principals have also intentionally arranged their hall duty to increase visibility in "hot spots" and to decrease congregation. Processes put in place to reduce violent incidents are the requirement of ID badges, consistent attendance, and tardy policy, Assistant Principal always monitoring a camera, increased officer visibility in hallways, and ensuring classroom procedures that decrease a student's time in the hallway.</p> <p>Strategy's Expected Result/Impact: Violent Incidents will be 0%.</p> <p>Staff Responsible for Monitoring: Associate Principal, Assistant Principal, Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Restorative Discipline: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. We will increase the use of contracts and relationship building/repairing methods (i.e. circles, letters of apology, teaching coping skills, etc). Our campus will focus on the implementation of PBIS strategies.</p> <p>Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.</p> <p>Staff Responsible for Monitoring: Associate Principal and Assistant Principals</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 2%.







Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: We will offer campus incentives to encourage consistent daily attendance. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 2%. Staff Responsible for Monitoring: Campus Secretary and Principal</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current school year, 100% of teachers will receive job targeted professional development based on identified needs.







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

Strategy 1 Details	Formative Reviews		
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Director of Instruction, AAS, CIC</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 4: Family and Community Engagement: Increase parent engagement on the campus and the methods of communication used to engage parents in school activities.

Performance Objective 1: By the end of the current school year, parent and family engagement will increase by 5%.

Evaluation Data Sources: Activity sign-in sheets/records

Strategy 1 Details	Formative Reviews		
<p>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).</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%.</p> <p>Staff Responsible for Monitoring: Principal, Principal's Secretary, Associate Principal, Director of Instruction, Counselors, College and Career Specialist, Teachers, Grade book liaison</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

2023-2024 CPOC

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

Addendums

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

Level	Campus	EOC	2023 Cluster	Student Group	Testers	2023: Approaches		2024 Approaches Incremental Growth Target	% Approaches Growth Needed	2023: Meets		2024 Meets Incremental Growth Target	% Meets Growth Needed	2023: Masters		2024 Masters Incremental Growth Target	% Masters Growth Needed
					2023	#	%	%		#	%	%		#	%	%	
					#	#	%	%		#	%	%		#	%	%	
HS	Langham Creek	English II	HS 2	White	121	115	95%	97%	2%	109	90%	92%	2%	30	25%	27%	2%
HS	Langham Creek	English II	HS 2	Two or More	25	23	92%	94%	2%	21	84%	86%	2%	5	20%	22%	2%
HS	Langham Creek	English II	HS 2	Eco. Dis.	400	316	79%	81%	2%	230	58%	60%	2%	35	9%	11%	2%
HS	Langham Creek	English II	HS 2	Emergent Bilingual	94	47	50%	52%	2%	21	22%	24%	2%	*	*	*	*
HS	Langham Creek	English II	HS 2	At-Risk	381	271	71%	73%	2%	168	44%	46%	2%	13	3%	5%	2%
HS	Langham Creek	English II	HS 2	SPED	41	20	49%	51%	2%	7	17%	19%	2%	*	*	*	*
HS	Langham Creek	US History	HS 2	All	568	562	99%	100%	1%	479	84%	86%	2%	304	54%	56%	2%
HS	Langham Creek	US History	HS 2	Hispanic	287	283	99%	100%	1%	233	81%	83%	2%	136	47%	49%	2%
HS	Langham Creek	US History	HS 2	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
HS	Langham Creek	US History	HS 2	Asian	48	48	100%	100%	0%	47	98%	99%	1%	38	79%	81%	2%
HS	Langham Creek	US History	HS 2	African Am.	113	111	98%	99%	1%	84	74%	76%	2%	42	37%	39%	2%
HS	Langham Creek	US History	HS 2	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
HS	Langham Creek	US History	HS 2	White	103	103	100%	100%	0%	99	96%	97%	1%	75	73%	75%	2%
HS	Langham Creek	US History	HS 2	Two or More	15	15	100%	100%	0%	14	93%	95%	2%	11	73%	75%	2%
HS	Langham Creek	US History	HS 2	Eco. Dis.	326	321	98%	99%	1%	265	81%	83%	2%	152	47%	49%	2%
HS	Langham Creek	US History	HS 2	Emergent Bilingual	66	63	95%	97%	2%	32	48%	50%	2%	9	14%	16%	2%
HS	Langham Creek	US History	HS 2	At-Risk	247	241	98%	99%	1%	172	70%	72%	2%	80	32%	34%	2%
HS	Langham Creek	US History	HS 2	SPED	26	26	100%	100%	0%	13	50%	52%	2%	7	27%	29%	2%