

McKinney Independent School District

District Improvement Plan

2019-2020



Mission Statement

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

Vision

We are a cohesive, diverse community providing engaging learning experiences for all.

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.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	5
Technology	6
Priority Problem Statements	7
Comprehensive Needs Assessment Data Documentation	8
Goals	10
Goal 1: McKinney ISD will ensure the faculty, staff, students, parents, and community believe that the school is safe and maximizes collaboration for the enhancement of student learning.	10
Goal 2: McKinney ISD will engage students in rigorous and relevant experiences that will prepare them for graduation and post-secondary success.	15
Goal 3: McKinney ISD will develop and promote the new Live Kind initiative and support the work of campus teams.	26
Goal 4: McKinney ISD will have structures and systems in place to improve the efficiency and effectiveness of educational programs to promote the teaching and learning process.	27
State Compensatory	31
Budget for District Improvement Plan:	31
Addendums	34

Comprehensive Needs Assessment

Demographics

Demographics Summary

McKinney Independent School District (MISD) continues to be a premier public school system in Texas and the city itself has received national attention as a residential destination. This fall, MISD welcomed more than 24,500 students from early childhood through grade 12, serving them throughout its 32 campuses (an early childhood center, 20 elementary schools, 5 middle schools, 3 high schools, and 3 alternative school sites). To keep pace with student needs, capital improvements are ongoing, with new projects continuing after voters overwhelmingly approved a 2016 bond referendum.

Demographics Strengths

McKinney ISD continues to strive to improving the overall experience of all learners in and out of the classroom. Some of the contributing factors to our success include the city consistently being ranked among the ‘Best Places to Live in America’ according to Money Magazine and the school district was once again honored by the Dallas Business Journal as one of the ‘Best Places to Work. Over 300 mentors assist our neediest students through our formal mentoring program and 100 business partners provide opportunities for students to explore a wide variety of career interests. During the 2018-2019 school year more than 14,000 volunteer hours were logged by our committed community members.

Despite the challenges associated with having a diverse population, the McKinney ISD Administration and the Board of Trustees continue to be pioneers in the state of Texas in the area of zoning for economic diversity within our secondary schools. Our commitment to equity and access are key drivers for these decisions and has been a practice in our school system for over two decades.

Student Achievement

Student Achievement Summary

The 2018-2019 school year marked the second year of the new state accountability system and McKinney ISD earned an overall score of 89 or "B" rating under the A-F framework. At the campus level, 3/4 of them earned either an "A" or "B" rating. The STAAR tests and subsequent accountability system has presented the district with both challenges and opportunities for improvement. The data that we received shows that overall performance has remained stable, and the district continues to outperform the region and state in all grade levels and content areas.

Locally-developed, criterion-referenced assessments that align to the district curriculum provide one source of data for guiding instructional decisions and intervention support. They point the direction for how to continuously improve instruction and help students with their learning. Data are evaluated routinely to adjust instructional emphasis at the student, classroom, campus and district levels. Also, the use of local and state assessments provides quantitative and qualitative evidence of student acquisition of foundational skills. Early, intensive interventions are provided for students not progressing toward meeting grade level standards. This comprehensive assessment strategy provides evidence of student mastery of the TEKS and allows for curriculum adjustments based on any highlighted deficiencies.

McKinney ISD will continue to focus on data analysis processes including gap analysis and in process measures to provide the basis for standardization, abandonment, and improvement.

Student Achievement Strengths

The district continues to outperform the region and state in all grade levels and content areas and overall; 86 percent of all STAAR tests taken in MISD met or exceeded passing standards.

Technology

Technology Summary

McKinney ISD continues to evaluate the role of technology in the classroom. The hardware and software applications available to McKinney students in the classrooms and media centers is significantly higher than many districts. The Board of Trustees and McKinney ISD see the value of technology to enhance the learning experience of students and teachers. This philosophy fuels the decision to invest heavily in technology to support the teaching and learning on every campus and in every content area.

Technology Strengths

McKinney ISD is committed to providing equity in the realm of educational technology. MISD implements a Bring Your Own Device (BYOD) policy. Technology is a tool that students are encouraged to utilize in taking ownership of their learning. The availability of iPads, laptops, and desktops on each campus is a continued strength. MISD's "1:1: The World" plan with high school students is a tangible element to our philosophy regarding the role of technology. We believe we will produce graduates who are technologically proficient and who will have the opportunity to redefine their own learning experience.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- Accountability Distinction Designations
- Federal Report Card Data
- 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
- 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
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Observation Survey results

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data

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

Parent/Community Data

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

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results


Goals

Goal 1: McKinney ISD will ensure the faculty, staff, students, parents, and community believe that the school is safe and maximizes collaboration for the enhancement of student learning.

Performance Objective 1: Teacher teams and collaborative groups will regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.

Evaluation Data Source(s) 1: Every campus will establish a protocol that addresses the functions of Professional Learning Communities (PLCs) this year.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Require each campus and department to develop improvement plans based on the district improvement plan.	Learner Support, Student Services, Accountability	Improved alignment between the district plan and campus/department plans.				
2) Provide specialized training on increasing the effectiveness of the PLC structure to address student academic needs.	Learner Support	Improved use of the PLC structure to determine student progress on academic measures to intervene or provide enrichment in a timely manner.				
						

Goal 1: McKinney ISD will ensure the faculty, staff, students, parents, and community believe that the school is safe and maximizes collaboration for the enhancement of student learning.

Performance Objective 2: Students, parents, and the community will be provided multiple ways for providing feedback on the overall MISD experience.

Evaluation Data Source(s) 2: MISD will create new opportunities for our stakeholders to have a voice in the operations of the district and evaluate existing structures to encourage more stakeholder participation.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Formal and informal methods will be used to survey students, staff, and parents to gauge customer voice.	Learner Support, Student Services, Accountability	Compilation of data gathered will be reviewed in Spring 2019.				

Goal 1: McKinney ISD will ensure the faculty, staff, students, parents, and community believe that the school is safe and maximizes collaboration for the enhancement of student learning.

Performance Objective 3: Students, parents, and the community will perceive the school environment as safe and orderly.

Evaluation Data Source(s) 3: Regular qualitative and quantitative data will be reviewed to assess the safety and orderly environment of all MISD campuses.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Regular, routine monitoring of attendance, discipline, and student supports.	Learner Support, Student Services, Accountability	Survey results; improved performance on multiple measures that inform student engagement.				

Goal 1: McKinney ISD will ensure the faculty, staff, students, parents, and community believe that the school is safe and maximizes collaboration for the enhancement of student learning.

Performance Objective 4: Continue to partner with Cooper Fitness Center, City of McKinney, and Aramark to increase the number of Healthy Zone Schools by one each year.

Evaluation Data Source(s) 4: End-of-year status on the number of Healthy Zone Schools.

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Design professional learning around coordinated health at least 4 times per year, working with community resources such as Alliance for a Healthier Generation and Cooper Institute.	Director of Health Services, Coordinator of Health & PE, PE Team, Nurse Team, SHAC	--Communication and feedback from coordinated health team members --Increase awareness of the importance of coordinated health and its effects on student learning --Assist in application process for Healthy Zone --Support and promote healthy zone campuses sharing experiences with non Healthy Zone or health awarded campuses				
2) Monitor campus coordinated health team meeting minutes for understanding of all 8 components of coordinated health.	Director of Health Services, Coordinator of Health & PE, PE Team, Nurse Team, SHAC, and campus administrators and select staff	--Provide feedback on the coordinated health minutes to coordinated health teams --Attend and support 5+/- campus health events --Speak with 3+/- campus administrators about increasing coordinated health and applying for Healthy Zone				
3) Continue to promote Mayor's Health Partnership through contacts on campus coordinated health teams.	Director of Health Services, Coordinator of Health & PE, PE Team, Nurse Team, SHAC	--Monthly meetings with partners (Baylor, Cooper, City) --Provide minutes from monthly meetings to campus coordinated health teams and SHAC				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
4) Continue to partner with Aramark to promote healthy choices for our students.	Director of Health Services, Coordinator of Health & PE, PE Team, Nurse Team, campus administrators, and Aramark	--Taste Tastings --Support and promote National Breakfast and Lunch weeks through coordinated health teams and Mayor's Health Partnership				

Goal 2: McKinney ISD will engage students in rigorous and relevant experiences that will prepare them for graduation and post-secondary success.

Performance Objective 1: Promote career and college readiness by increasing the percentage of students who complete advanced coursework with a 3, 4, or 5 as measured by AP Exams and Career and Technology Education certifications/endorsements for all student groups.

Evaluation Data Source(s) 1: Performance on AP coursework and exams and overall evaluation of student earning industry certifications/licenses.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Increase the total enrollment number of our minority population taking an AP exam.	AP Coordinator, Learner Support Team, AP Team	--College Board Data and summative reports				
2) Increase the total number of students earning AP exam scores of 3 or higher.	AP Coordinator, Learner Support Team, AP Team	--College Board Data and summative reports (as reported in August)				
3) Increase the total number of exams earning AP exam scores of 3 or higher.	AP Coordinator, Learner Support Team, Campus administrators and AP teachers	--Increased performance on College Board Data and Summative Reports (as reported in August)				
4) Increase identification of gifted diverse population students with the CogAT 7 evaluations at the K-2nd grade level and NNAT2 at 3rd grade level.	GT Coordinator, Bilingual Team and GT Elementary Teachers	--Increasing number of students identified from low economic population and minority populations				
5) Support Curriculum Coordinators with differentiation by modifying the depth and complexity of instructional strategies through pacing, products, process and perspectives within the curriculum.	GT Coordinator, Curriculum Coordinators, AP teachers	--MAP, STAAR, AP scores increased District-wide --Number of Duke TIP and National Merit Scholars increased District-wide				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
6) Provide relevant professional development for District personnel in identification, differentiation, social and emotional needs of gifted students.	GT Coordinator, GT Teachers, Region 10 and other outside partners	--Teachers full implementation district-wide of G/T best practices noted in administrator walk-throughs as noted in student engagement and academic success				

Goal 2: McKinney ISD will engage students in rigorous and relevant experiences that will prepare them for graduation and post-secondary success.

Performance Objective 2: Increase the district attendance rate from 96.0% to 96.5% in 2017-2018 as measured by Fall 2019 TAPR Report.

Evaluation Data Source(s) 2: 1. Quarterly Attendance progress monitoring of all campuses.
2. Structures to be in place on the elementary and secondary levels for intervention with chronically tardy/truant students that are standard across the district.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>1) Pregnancy Related Services (PRS) to eligible students to reduce absences and increase high school attendance and completion:</p> <ol style="list-style-type: none"> 1. Complete intake process within 48 hours of notification of pregnancy. 2. Begin on-campus services such as counseling, consultation with teen parenting coordinator, health services, schedule modification, case management and service coordination and involving special ed staff if appropriate. 3. Coordinate with students' teachers to prepare materials for homebound instruction, including access to textbooks and/or alternatives for courses difficult to duplicate in a home environment. 4. Notify CEHI staff of actual delivery date or if CEHI is needed before then due to prenatal issues. 5. Complete instruction in courses during homebound period and report attendance and grades to campus staff. 6. Ensure PEIMS coding accurately reflects the period of PRS. 	<p>Senior Director of Guidance and Counseling, Teen Parenting Facilitator, Principals; Counselors, Nurses, Campus Staff, CTE Director; Special Ed Staff (as appropriate); Campus At-Risk Coordinator</p>	<p>--Student Attendance Accounting Handbook, Section 9 --Completed intake, CEHI forms, Consultation logs, --Attendance rates, academic success (grades), graduation rates , --Campus-specific forms/procedures to ensure compliance --State and locally developed PEIMS reports</p>				
<p>2) Monitor district attendance rates by quarter for all schools. Provide feedback to campuses on effective communication strategies to reach parents about the MISD attendance policy.</p>	<p>Administrative Services Department</p>	<p>--District attendance rate increases as measured by last year's attendance rate</p>				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
3) Monitor attendance for students experiencing homelessness. Provide support to campuses including transportation services, referrals to community supports for basic needs, tutoring and parent education.	Campus Homeless Liaisons; District Homeless Liaisons; Campus Administration	District attendance rates improves for students experiencing homelessness				

Goal 2: McKinney ISD will engage students in rigorous and relevant experiences that will prepare them for graduation and post-secondary success.

Performance Objective 3: Maintain or increase the current 4-year graduation rate of 97.9%.

Evaluation Data Source(s) 3: Based upon summer PEIMS submission.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Develop and implement with Administrative Services a comprehensive dropout prevention plan, that incorporates an early warning indicator system as an intervention tool with potential dropouts.	Administrative Services and Office of Accountability.	--Students who are at risk for dropping out are identified and given specific and targeted support.				


Goal 2: McKinney ISD will engage students in rigorous and relevant experiences that will prepare them for graduation and post-secondary success.


Performance Objective 4: Increase the College, Career, and Military Readiness (CCMR) indicator for all students as measured by Domain 1 from 68.8% to 72.0% in 2020.


Evaluation Data Source(s) 4: All Campuses will identify and target CCMR by analyzing multiple measures of assessment.


Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) District Assessment trends are analyzed and tracked to see if district goals are on target.	Curriculum Coordinators and Office of Accountability	--An upward trend line on District Assessments, with increased performance on STAAR				
2) Campus principals are provided professional development to implement protocols related to postsecondary readiness standards.	Office of Accountability	--Each campus demonstrates evidence of implementation and monitoring of postsecondary readiness				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

Goal 2: McKinney ISD will engage students in rigorous and relevant experiences that will prepare them for graduation and post-secondary success.

Performance Objective 5: Increase all student performance to a level which outperforms demographically similar districts using the 3 domains of state accountability as the metric. Districts used for comparison may include Denton, Keller, and Leander ISDs (total student population and economically disadvantaged numbers used for comparison).

Evaluation Data Source(s) 5: As reported in August by TEA.

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Instructional coaches will work with teachers to increase pedagogical skills through individualized or group coaching.	Curriculum Coordinators	Monthly meetings to monitor instructional coach work; individual support of coaches to better develop their skills.				
2) Special education student progress is monitored closely due to the elimination of modified assessments by TEA.	Curriculum Coordinators, Special Education staff	--Monthly meetings with Special Education team leaders --Portfolios (updated each 9 weeks) will provide baseline data and information for goal writing --Updated and monitored student data sheets --SDI plans monitored and adjusted after key district assessments --Completed scatterplots				
3) Standard Reports run after every District Assessment (DAs) to measure the number of students attaining Masters performance.	Elementary and Secondary Content Coordinators, GT Coordinators, Advanced Academics Coordinator	--Each District Assessment will yield an increase in the number of students attaining advanced performance throughout 2018-2019.				
4) All student performance is monitored and curriculum pacing is adjusted when necessary.	Curriculum Coordinators, Bilingual/ESL, Special Education Department	--District Assessments and common formative/summative assessments discussions and actions documented in PLCs				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June

Goal 2: McKinney ISD will engage students in rigorous and relevant experiences that will prepare them for graduation and post-secondary success.



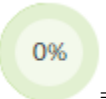

Performance Objective 6: Continue to use and communicate multiple measures for student learning by establishing performance targets on ACT, SAT, MAP, AP, Dual Credit, CTE, iStation, Thinkthrough Math, and value-added measures, such as perceptual, school systems, and demographic data-specifically using the MISD Graduate Profile vignettes.

Evaluation Data Source(s) 6: Performance on ensuring all secondary students 6-12 have access to 4-year graduation plans in 2019-20 that are designed to provide a specific course selection toward a college or career path.

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Publish an Academic Planning Guide and supporting information on college and career pathways to the MISD website.	Senior Director of Guidance and Counseling, Student Services, Middle School Counselors, High School Counselors, and Communications Department	--Drafts sent to counselors and CTE department December 2018 for changes and completed documents posted on the MISD website APG planning timeline and final draft emailed to Learner support and secondary principals by December of 2019				
2) Monitor the implementation of Naviance as a college and career planning tool for secondary students.	Senior Director of Guidance and Counseling, Student Services, Secondary counselors, and Secondary Administrators	--Naviance usage monitored among all secondary campuses --Naviance Implementation Team meets regularly to review progress towards implementation goals				
3) Design a tracking mechanism for CTE teachers to utilize to ensure we are capturing data on student completion rates for certifications within each career cluster.	Senior Director of Career & Technical Education, Student Services, and CTE Leadership Team	--Update spreadsheet created and placed in shared folder by June 2020				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
4) Ensure all certifications are communicated to students, counselors and parents.	Senior Director of Guidance and Counseling, Senior Director of Career & Technical Education, Student Services, and Secondary Counselors	APG and other documents will display all certifications available to students.				

 = Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue


Goal 2: McKinney ISD will engage students in rigorous and relevant experiences that will prepare them for graduation and post-secondary success.

Performance Objective 7: Increase the language achievement for English Learner (EL) students as measured by 2020 Texas English Language Proficiency Assessment System (TELPAS).


Evaluation Data Source(s) 7: Performance of English Learners on district and state assessments.

Summative Evaluation 7:

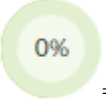
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide sheltered instruction training and support for teachers and administrators.	Bilingual/ESL Dept.	Implementation of sheltered instruction strategies in secondary sheltered classes to increase EL student achievement in core classes.				
2) Professional development for teachers, instructional coaches, and administrators on how to utilize ELLevation strategies (digitized program) to provide and monitor linguistic accommodations to English Learners.	Bilingual/ESL Department	Documentation of accommodations in ELLevation and classroom walkthrough evidence of accommodations being provided to English Learners.				
3) Provide administrators and teachers with resources and support for the effective implementation of strategies and program at their campus	Bilingual/ESL Dept. /Region 10/Principals	Academic achievement and progress for English Learners on assessments.				
4) Conduct local LPAC folder audits.	Bilingual/ESL Department	Ensure proper documentation of chapter 89 accountability and compliance.				
5) Coordinate with Curriculum and Instruction to include instructional strategies for ELs in general education curriculum.	Bilingual/ESL Department	Walkthrough data that reflects consistent curriculum implementation with accommodations for ELs.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 3: McKinney ISD will develop and promote the new Live Kind initiative and support the work of campus teams.

Performance Objective 1: Students and staff will better understand the importance of social emotional learning and its impact on overall well-being.

Evaluation Data Source(s) 1: Evidence collected through multiple modalities that demonstrate efforts to implement the Live Kind initiative.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Celebrate successes for MISD Live Kind activities. Promote the use of the social media hashtag #MISDLiveskind. Include opportunities for sharing ideas at district meetings.	Campus and Central Administration	Stakeholders grow in awareness of activities being completed; campuses share ideas and resources; campuses track and share results of efforts.				
2) Encourage central staff to attend campus level MISD Live Kind events such as celebrations, assemblies, and parent meetings.	Campus and Central Administration	Central office staff assist campuses in observing and promoting activities.				
3) Continue support and growth of PBIS, Trauma informed systems, and Restorative Practices to improve climate and culture.	Campus and Central Administration	Central office staff assist campuses by providing training, resources, and promoting the programs.				


Goal 4: McKinney ISD will have structures and systems in place to improve the efficiency and effectiveness of educational programs to promote the teaching and learning process.





Performance Objective 1: Continue to employ, recruit, develop, and retain high quality staff, reflective of our student demographics

Evaluation Data Source(s) 1: Performance on staffing requirements; continued low attrition rate; fulfillment of vacancies prior to the start of the school year.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Design and implement cycles for the review of all job classifications, job descriptions, and salary adjustments prior to budget preparation and approval.	Chief Human Resources Officer	Completed cycles for review that addresses requests for additions, increases, and/or modifications.				
2) Provide professional learning, support, resources, and technology tools to support instructional leaders.	Chief Human Resources Officer	Attendance at trainings; improved outcomes for staff placed on growth plans.				



 = Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue

Goal 4: McKinney ISD will have structures and systems in place to improve the efficiency and effectiveness of educational programs to promote the teaching and learning process.

Performance Objective 2: Maintain efficient and effective fiscal management of resources and operations.

Evaluation Data Source(s) 2: Comparative analysis based on similar school systems that identifies fiscal standing of MISD.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Monitor legislative activity regarding school finance reform and perform risk analyses based on potential changes.	Chief Financial Officer	Production of periodic updates in response to policy discussions.				
2) Continue improving debt-management oversight to ensure adequate funding levels.	Chief Financial Officer	Sustained strong fund balance and recognition for financial integrity and transparency.				


Goal 4: McKinney ISD will have structures and systems in place to improve the efficiency and effectiveness of educational programs to promote the teaching and learning process.

Performance Objective 3: Ensure district operations and infrastructure promote student and staff learning.


Evaluation Data Source(s) 3: Annual report that includes current bonding capacity and status of new and life-cycle renovations on district facilities.

Summative Evaluation 3:

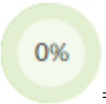
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide updates on bond capacity and capital improvement projects in progress.	Chief Financial Officer	Written and oral updates that accurately describe start-to-finish cycles of project work.				
2) Monitor utility costs and adjust as needed to maximize efficiency and cost.	Chief Operations Officer	Documented monthly usage reports and usage adjustments.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 4: McKinney ISD will have structures and systems in place to improve the efficiency and effectiveness of educational programs to promote the teaching and learning process.

Performance Objective 4: Promote and enhance two-way communication among staff and community and establish collaborative partnerships.

Evaluation Data Source(s) 4: Assessed community awareness of issues important to the school district including major accomplishments and milestones.

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Utilize new and emerging social media and other technology to facilitate communication.	Chief Communications and Support Services Officer	Social media analytics trends by week, month, quarter, and semester. Significant increase in parent engagement via expanded social media presence (posts and traffic).				

State Compensatory

Budget for District Improvement Plan:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199.11.6112.00.XXX.24.000.XX	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$21,792.00
199.11.6117.00.XXX.24.000.XX	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$85,398.00
199.11.6118.00.XXX.24.000.XX	6118 Extra Duty Stipend - Locally Defined	\$66,500.00
199.11.6119.00.XXX.24.000.XX	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$3,018,751.00
199.11.6121.00.XXX.24.000.12	6121 Extra Duty Pay/Overtime - Support Personnel	\$3,218.00
199.11.6122.00.XXX.24.000.XX	6122 Salaries or Wages for Substitute Support Personnel	\$5,000.00
199.23.6129.00.XXX.24.000.XX	6129 Salaries or Wages for Support Personnel	\$344,100.00
199.11.6139.00.XXX.24.000.XX	6139 Employee Allowances	\$600.00
199.23.6141.00.XXX.24.000.XX	6141 Social Security/Medicare	\$44,413.00
199.23.6142.00.XXX.24.000.XX	6142 Group Health and Life Insurance	\$131,183.00
199.23.6143.00.XXX.24.000.XX	6143 Workers' Compensation	\$13,243.00
199.23.6146.00.XXX.24.000.XX	6146 Teacher Retirement/TRS Care	\$29,893.00
199.11.6148.00.XXX.24.000.XX	6148 Employee Benefits - Locally Defined	\$103.00
6100 Subtotal:		\$3,764,194.00
6200 Professional and Contracted Services		
199.13.6219.00.XXX.24.000.XX	6219 Professional Services	\$325,706.00
199.95.6223.00.197.24.000.08	6223 Student Tuition - Other Than Public Schools	\$225,000.00

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
199.11.6249.00.197.24.000.XX	6249 Contracted Maintenance & Repair	\$1,250.00
199.11.6299.74.872.24.000.06	6299 Miscellaneous Contracted Services	\$1,500.00
6200 Subtotal:		\$553,456.00
6300 Supplies and Services		
199.11.6329.XX.XXX.24.000.XX	6329 Reading Materials	\$6,060.00
199.11.6339.XX.XXX.24.000.XX	6339 Testing Materials	\$31,527.00
199.11.6397.XX.XXX.24.000.XX	6397 Other Equipment - Locally Defined	\$4,937.00
199.11.6399.XX.XXX.24.000.XX	6399 General Supplies	\$111,501.00
6300 Subtotal:		\$154,025.00
6400 Other Operating Costs		
199.11.6411.XX.XXX.24.000.XX	6411 Employee Travel	\$17,027.00
199.11.6412.XX.XXX.24.000.XX	6412 Student Travel	\$800.00
199.11.6494.XX.XXX.24.000.XX	6494 Reclassified Transportation Expenses	\$1,200.00
199.11.6499.XX.XXX.24.000.XX	6499 Miscellaneous Operating Costs	\$3,981.00
6400 Subtotal:		\$23,008.00

Addendums

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA

LEA-level Data
Campuses: 002...197

2018 - 2019 Fall Collection, Accepted Submission

LEA: 043907 - MCKINNEY ISD

			TOTAL ENROLLMENT 24717							
ENROLLMENT BY GRADE	Count	%Enroll	ENROLLMENT BY ETHNICITY	Count	%Group	%Enroll	BILINGUAL	Count	%Group	%Enroll
EARLY EDUCATION	213	0.86%	AMER. INDIAN/ALASKAN	138	0.56%	0.56%	AMER. INDIAN/ALASKAN	7	0.48%	0.03%
PRE-KINDERGARTEN	385	1.56%	ASIAN	1,141	4.62%	4.62%	ASIAN	3	0.21%	0.01%
KINDERGARTEN	1,559	6.31%	BLACK/AFRICAN AMER.	3,537	14.31%	14.31%	BLACK/AFRICAN AMER.	12	0.82%	0.05%
GRADE 1	1,675	6.78%	HISPANIC/LATINO	7,091	28.69%	28.69%	HISPANIC/LATINO	1,361	93.09%	5.51%
GRADE 2	1,703	6.89%	WHITE	11,853	47.95%	47.95%	WHITE	75	5.13%	0.30%
GRADE 3	1,739	7.04%	HAWAIIAN/PAC ISLAND	56	0.23%	0.23%	HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
GRADE 4	1,822	7.37%	TWO OR MORE	901	3.65%	3.65%	TWO OR MORE	4	0.27%	0.02%
GRADE 5	1,832	7.41%	TOTAL	24,717	100.00%	100.00%	TOTAL	1,462	100.00%	5.91%
GRADE 6	1,880	7.61%								
GRADE 7	1,910	7.73%								
GRADE 8	1,977	8.00%								
GRADE 9	2,166	8.76%								
GRADE 10	2,042	8.26%								
GRADE 11	1,961	7.93%								
GRADE 12	1,853	7.50%								
TOTAL	24,717	100.00%								
ENROLLMENT BY SEX	Count	%Enroll	MIGRANTS	Count	%Group	%Enroll	ESL	Count	%Group	%Enroll
MALE	12,778	51.70%	AMER. INDIAN/ALASKAN	0	0.00%	0.00%	AMER. INDIAN/ALASKAN	2	0.15%	0.01%
FEMALE	11,939	48.30%	ASIAN	0	0.00%	0.00%	ASIAN	221	16.20%	0.89%
TOTAL	24,717	100.00%	BLACK/AFRICAN AMER.	0	0.00%	0.00%	BLACK/AFRICAN AMER.	42	3.08%	0.17%
			HISPANIC/LATINO	3	100.00%	0.01%	HISPANIC/LATINO	963	70.60%	3.90%
			WHITE	0	0.00%	0.00%	WHITE	134	9.82%	0.54%
			HAWAIIAN/PAC ISLAND	0	0.00%	0.00%	HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
			TWO OR MORE	0	0.00%	0.00%	TWO OR MORE	2	0.15%	0.01%
			TOTAL	3	100.00%	0.01%	TOTAL	1,364	100.00%	5.52%
ADA ELIGIBILITY	Count	%Enroll								
"0" ENROLLED, NOT IN MEMBERSHIP	174	0.70%								
"1" ELIGIBLE FOR FULL DAY	23,778	96.20%								
"2" ELIGIBLE FOR HALF DAY	433	1.75%								
"3" TRANSFER FOR FULL DAY	328	1.33%								
"4" INELIGIBLE FOR FULL DAY	1	0.00%								
"5" INELIGIBLE FOR HALF DAY	0	0.00%								
"6" TRANSFER FOR HALF DAY	2	0.01%								
"7" ELIGIBLE FLEX ATND	1	0.00%								
"8" INELIGIBLE FLEX ATND	0	0.00%								
TOTAL	24,717	100.00%								
	Count	%Enroll	ELIGIBLE FOR FREE/REDUC MEALS	Count	%Group	%Enroll	GIFTED & TALENTED	Count	%Group	%Enroll
LEP	2,695	10.90%	AMER. INDIAN/ALASKAN	47	0.59%	0.19%	AMER. INDIAN/ALASKAN	10	0.46%	0.04%
IMMIGRANT	394	1.59%	ASIAN	246	3.11%	1.00%	ASIAN	192	8.84%	0.78%
ECONOMIC DISADVANTAGE	8,093	32.74%	BLACK/AFRICAN AMER.	1,987	25.09%	8.04%	BLACK/AFRICAN AMER.	87	4.01%	0.35%
MILITARY CONNECTED	302	1.22%	HISPANIC/LATINO	4,229	53.39%	17.11%	HISPANIC/LATINO	279	12.85%	1.13%
FOSTER CARE	64	0.26%	WHITE	1,139	14.38%	4.61%	WHITE	1,537	70.80%	6.22%
DYSLEXIA	1,415	5.72%	HAWAIIAN/PAC ISLAND	16	0.20%	0.06%	HAWAIIAN/PAC ISLAND	5	0.23%	0.02%
			TWO OR MORE	257	3.24%	1.04%	TWO OR MORE	61	2.81%	0.25%
			TOTAL	7,921	100.00%	32.05%	TOTAL	2,171	100.00%	8.78%

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA

LEA-level Data
Campuses: 002...197

2018 - 2019 Fall Collection, Accepted Submission

LEA: 043907 - MCKINNEY ISD

TITLE I, PART A	Count	%Group
"0" DOES NOT PARTICIPATE	20,230	81.85%
"6" ATTENDS SCHOOL WIDE	4,487	18.15%
"7" ATTENDS AND PARTICIPATES	0	0.00%
"8" PREVIOUSLY PARTICIPATED	0	0.00%
"9" HOMELESS RECEIVING SRV	0	0.00%
"A" NEGLECTED RECEIVING SVC	0	0.00%
TOTAL	24,717	100.00%

OTHER ECON DISADV	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	9	5.23%	0.04%
BLACK/AFRICAN AMER.	22	12.79%	0.09%
HISPANIC/LATINO	71	41.28%	0.29%
WHITE	60	34.88%	0.24%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	10	5.81%	0.04%
TOTAL	172	100.00%	0.70%

CAREER & TECHNICAL	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	37	0.61%	0.15%
ASIAN	286	4.75%	1.16%
BLACK/AFRICAN AMER.	796	13.21%	3.22%
HISPANIC/LATINO	1,531	25.40%	6.19%
WHITE	3,175	52.68%	12.85%
HAWAIIAN/PAC ISLAND	16	0.27%	0.06%
TWO OR MORE	186	3.09%	0.75%
TOTAL	6,027	100.00%	24.38%

HOMELESS/UNACCOMPANIED YOUTH	Count	%Enroll
HOMELESS	460	1.86%
UNACCOMPANIED YOUTH CODE 3	402	1.63%
UNACCOMPANIED YOUTH CODE 4	58	0.23%
UNACCOMPANIED YOUTH TOTAL	460	1.86%

* Unaccompanied Youth Total Should Match Homeless Count

AT RISK	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	44	0.56%	0.18%
ASIAN	353	4.50%	1.43%
BLACK/AFRICAN AMER.	1,308	16.68%	5.29%
HISPANIC/LATINO	3,929	50.10%	15.90%
WHITE	1,993	25.41%	8.06%
HAWAIIAN/PAC ISLAND	12	0.15%	0.05%
TWO OR MORE	204	2.60%	0.83%
TOTAL	7,843	100.00%	31.73%

SPECIAL EDUCATION	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	15	0.50%	0.06%
ASIAN	83	2.79%	0.34%
BLACK/AFRICAN AMER.	595	19.97%	2.41%
HISPANIC/LATINO	948	31.82%	3.84%
WHITE	1,209	40.58%	4.89%
HAWAIIAN/PAC ISLAND	10	0.34%	0.04%
TWO OR MORE	119	3.99%	0.48%
TOTAL	2,979	100.00%	12.05%

PK PROGRAM CODE	Count	%Group
"00" NOT APPLICABLE	0	0.00%
"01" PK ELIG>2 <4 HRS/DAY	193	50.13%
"02" PK ELIG 4+ HRS/DAY	183	47.53%
"03" PK ELIG 4+ HRS/DAY + SP ED	9	2.34%
"04" PK INELIG>2 <4 HRS/DAY	0	0.00%
"05" PK INELIG 4+ HRS/DAY	0	0.00%
TOTAL	385	100.00%

PRIMARY PK FUNDING SOURCE	Count	%Group	%Enroll
"1" TUITION FEES	0	0.00%	0.00%
"2" LOCAL DIST SHARE	0	0.00%	0.00%
"3" STATE GRANT	0	0.00%	0.00%
"4" FEDERAL	183	100.00%	0.74%
"9" OTHER	0	0.00%	0.00%
TOTAL	183	100.00%	0.74%

SECONDARY PK FUNDING SOURCE	Count	%Group	%Enroll
"1" TUITION FEES	0	0.00%	0.00%
"2" LOCAL DIST SHARE	0	0.00%	0.00%
"3" STATE GRANT	0	0.00%	0.00%
"4" FEDERAL	0	0.00%	0.00%
"9" OTHER	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

TSDS PEIMS STAFF FTE BY ROLE
LEA-level Data | All Roles
Campuses: All
2018 - 2019 Fall Collection, First Submission

LEA: 043907 - MCKINNEY ISD

	<u>Summary FTE</u>	<u>Role FTE</u>	<u>Percent</u>
Total Staff (FTEs):	2,804.5		100.0%
Teacher	1,656.5		59.1%
047 Substitute Teacher		0.2	0.0%
087 Teacher		1,656.3	59.1%
Professional Support	360.8		12.9%
008 Counselor		61.0	2.2%
011 Educational Diagnostician		14.1	0.5%
013 Librarian		27.0	1.0%
016 Occupational Therapist		6.0	0.2%
017 Certified Orientation and Mobility Specialist (COMS)		1.0	0.0%
022 School Nurse		30.0	1.1%
023 LSSP/Psychologist		12.7	0.5%
026 Speech Therapist/Speech-Language Pathologist		38.8	1.4%
041 Teacher Facilitator		89.3	3.2%
054 Department Head		18.9	0.7%
056 Athletic Trainer		3.7	0.1%
102 Communications Professional		3.0	0.1%
103 Research/Evaluation Professional		1.0	0.0%
105 Security		1.0	0.0%
106 District/Campus Information Technology Professional		17.8	0.6%
111 Maintenance		1.0	0.0%
112 Business Services Professional		9.0	0.3%
113 Other District Exempt Professional Auxiliary		19.5	0.7%
114 Other Campus Exempt Professional Auxiliary		6.0	0.2%
Campus Administration	91.0		3.2%
003 Assistant Principal		57.0	2.0%
012 District Instructional Program Director or Executive Director		1.0	0.0%
020 Principal		32.0	1.1%
040 Athletic Director		1.0	0.0%
Central Administration	41.9		1.5%
004 Assistant/Associate/Deputy Superintendent		7.0	0.2%

TSDS PEIMS STAFF FTE BY ROLE
LEA-level Data | All Roles
Campuses: All
2018 - 2019 Fall Collection, First Submission

LEA: 043907 - MCKINNEY ISD

	<u>Summary FTE</u>	<u>Role FTE</u>	<u>Percent</u>
Total Staff (FTEs):	2,804.5		100.0%
012 District Instructional Program Director or Executive Director		21.9	0.8%
027 Superintendent/Chief Administrative Officer/Chief Executive Officer/President		1.0	0.0%
028 Teacher Supervisor		7.0	0.2%
040 Athletic Director		4.0	0.1%
043 Business Manager		1.0	0.0%
Educational Aides	276.3		9.9%
033 Educational Aide		276.3	9.9%
Auxiliary Staff	378.0		13.5%
201 Business/Finance		10.0	0.4%
202 Campus Office/Clerical		149.0	5.3%
203 Central Office/Clerical		31.0	1.1%
205 Human Resources		8.0	0.3%
206 Information Technology		1.0	0.0%
207 Campus Technology Specialist		21.0	0.7%
214 Maintenance		28.0	1.0%
215 Plumber		3.0	0.1%
216 Painter		3.0	0.1%
217 HVAC		9.0	0.3%
218 Electrician		3.0	0.1%
219 Warehouse		7.0	0.2%
220 Safety/Security		9.0	0.3%
222 Other Non-Exempt Auxiliary (Including Non-Exempt Auxiliary Volunteers)		96.0	3.4%
Auxiliary Staff	378.0		13.5%