

McKinney Independent School District
McKinney Boyd High School
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard



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.

Comprehensive Needs Assessment

Revised/Approved: August 25, 2018

Demographics

Demographics Summary

Student demographics have changed annually as we continue to become a more diverse campus. Our current enrollment is 2,826 students.

Ethnicity

1. American Indian/Alaskan National 20.7%
2. Asian 4.9%
3. African American 10.9%
4. Native Hawaiian/Pacific Islander >1%
5. Caucasian 62.7%

Special Ed Students

7.0%

Active ESL Students

3.6%

Students on Free and Reduced Lunch

16.6%

At Risk Students

18.4%

504 Students

12.3%

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 as well as focusing on living kind in our school and in our community. Connected and involved students do better academically and students who are treated with respect and kindness are stronger students emotionally and mentally.

Student Achievement

Student Achievement Summary

We continue to score well and lead the district in most subject areas in STAAR scores and AP scores. We always continue to create a higher level of student engagement. Our STAAR scores and AP scores still suggest a disconnect in the achievement levels of our high socioeconomic students and our lower socioeconomics students. Also, while a majority of our students meet the state testing standards, the growth from year to year still needs to improve. 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 2018-2019 school year.

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, National Achievement Scholars and AP Scholars. We also continue to have a high mastery rate on our QCA and semester exams. Our humanities program continues to grow and our teachers are being given more and more time to work together in our design room. Our special ed teachers continue to work closely with the departments that they are assigned to and they also are attending more and more PLC meetings in those departments. Our overall failure rate continues to decrease at semester grade check.

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 13th year and we feel that most of our students feel connected to our school. We also continue to increase those positive connections through our fine arts, athletics and clubs and organizations. We continue to believe in the philosophy of capturing kids hearts and building those positive relationships with our students. These positive relationships with everyone from students to teachers to our community is a must in order to keep our students safe. We will continue to review the Bronco Way for our teachers and our students and help students feel that connection to our school. We have also increased many levels of keeping our students and staff safe and secure. All of our students are wearing ID badges where they are visible. We have also locked down several of our entrances where students or visitors cannot enter without an ID.

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. Our push for students to join activities outside of fine arts and athletics has been very successful. We would still love to see all of our students connected. We are also working on treating everyone with kindness and respect no matter the background or beliefs of the people in our building. We are all Broncos and need to work together as one.

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 only hired 14 new teachers this summer and we feel they are all going to make a positive impact to our already strong staff. We also hired one new assistant principal and 2 new Crisis counselors this summer. 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. We are also very proud of the fact that on a professional staff of a little over 190, we only had to replace 17 positions. We feel that our teachers and staff are very much dedicated to the culture we have built and the expectations of working with our students each day.

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. This year we are also going back to turning in lesson plans weekly to their appraising administrator. We feel this will help increase the ability of our teachers to plan ahead and better meet the needs of our students.

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 2018 Academy 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 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. We have added a part time design coach in the design room with an expertise in English. Our design room continues to grow each year and this year our PLC groups will be bringing in students to the design room for student voice to be used in their lesson design.

Parent and Community Engagement

Parent and Community Engagement 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. We are also working with our different parent groups in implementing the Live Kind message as well.

Parent and Community Engagement 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. Our PTO is also very involved and supportive of our campus.

Technology

Technology Summary

One2World is such an exciting program for our campus! We are now in our second year of all grade levels now having a MacBook. Our teachers continue to use their Macbooks and are growing more confident each day with their abilities. Teachers also have access to Google, Canvas and MacBook Minis and continue to implement them in their daily lessons. All of our math, science and special ed teachers have smartboards in their classrooms.

Technology Strengths

We have an amazing team of MRS's and a new 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 as well to implement technology into our daily lessons. Our Apple Tech is also very helpful in serving our students and their MacBook needs.

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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations
- PBMAS 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 Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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









Goals

Goal 1: 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.

Evaluation Data Source(s) 1: PLC notes will be reviewed weekly by the admin team.

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|--|-----------------------------------|---|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Jan | Mar | June |
| 1) MBHS will continue to use their PLC's to discuss and enhance their existing lessons plans using the Schlechty design qualities. | Principal, Associate Principal, Assistant Principals | PLC Notes |  | | | |
| 2) MBHS teachers who teach grades 9-11 will continue to increase the use of Macbooks in their classrooms on a daily basis. | Principal, associate principal, assistant principal. | Walkthroughs and PLC notes. |  | | | |
|  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | |

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: Teachers will submit their lesson plans through Forethought in Eduphoria by 7:15 a.m. each Monday.

Evaluation Data Source(s) 2: A report in Eduphoria will be generated and reviewed for compliance.








Summative Evaluation 2:

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

Performance Objective 1: MBHS will improve 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.

Evaluation Data Source(s) 1: The amount of TIP 411 anonymous posts that we receive throughout the year.

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|--|--|---|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | 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. |  | | | |
|  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | |

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

Performance Objective 2: MBHS will have one safety day a year to review tornado, lockdown, fire drill and bus evacuation procedures.

Evaluation Data Source(s) 2: Safety day notes will be reviewed for completion.

Summative Evaluation 2:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---|-----------------------------------|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | 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. | | | | |
| = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue | | | | | | |

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

Performance Objective 3: Students and staff will wear the ID's visible on their person while in the building during school hours.

Evaluation Data Source(s) 3: Teachers will check each student for their ID as they enter their classroom each period.



Summative Evaluation 3:

Goal 3: MBHS will strive to increase and maintain 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.

Evaluation Data Source(s) 1: Class registration numbers will be analyzed in April 2019.

Summative Evaluation 1:









| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|--|--|---|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | 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 and maintain the number of Hispanic, African American and economically disadvantaged students into our PAP and AP classes.

Performance Objective 2: 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.

Evaluation Data Source(s) 2: AP Potential data will be used and letters will be mailed out prior to registration.

Summative Evaluation 2:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|--|---|---|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | 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 |  | | | |
| 2) All students who exit a PAP/AP class will complete a survey to determine the reasons behind why they are leaving the program. | Principal, counselors and associate principal. | Results of the student survey will be reviewed and disaggregated. |  | | | |
|  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | |

Goal 4: McKinney Boyd will continue to prevent students from becoming credit deficient or become non graduates.

Performance Objective 1: MBHS will offer smaller credit recovery classes with teachers certified in that subject area monitoring the class. We will offer these smaller classes across all 4 core areas with our strongest teachers.

Evaluation Data Source(s) 1: Number of credit completions by June 2019.








Summative Evaluation 1:

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 verses the percentage of African American and Hispanic students being served in Special Education.

Evaluation Data Source(s) 1: We will use the end of the year special education data.

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|------------------------------------|---|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Jan | Mar | June |
| 1) MBHS will decrease the discrepancy between AA and Hispanic percentages of students enrolled verses the percentage of AA and Hispanic students being served in special education. | Special Ed Department Chair, Diagnostician, Principal | Special Ed data provided by Greer. |  | | | |
|  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | |

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 3 times per year and one time during academy. They will use their visits to design and review engaging lessons using technology, Schlechty design qualities and good solid teaching practices.

Evaluation Data Source(s) 1: PLC notes and assessments will be reviewed for engaging lessons and increased use of technology. Leading and lagging data will be reviewed in order to determine if on demand instruction is being used.

Summative Evaluation 1:








| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---|---|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | 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. | | | | |
| = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue | | | | | | |

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 2019-2020 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.

Evaluation Data Source(s) 1: We will review our AVID numbers after we complete course registration in the spring semester.

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|-----------------------------------|---|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | 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 |  | | | |
|  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | |

Goal 8: McKinney Boyd will increase the communication with parents through the use of 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.

Evaluation Data Source(s) 1: We will review our parent perception data at the end of the year.

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---|--|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | 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. | | | | |
| = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue | | | | | | |

Goal 9: McKinney Boyd will focus on growing our culture of respect and kindness throughout our whole campus and community.

Performance Objective 1: We will encourage our fine arts, athletics and clubs and organizations to adopt at least one initiative to support the #MISDLivesKind.

Evaluation Data Source(s) 1: We will review social media posts, announcements being made and initiatives being developed throughout the entire year that involves raising the awareness of being kind and respectful.

Summative Evaluation 1: