

McKinney Independent School District
McKinney Boyd High School
2015-2016 Campus Improvement Plan



Mission Statement

We will provide engaging learning experiences so students can become effective communicators, quality contributors, and socially responsible citizens.

Vision

We believe that.....

- All individuals are born with inherent value.
- Personal relationships and connections are vital to learning.
- All individuals deserve an environment that is conducive to mental, physical and spiritual growth.
- Honesty, integrity and trust are imperative.
- Individuals need to feel safe and secure.
- Embracing diversity enhances every individual's experience.
- Choices enhance the opportunity for success.
- Excellence is a never ending journey requiring passion and purpose.
- Education is a shared responsibility; learning is an individual's responsibility.
- A progressive education is relevant, adaptable and vital to a sustainable community.

Core Beliefs

Partnerships between students, parents, community members, and staff are foundational to educational success.

Positive school culture and a safe environment foster growth.

Everyone has inherent value and deserves to be treated with dignity and respect.

Learning is an active process requiring engaging tasks and engaging minds.

Relevant and authentic experiences ignite continuous, deeper learning.

Meaningful relationships enrich learning.

Confidence fuels risk taking and higher achievement.

Financial stewardship ensures a tomorrow for education.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Student demographics have changed annually as we continue to become a more diverse campus. Our current enrollment is 2,846 students. Our enrollment has continued grow even after the rezoning as more families continue to move into the Boyd zone.

Ethnicity

1. American Indian/Alaskan National 234 Students 8%
2. Asian 157 Students 6%
3. African American 309 Students 11%
4. Native Hawaiian/Pacific Islander 19 Students >1%
5. Caucasian 2146 Students 75%

Special Ed Students

188 Students 6.7%

Active ESL Students

61 Students 2.2%

Students on Free and Reduced Lunch

525 Students 17.9%

At Risk Students

470 Students 16.5%

504 Students

224 Students 7.9%

Demographics Strengths

McKinney Boyd considers our diverse population a strength. We continue to try and increase school pride and school spirit amongst all of our student groups. Our students come from a variety of backgrounds which adds to the diverse activities and events that are hosted at our school. Our teachers also pride themselves in differentiating their instruction and activities to meet the needs of our diverse learners. We are really focusing this year on getting our students connected and involved with activities in the school. Connected and involved students do better academically and are emotionally more stable.

Demographics Needs

McKinney Boyd still needs to increase our minority students participation in extracurricular activities and clubs and organizations. We want them to feel connected to our school not only during the day in the classroom but also through our activities. We are also still working on closing the gaps in learning between our ethnic groups. We are really going to work on getting all of our students connected and involved. We are also using the Rachel's Challenge program to try and create an atmosphere of acceptance and kindness.

Student Achievement

Student Achievement Strengths

Our students perform way above the state average in the areas of STAAR. We also continue to lead the district in National Merit Scholars, Hispanic Scholars and National Achievement Scholars. Our UIL academic team participated in the state meet last year and our debate team also participated in the state meet. Our humanities program continues to grow and our teachers are being given more and more time to work together. Our overall failure rate continues to decrease at semester grade check.

Student Achievement Needs

Our STAAR scores and AP scores still suggest a disconnect in the achievement levels of our high socioeconomic students and our lower socioeconomic students. We still have some work to be done in the areas of math, science and English with our second language learners and our special ed learners. This will continue to be a major area of emphasis during the 2015-2016 school year.

School Culture and Climate

School Culture and Climate Summary

McKinney Boyd continues to dominate in many athletic events and fine arts events which helps keep school culture and climate at a very high level. We are now entering our 10th year and we feel that most of our students feel connected to our school. We continue to believe in the philosophy of capturing kids hearts and building those positive relationships with our students. We will continue to review the Bronco Way for our teachers and our students and help students feel that connection to our school.

School Culture and Climate Strengths

McKinney Boyd has a lot of activities that our students can become involved in. We believe that involvement and academics go hand in hand. We have a very strong athletic and fine arts program that involves a majority of our students. We also have a goal this year to increase club membership and also community service in those clubs and organizations. Our students work very hard to serve their community and we would like to continue to increase the involvement in our community. We are also working on getting students to connected to our school. We have found as time has gone by, their is not as much involmnet beyond fine arts and athletics. We would love to see all of our students connected.

School Culture and Climate Needs

MBHS is a very diverse community. We need to do a better job of getting our students that come from low socioeconomic homes involved in more activities. They also need to feel the connection to school that many of our students are fortunate to have. We need to increase the type of clubs that we offer in order to meet all the student needs and diverse backgrounds. We are also starting the Rachel's Challenge program this year to spread a message of kindness and acceptaance. We endured a very rough April and May last year with the loss of a student to suicide. We are going to work on mending the hearts and doing so in a positive way with a message of kindess and acceptance of people.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

MBHS continues to pride itself on bringing the very best teachers to teach in our school. We hired 24 new teachers this summer and we feel they are all going to make a positive impact to our already strong staff. We are glad that our admin team will stay consistent this year and we can strengthen our team even more with the experience that we all have. We are very excited about how hard our staff works to serve the needs of our students.

Staff Quality, Recruitment, and Retention Strengths

Our teachers work extremely hard at meeting the needs of our students. I have never seen a harder working staff in regards to meeting student's needs. They seem to try many different strategies and they don't ever give up on our students. We are really taking a step back to basics this year with a message of relationships, family and slowing down to speed up. The students don't care what you know until they know that you care.

Staff Quality, Recruitment, and Retention Needs

Our teachers still struggle with the overwhelming task of contacting parents. Even with all of the technology, we pride ourselves on personal contacts and with teachers teaching between 160-200 students in a day, this task becomes very daunting. We will continue to try and find ways to communicate better with our parents and our students. We also need to continue to add diversity to our staff. We have become more diverse through the years, but we still do not mirror our student population. We will continue to work at job fairs to bring in diversity to better serve our diverse population.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

MBHS still continues to believe in strong collaboration amongst our teachers. We still utilize PLC's which is the vehicle in developing engaging lessons, reviewing data and planning strong formative assessments. We continue to review and monitor all of our data through our PLC's. We also continue to be heavily entrenched in the Schlechty design qualities. Our design team continues to work hard with planning staff development for our teachers in order to increase their knowledge in designing engaging lessons.

Curriculum, Instruction, and Assessment Strengths

MBHS continues to use our design team in order to support our teachers learning and designing engaging lessons. Our staff development for the 2015 summer was completely designed by our teacher leaders and sessions were presented by a majority of our teachers. This design process allowed us to meet many of our teacher's needs and we also continued to challenge their learning. Our teachers continue to grow their PLC's in adding on the development of formative assessments. We believe in on demand assessment and we continue to challenge our teachers to become more data driven in what they are teaching from day to day. We have created several co-teach classes in the STAAR tested areas in order to help those students who have failed the STAAR test one or more times. These are built in during the school day so after school tutorials and Saturday tutorials are avoided in order to help the family dynamics and job dynamics of our students. We will also continue to use our design room and we are adding the LOTE and CTE departments this year as well. We will be growing that model to include the coaching model this year as well to help our teachers with evaluation of their lessons and their assessment practices.

Curriculum, Instruction, and Assessment Needs

MBHS continues to struggle in meeting the needs of our ESL learners. With our newcomer students now attending MHS, we have had to redesign our ESL program to better meet the needs of our students. We will continue to offer the ESL class during the day in order to try and support the needs of our ESL students. Our special ed students also continue to struggle in mainstream classes. With the STAAR modified still not being offered this year, that will present many challenges. We are going to really work on training our inclusion teachers and special ed inclusion teachers to better meet the needs of our students.

Family and Community Involvement

Family and Community Involvement Summary

McKinney Boyd High School has a very involved community and family involvement. We continue to grow our PTO membership and volunteer hours. Our parents spend many hours volunteering for all of the activities that Boyd has to offer.

Family and Community Involvement Strengths

McKinney Boyd students continue to serve their community at a very high level. Each year the amount of community service hours that our students earn increases. Many of our clubs and organizations include service projects throughout the year. All of our fine arts productions and athletic events are very well attended by our families and our community.

Family and Community Involvement Needs

We are still working on improving our communication with our parents and our students. While we feel we do a pretty good job using all of our media outlets, we always know we can improve. We will utilize Facebook, Twitter, EMail, Remind101 and phone calls. We are also looking at doing a school wide volunteer program to try and get more students involved in community service. We are also starting a Parent University this year to hopefully better meet the needs of our parents and how they can better serve their students.

Technology

Technology Summary

Our technology program at McKinney Boyd High School is about to get a huge boost with the addition of the One2World initiative with our 9th and 10th graders. All of our 9th and 10th grade students will be given a MacBook. Our teachers continue to use their Macbooks and are growing more confident each day with their abilities. All of our math, science and special ed teachers have smartboards in their classrooms. We also utilize iPad carts and laptop carts in the classrooms.

Technology Strengths

We have an amazing team of MRS's and a technology integrator to remove any roadblocks that our teachers might have. They are very supportive and work hard to help teachers integrate technology into their lessons. Our teachers are very innovative in using technology in various ways. I also feel like our staff is making great progress in learning the Mac. Our teachers utilize our design room specifically for technology every Friday.

Technology Needs

We are still working with our teachers in becoming proficient Macbook user. Our staff is still working on asking questions to clarify the task at hand on the Macbooks. We will continue to monitor our ability to get on and off the internet network with little or no issues. Our students will also continue to grow their skills through the One2World initiative.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- Accountability Distinction Designations
- PBMAS data
- Community and student engagement rating data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility

- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Teacher STaR Chart Technology Data
- PDAS and/or T-TESS

Parent/Community Data

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

Support Systems and Other Data


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

Goals

Goal 1: MBHS will develop and implement a plan of action to ensure academic achievement for all student populations. We will utilize our Schlechty design qualities, design room and One2World opportunities to close the gaps of learning between our student groups.

Performance Objective 1: MBHS will use their PLC"s to discuss and enhance our existing lesson plans using the Schlechty design qualities.


Summative Evaluation: PLC notes and lesson plans will be reviewed every week.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) MBHS will continue to use their PLC's to discuss and enhance our existing lessons plans using the Schlechty design qualities.	Principal, Associate Principal, Assistant Principals	PLC Notes				
						

Goal 1: MBHS will develop and implement a plan of action to ensure academic achievement for all student populations. We will utilize our Schlechty design qualities, design room and One2World opportunities to close the gaps of learning between our student groups.

Performance Objective 2: MBHS teachers will become proficient with their MacBooks throughout the year by working with their PLC's, Technology Integrator and our LMS.


Summative Evaluation: Through walkthroughs and observations we will see increased use of technology in the classrooms.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) MBHS teachers will become proficient with their MacBooks throughout the year.	Technology Integrator, Associate Principal, Principal, MRS, Assistant Principals	When conducting walkthroughs we will see increased use of technology in the classrooms.				
						

Goal 2: MBHS will continue to emphasize procedural structures in order to maintain a safe and secure learning environment.

Performance Objective 1: MBHS will implement the TIP 411 program in conjunction with the McKinney Police Department. We will make sure we have posters posted in every classroom and throughout the school. We will also review this information in our class assemblies. We will also post it in our social media for our parents.


Summative Evaluation: The amount of TIP 411 anonymous posts that we receive throughout the year.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) MBHS will implement the TIP 411 program in order to help maintain a safe and secure school.	School Resource Officers, Assistant Principals	The amount of anonymous posts will increase throughout the year as students become more comfortable in using it.				
						

Goal 2: MBHS will continue to emphasize procedural structures in order to maintain a safe and secure learning environment.

Performance Objective 2: MBHS will continue to contract the drug dogs throughout the school year.


Summative Evaluation: Reports will be reviewed and information gathered after each visit.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) MBHS will contract the drug dogs throughout the school year.	Assistant Principals, Bookkeeper	Drug dog visit log.				
						

Goal 2: MBHS will continue to emphasize procedural structures in order to maintain a safe and secure learning environment.

Performance Objective 3: MBHS will have one safety day a year to review tornado, lockdown, fire drill and bus evacuation procedures.

Summative Evaluation: Safety day notes will be reviewed for completion.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) MBHS will have one safety day per year to review safety procedures.	Assistant Principals and School Resource Officers	Safety day notes.				
						

Goal 3: MBHS will strive to increase the number of Hispanic, African American and economically disadvantaged students into our PAP and AP classes.

Performance Objective 1: MBHS will utilize our AVID program and work in conjunction with their recruiting process to increase our numbers of minorities and economically disadvantaged students into PAP/AP classes.

Summative Evaluation: Class registration numbers will be analyzed in April 2016.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) MBHS will utilize our AVID program to increase our numbers of minorities and economically disadvantaged students in PAP/AP classes	Associate Principal, Principal, AVID Coordinator, and Counselors	Enrollment numbers during 2015 registration process.				

Goal 3: MBHS will strive to increase the number of Hispanic, African American and economically disadvantaged students into our PAP and AP classes.

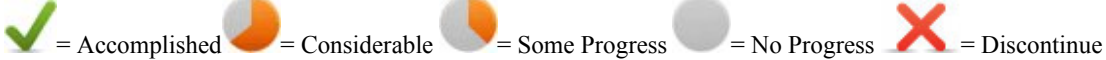
Performance Objective 2: MBHS will host a PAP/AP Seminar to answer any questions that our students and parents might have regarding the rigor and requirements of the PAP/AP classes.

Summative Evaluation: A sign in sheet will be kept with contact information gathered.

Goal 3: MBHS will strive to increase the number of Hispanic, African American and economically disadvantaged students into our PAP and AP classes.

Performance Objective 3: Our counselors will utilize the PSAT data to identify students who have the potential to be successful in an AP/PAP class and encourage them to enroll into those classes.


Summative Evaluation: AP Potential data will be used and letters will be mailed out prior to registration.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Our counselors will use PSAT data to identify potential students for AP/PAP classes.	Counselors, Associate Principal	AP Potential letters				
						

Goal 4: McKinney Boyd will continue to improve our E-High and credit recovery program in order to prevent students from becoming credit deficient or become non graduates.

Performance Objective 1: MBHS will increase their EHigh Graduates from the 2014-2015 school year.

Summative Evaluation: Number of graduates by June 2016.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) MBHS will increase their EHigh graduates from the last school year.	Assistant Principals, EHigh Coordinator, Associate Principal and Counselors	E High Data				
						

Goal 4: McKinney Boyd will continue to improve our E-High and credit recovery program in order to prevent students from becoming credit deficient or become non graduates.


Performance Objective 2: MBHS will develop a plan to increase credit recovery credits in our credit recovery room. A tracking and motivational system will be developed and implemented.

Summative Evaluation: We will see an increase in our students who complete credit recovery credits in the credit recovery room.

Goal 5: McKinney Boyd will address the issue of discrepancies between campus percentages of African American and Hispanic students enrolled at MBHS compared to the percentage of African American and Hispanic students served in Special Education.

Performance Objective 1: MBHS will decrease the discrepancy between African American and Hispanic percentages of students enrolled versus the percentage of African American and Hispanic students being served in Special Education.


Summative Evaluation: We will use the end of the year special education data.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) MBHS will decrease the discrepancy between AA and Hispanic percentages of students enrolled versus the percentage of AA and Hispanic students being served in special education.	Special Ed Department Chair, Diagnostician, Principal	Special Ed data provided by Greer.				
						

Goal 6: McKinney Boyd will continue to use Professional Learning Communities for teachers to design engaging lessons using the Schlechty Design Qualities, technology and also to review formative and summative data.

Performance Objective 1: MBHS PLC's will work in the design room one time per quarter. They will use their visits to design engaging lessons using technology, Schlechty design qualities and good solid teaching practices.

Summative Evaluation: PLC notes will be reviewed for engaging lessons and increased use of technology. Failure rates will be reviewed in order to determine if on demand instruction is being used.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) MBHS PLC's will work in our design room throughout the year working on increasing engagement using technology and the Schlechty design qualities.	Science Instructional Coach, Math Instructional Coach, Associate Principal, Principal, Department Heads	PLC notes, increased engagement amongst students and decrease in failure rates.				
						

Goal 7: In order for McKinney Boyd to become a demonstration school for AVID, we will continue to increase the number of students in our AVID program with a focus on recruiting more incoming 9th graders for the 2016-2017 school year.


Performance Objective 1: The AVID Site Team will develop a recruiting process that will find more students that should be enrolled to take AVID for the following school year.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Our AVID program will increase their recruitment process in order to increase their enrollment numbers.	AVID Coordinator, Associate Principal, Principal, Assistant Principal	AVID enrollment numbers for 2015				

Goal 8: Mckinney Boyd will increase the communication with parents through the use of Parent University, newsletters, emails, parent phone calls, social media and text messages.

Performance Objective 1: MBHS will communicate all events that will occur or have occurred on our campus. We will communicate informational items as well as recognizing our teachers and our students.

Summative Evaluation: We will review our parent perception data at the end of the year.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) MBHS will increase communication of all events to our parents, students and teachers.	Principal. Technology Integrator, Associate Principal	Parent, Teacher and Student Perception data.				
						

Goal 8: McKinney Boyd will increase the communication with parents through the use of Parent University, newsletters, emails, parent phone calls, social media and text messages.

Performance Objective 2: MBHS will develop a Parent University to present topics that will help our parents support our students with issues ranging from social media to drug/alcohol abuse to helping our students to be healthy emotionally.

Summative Evaluation: We will review our parent perception data at the end of the year.