

**McKinney Independent School District**  
**District Improvement Plan**  
**2020-2021**



# 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.

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# 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 nearly 23,400 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, and many final projects completed this past summer after voters overwhelmingly approved a 2016 bond referendum. The District is quite diverse, with a student population consisting of 46 percent White, 29 percent Hispanic, 15 percent African American, 5 percent Asian, and 5 percent Other. Nearly one third of the students [31 percent] are eligible for free or reduced priced meals and 9 campuses offer Title I schoolwide programs. Within program supports, 13 percent qualify for special education, 12 percent are identified as English Learners (EL), 25 percent participate in career and technical education (CTE), and 10 percent receive gifted and talented services (GT).

### 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.

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. In 2019-2020, STAAR tests were not administered due to the pandemic and school closures which were in effect for all of the fourth nine weeks.

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 for the most recent results available continued to outperform the region and state in all grade levels and content areas; 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. This past summer, MISD's 1: The World initiative was expanded to include grades 3-12 with additional technology included to support the primary grades.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Quantifiable goals for measures of CCMR(HB 3)
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- RDA 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
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data

- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Texas approved Prekindergarten and Kindergarten assessment data

### **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Male / Female performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- STEM/STEAM data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services 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
- Class size averages by grade and subject
- School safety data
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data



- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Equity data
- TTESS data
- T-PESS data

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

- Organizational structure data
- Communications data
- Budgets/entitlements and expenditures data





# 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 Sources:** Every campus will establish a protocol that addresses the functions of Professional Learning Communities (PLCs) this year.

**Summative Evaluation:** None





<b>Strategy 1:</b> Require each campus and department to develop improvement plans based on the district improvement plan. <b>Strategy's Expected Result/Impact:</b> Improved alignment between the district plan and campus/department plans. <b>Staff Responsible for Monitoring:</b> Learner Support, Student Services, Accountability	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 2:</b> Continue to implement Professional Learning Communities for appropriate staff to understand the use of testing methodologies that support teachers in using various strategies to enhance styles of individual learners in the classroom in order to promote risk taking, identify learning needs and utilize rubrics for assessments. <b>Strategy's Expected Result/Impact:</b> Improved use of the PLC structure to determine student progress on academic measures to intervene or provide enrichment in a timely manner. <b>Staff Responsible for Monitoring:</b> Learner Support	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**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 Sources:** 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:** None





<b>Strategy 1:</b> Formal and informal methods will be used to survey students, staff, and parents to gauge customer voice. <b>Strategy's Expected Result/Impact:</b> Compilation of data gathered will be reviewed in Spring 2021. <b>Staff Responsible for Monitoring:</b> Learner Support, Student Services, Accountability	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**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 Sources:** Regular qualitative and quantitative data will be reviewed to assess the safety and orderly environment of all MISD campuses.

**Summative Evaluation:** None





<b>Strategy 1:</b> Regular, routine monitoring of attendance, discipline, and student supports. <b>Strategy's Expected Result/Impact:</b> Survey results; improved performance on multiple measures that inform student engagement. <b>Staff Responsible for Monitoring:</b> Learner Support, Student Services, Accountability	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**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 Clinic and Aramark to follow Healthy Zone Schools guidelines.

**Evaluation Data Sources:** Coordinated health minutes; wellness plan

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Design professional learning around coordinated health at least 4 times per year, working with community resources and evidence based health resources.</p> <p><b>Strategy's Expected Result/Impact:</b> --Communication and feedback from coordinated health team members --Increase awareness of the importance of coordinated health and its effects on student learning --Support and promote healthy zone campuses sharing experiences with non Healthy Zone or health awarded campuses</p> <p><b>Staff Responsible for Monitoring:</b> Director of Health Services, Coordinator of Health &amp; PE, PE Team, Nurse Team, SHAC</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Monitor campus coordinated health team meeting minutes for understanding of all 8 components of coordinated health.</p> <p><b>Strategy's Expected Result/Impact:</b> --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</p> <p><b>Staff Responsible for Monitoring:</b> Director of Health Services, Coordinator of Health &amp; PE, PE Team, Nurse Team, SHAC, and campus administrators and select staff</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> Continue to partner with Aramark to promote healthy choices for our students.</p> <p><b>Strategy's Expected Result/Impact:</b> --Taste Tastings --Support and promote National Breakfast and Lunch weeks through coordinated health teams</p> <p><b>Staff Responsible for Monitoring:</b> Director of Health Services, Coordinator of Health &amp; PE, PE Team, Nurse Team, campus administrators, and Aramark</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  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 1:** Increase innovative learning opportunities for underrepresented student populations by reviewing data each semester and prioritizing strategies to holistically reach all student populations.

**Evaluation Data Sources:** Performance on AP coursework and exams and overall evaluation of student earning industry certifications /licenses.

**Summative Evaluation:** None

<b>Strategy 1:</b> Expand opportunities to identify gifted and talented students through an advanced differentiated curriculum. <b>Strategy's Expected Result/Impact:</b> --College Board Data and summative reports <b>Staff Responsible for Monitoring:</b> AP Coordinator, Learner Support Team, AP Team	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 2:</b> Increase the number of underrepresented student groups enrolled in Dual Credit, Concurrent Enrollment, and Advanced Placement Courses. <b>Strategy's Expected Result/Impact:</b> College Board Data and summative reports (as reported in August) <b>Staff Responsible for Monitoring:</b> AP Coordinator, Learner Support Team, AP Team	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 3:</b> Expand opportunities for students to participate in dual credit and advancement placement. <b>Strategy's Expected Result/Impact:</b> Increased performance on College Board Data and Summative Reports (as reported in August) <b>Staff Responsible for Monitoring:</b> AP Coordinator, Learner Support Team, Campus administrators and AP teachers	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 4:</b> Increase opportunities for students to receive technical college credit with opportunities for certification and the likelihood of state licensing or industry-recognized certification upon completion of the program. <b>Strategy's Expected Result/Impact:</b> Increasing number of students identified from low economic population and minority populations <b>Staff Responsible for Monitoring:</b> GT Coordinator, Bilingual Team and GT Elementary Teachers	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 5:</b> Provide information and counseling regarding graduation options and endorsement offerings to students, parents, and educators. <b>Strategy's Expected Result/Impact:</b> MAP, STAAR, AP scores increased District-wide Number of Duke TIP and National Merit Scholars increased District-wide <b>Staff Responsible for Monitoring:</b> GT Coordinator, Curriculum Coordinators, AP teachers	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>





<p><b>Strategy 6:</b> Serve identified gifted and talented students in grades K-5 in pull out program, in grades 6-8 in protected sections of ELAR and Math , and in grades 9-12 in protected sections including Humanities or cluster groups in PreAP and AP ELAR and Math PeAP.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers full implementation district-wide of G/T best practices noted in administrator walk-throughs as noted in student engagement and academic success</p> <p><b>Staff Responsible for Monitoring:</b> GT Coordinator, GT Teachers, Region 10 and other outside partners</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  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 2:** Increase the district attendance rate from 95.6% to 96.5% in 2018-2019 as measured by Fall 2020 TAPR Report.

- Evaluation Data Sources:** 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:** None

<p><b>Strategy 1:</b> Pregnancy Related Services (PRS) to eligible students to reduce absences and increase high school attendance and completion:</p> <ol style="list-style-type: none"> <li>1. Complete intake process within 48 hours of notification of pregnancy.</li> <li>2. Begin on-campus services such as counseling, consultation with teen parenting coordinator, health services, schedule modification, case management and service coordination, involving special ed staff if appropriate.</li> <li>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.</li> <li>4. Notify CEHI staff of actual delivery date or if CEHI is needed before then due to prenatal issues.</li> <li>5. Complete instruction in courses during homebound period and report attendance and grades to campus staff.</li> <li>6. Ensure PEIMS coding accurately reflects the period of PRS.</li> </ol> <p><b>Strategy's Expected Result/Impact:</b> --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><b>Staff Responsible for Monitoring:</b> Senior Director of Guidance and Counseling, PRS Facilitator, Principals; Counselors, Nurses, Campus Staff, CTE Director; Special Ed Staff (as appropriate); Campus At-Risk Coordinator</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> --District attendance rate increases as measured by last year's attendance rate</p> <p><b>Staff Responsible for Monitoring:</b> Administrative Services Department</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> Monitor attendance for students experiencing homelessness. Provide support to campuses including training on identification of homeless students, transportation services, referrals to community supports for basic needs, tutoring and parent education.</p> <p><b>Strategy's Expected Result/Impact:</b> District attendance rates improves for students experiencing homelessness</p> <p><b>Staff Responsible for Monitoring:</b> Campus Homeless Liaisons; District Homeless Liaison; Campus Administration</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  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 3:** Maintain or increase the current 4-year graduation rate of 98.1%.


**Evaluation Data Sources:** Based upon summer PEIMS submission.


**Summative Evaluation:** None

<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Students who are at risk for dropping out are identified and given specific and targeted support.</p> <p><b>Staff Responsible for Monitoring:</b> Administrative Services and Office of Accountability.</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>


No Progress


Accomplished


Continue/Modify






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 4:** Increase the College, Career, and Military Readiness (CCMR) indicator for all students as measured by Domain 1 from 72.0% to 75.0 in 2021.

**Evaluation Data Sources:** All Campuses will identify and target CCMR by analyzing multiple measures of assessment.

**Summative Evaluation:** None





<p><b>Strategy 1:</b> District Assessment trends are analyzed and tracked to see if district goals are on target.  <b>Strategy's Expected Result/Impact:</b> An upward trend line on District Assessments, with increased performance on STAAR  <b>Staff Responsible for Monitoring:</b> Curriculum Coordinators and Office of Accountability</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Campus principals are provided professional development to implement protocols related to postsecondary readiness standards.  <b>Strategy's Expected Result/Impact:</b> Each campus demonstrates evidence of implementation and monitoring of postsecondary readiness  <b>Staff Responsible for Monitoring:</b> Office of Accountability</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> Campus counselors are provided professional development to implement appropriate advising and supports related to postsecondary readiness.  <b>Strategy's Expected Result/Impact:</b> Each campus demonstrates evidence of implementation and monitoring of postsecondary readiness standards.  <b>Staff Responsible for Monitoring:</b> Sr. Director of Guidance and Counseling, coordinator of counseling, learner support team</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  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 Sources:** As reported in August by TEA.

**Summative Evaluation:** None





<p><b>Strategy 1:</b> Instructional coaches will work with teachers to increase pedagogical skills through individualized or group coaching.</p> <p><b>Strategy's Expected Result/Impact:</b> Monthly meetings to monitor instructional coach work; individual support of coaches to better develop their skills.</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum Coordinators</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Special education student progress is monitored closely due to the elimination of modified assessments by TEA.</p> <p><b>Strategy's Expected Result/Impact:</b> --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</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum Coordinators, Special Education staff</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> Standard Reports run after every District Assessment (DAs) to measure the number of students attaining Masters performance.</p> <p><b>Strategy's Expected Result/Impact:</b> --Each District Assessment will yield an increase in the number of students attaining advanced performance throughout 2020-2021.</p> <p><b>Staff Responsible for Monitoring:</b> Elementary and Secondary Content Coordinators, GT Coordinators, Advanced Academics Coordinator</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 4:</b> All student performance is monitored and curriculum pacing is adjusted when necessary.</p> <p><b>Strategy's Expected Result/Impact:</b> --District Assessments and common formative/summative assessments discussions and actions documented in PLCs</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum Coordinators, Bilingual/ESL, Special Education Department</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  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 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 Sources:** Performance on ensuring all secondary students 6-12 have access to 4-year graduation plans in 2020-21 that are designed to provide a specific course selection toward a college or career path.

**Summative Evaluation:** None





<p><b>Strategy 1:</b> Publish an Academic Planning Guide and supporting information on college and career pathways to the MISD website.</p> <p><b>Strategy's Expected Result/Impact:</b> Drafts sent to counselors and CTE department October 2020 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 2020</p> <p><b>Staff Responsible for Monitoring:</b> Senior Director of Guidance and Counseling, Student Services, Middle School Counselors, High School Counselors, and Communications Department</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Monitor the implementation of Naviance as a college and career planning tool for secondary students.</p> <p><b>Strategy's Expected Result/Impact:</b> --Naviance usage monitored among all secondary campuses --Naviance Implementation Team meets regularly to review progress towards implementation goals</p> <p><b>Staff Responsible for Monitoring:</b> Senior Director of Guidance and Counseling, Student Services, Secondary counselors, and Secondary Administrators</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Update spreadsheet created and placed in shared folder by June 2021</p> <p><b>Staff Responsible for Monitoring:</b> Senior Director of Career &amp; Technical Education, Student Services, and CTE Leadership Team</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 4:</b> Ensure all certifications are communicated to students, counselors and parents.</p> <p><b>Strategy's Expected Result/Impact:</b> APG and other documents will display all certifications available to students.</p> <p><b>Staff Responsible for Monitoring:</b> Senior Director of Guidance and Counseling, Senior Director of Career &amp; Technical Education, Student Services, and Secondary Counselors</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  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 2021 Texas English Language Proficiency Assessment System (TELPAS).

**Evaluation Data Sources:** Performance of English Learners on district and state assessments.

**Summative Evaluation:** None





<p><b>Strategy 1:</b> Provide sheltered instruction training and support for teachers and administrators.  <b>Strategy's Expected Result/Impact:</b> Implementation of sheltered instruction strategies in secondary sheltered classes and 5th grade classrooms to increase EL student achievement.  <b>Staff Responsible for Monitoring:</b> English Learner Support</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Professional development for teachers, instructional coaches, and administrators on how to utilize ELlevation strategies (digitized program) to provide differentiated instruction for English Learners.  <b>Strategy's Expected Result/Impact:</b> Evidence of differentiation for English Learners based on walkthroughs and increase in the number of logins and activity views by teacher according to ELlevation.  <b>Staff Responsible for Monitoring:</b> English Learner Support and Campus Administration</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> Provide administrators and teachers with resources and support for the effective implementation of strategies and programs at their campus.  <b>Strategy's Expected Result/Impact:</b> Linguistic and academic growth for English Learners as measured by district (e.g., DAs, MAP, TELL, etc.) and state assessments (e.g., STAAR, TELPAS).  <b>Staff Responsible for Monitoring:</b> English Language Support and Campus Administration</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 4:</b> Collaborate with LPAC Administrators to ensure accurate PEIMS coding for English Learners.  <b>Strategy's Expected Result/Impact:</b> Proper identification, participation, and assessment of English Learners.  <b>Staff Responsible for Monitoring:</b> English Language Support and Campus Administration</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 5:</b> Coordinate with Curriculum and Instruction to include instructional strategies for ELs in general education curriculum.  <b>Strategy's Expected Result/Impact:</b> Walkthrough data that reflects implementation of instructional strategies for English Learners.  <b>Staff Responsible for Monitoring:</b> English Language Support and C&amp;I Coordinators</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 6:</b> Provide administrators and teachers with resources and support for effective student TELPAS preparation and campus administration.  <b>Strategy's Expected Result/Impact:</b> Evidence of utilization of district TELPAS resources.  <b>Staff Responsible for Monitoring:</b> English Language Support</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  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 8:** Increase evidence of technology and other digital resources used to engage learners in Instructional Framework Documents by ensuring each unit contains a minimum of two digital resources.

**Evaluation Data Sources:** Evidence collected through multiple modalities

**Summative Evaluation:** None





<b>Strategy 1:</b> Continue to expand Technology Applications and Career and Technical course offerings to meet the needs to high tech job market.	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 2:</b> Create global learning communities to provide training in various digital-aged learning technologies to encourage risk taking and foster a growth mindset.	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 3:</b> Provide training to central and campus administration on identifying, evaluating and modeling best practices for technology and integration as a learning tool to implement process and support structures to ensure efficiency and effectiveness of planning.	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3:** McKinney ISD will continue to promote the new MISD Lives 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 Sources:** Evidence collected through multiple modalities that demonstrate efforts to implement the MISD Lives Kind initiative.

**Summative Evaluation:** None





<p><b>Strategy 1:</b> Celebrate successes for MISD Lives Kind activities. Promote the use of the social media hashtag #MISDliveskind. Include opportunities for sharing ideas at district meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Stakeholders grow in awareness of activities being completed; campuses share ideas and resources; campuses track and share results of efforts.</p> <p><b>Staff Responsible for Monitoring:</b> Campus and Central Administration</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Encourage central staff to attend campus level MISD Lives Kind events such as celebrations, assemblies, and parent meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Central office staff assist campuses in observing and promoting activities.</p> <p><b>Staff Responsible for Monitoring:</b> Campus and Central Administration</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> Continue support and growth of PBIS, Trauma informed systems, and Restorative Practices to improve climate and culture.</p> <p><b>Strategy's Expected Result/Impact:</b> Central office staff assist campuses by providing training, resources, and promoting the programs.</p> <p><b>Staff Responsible for Monitoring:</b> Campus and Central Administration</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  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 1:** Continue to employ, recruit, develop, and retain high quality staff, reflective of our student demographics

**Evaluation Data Sources:** Performance on staffing requirements; continued low attrition rate; fulfillment of vacancies prior to the start of the school year.

**Summative Evaluation:** None

<b>Strategy 1:</b> Design and implement cycles for the review of all job classifications, job descriptions, and salary adjustments prior to budget preparation and approval. <b>Strategy's Expected Result/Impact:</b> Completed cycles for review that addresses requests for additions, increases, and/or modifications. <b>Staff Responsible for Monitoring:</b> Chief Human Resources Officer	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 2:</b> Provide professional learning, support, resources, and technology tools to support instructional leaders. <b>Strategy's Expected Result/Impact:</b> Attendance at trainings; improved outcomes for staff placed on growth plans. <b>Staff Responsible for Monitoring:</b> Chief Human Resources Officer	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  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 Sources:** Comparative analysis based on similar school systems that identifies fiscal standing of MISD.

**Summative Evaluation:** None





<b>Strategy 1:</b> Monitor legislative activity regarding school finance reform and perform risk analyses based on potential changes. <b>Strategy's Expected Result/Impact:</b> Production of periodic updates in response to policy discussions. <b>Staff Responsible for Monitoring:</b> Chief Financial Officer	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 2:</b> Continue improving debt-management oversight to ensure adequate funding levels. <b>Strategy's Expected Result/Impact:</b> Sustained strong fund balance and recognition for financial integrity and transparency. <b>Staff Responsible for Monitoring:</b> Chief Financial Officer	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  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 3:** Ensure district operations and infrastructure promote student and staff learning.

**Evaluation Data Sources:** Annual report that includes current bonding capacity and status of new and life-cycle renovations on district facilities.

**Summative Evaluation:** None





<b>Strategy 1:</b> Provide updates on bond capacity and capital improvement projects in progress. <b>Strategy's Expected Result/Impact:</b> Written and oral updates that accurately describe start-to-finish cycles of project work. <b>Staff Responsible for Monitoring:</b> Chief Financial Officer	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 2:</b> Monitor utility costs and adjust as needed to maximize efficiency and cost. <b>Strategy's Expected Result/Impact:</b> Documented monthly usage reports and usage adjustments. <b>Staff Responsible for Monitoring:</b> Chief Operations Officer	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  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 Sources:** Assessed community awareness of issues important to the school district including major accomplishments and milestones.

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Utilize new and emerging social media and other technology to facilitate communication.</p> <p><b>Strategy's Expected Result/Impact:</b> Social media analytics trends by week, month, quarter, and semester. Significant increase in parent engagement via expanded social media presence (posts and traffic).</p> <p><b>Staff Responsible for Monitoring:</b> Chief Communications Officer</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 5:** McKinney ISD will develop and implement a districtwide plan for the promotion of equity and diversity as it applies to faculty, staff, and students.

**Performance Objective 1:** Ensure a welcoming, safe, inclusive and equitable school community.

<b>Strategy 1:</b> Continue scheduled meetings with the district Equity and Diversity committee.	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 2:</b> Conduct interview training with campus administrators that will include social bias awareness. <b>Strategy's Expected Result/Impact:</b> Increase the talent pipeline with diverse recruitment. <b>Staff Responsible for Monitoring:</b> Chief Human Resources Officer	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 3:</b> Schedule recruiting visits to job various fairs to increase work force diversity. <b>Strategy's Expected Result/Impact:</b> Increase the talent pipeline with diverse recruitment. <b>Staff Responsible for Monitoring:</b> Chief Human Resources Officer	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 4:</b> Ensure policies and procedures are consistent with district goal of diversity, equity, and inclusion and that they do not act as barriers to success. <b>Strategy's Expected Result/Impact:</b> Establish a community of diverse learners at all levels of the organization committed to equity and access. <b>Staff Responsible for Monitoring:</b> Chief Human Resources Officer, Chief Accountability Officer	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

# 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	\$20,808.00
199.11.6117.00.XXX.24.000.XX	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$59,620.00
199.11.6118.00.XXX.24.000.XX	6118 Extra Duty Stipend - Locally Defined	\$77,750.00
199.11.6119.00.XXX.24.000.XX	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$4,008,091.00
199.11.6121.00.XXX.24.000.12	6121 Extra Duty Pay/Overtime - Support Personnel	\$3,100.00
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	\$387,205.00
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	\$59,886.00
199.23.6142.00.XXX.24.000.XX	6142 Group Health and Life Insurance	\$148,049.00
199.23.6143.00.XXX.24.000.XX	6143 Workers' Compensation	\$17,752.00
199.23.6146.00.XXX.24.000.XX	6146 Teacher Retirement/TRS Care	\$33,226.00
199.11.6148.00.XXX.24.000.XX	6148 Employee Benefits - Locally Defined	\$184.00
<b>6100 Subtotal:</b>		<b>\$4,821,271.00</b>
6200 Professional and Contracted Services		
199.13.6219.00.XXX.24.000.XX	6219 Professional Services	\$327,814.00
199.95.6223.00.197.24.000.08	6223 Student Tuition - Other Than Public Schools	\$150,000.00
199.11.6249.00.197.24.000.XX	6249 Contracted Maintenance & Repair	\$1,000.00
199.11.6299.74.872.24.000.06	6299 Miscellaneous Contracted Services	\$500.00
<b>6200 Subtotal:</b>		<b>\$479,314.00</b>
6300 Supplies and Services		
199.11.6329.XX.XXX.24.000.XX	6329 Reading Materials	\$6,850.00

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
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	\$5,250.00
199.11.6399.XX.XXX.24.000.XX	6399 General Supplies	\$86,874.00
	<b>6300 Subtotal:</b>	<b>\$130,501.00</b>
6400 Other Operating Costs		
199.11.6411.XX.XXX.24.000.XX	6411 Employee Travel	\$13,276.00
199.11.6412.XX.XXX.24.000.XX	6412 Student Travel	\$1,500.00
199.11.6494.XX.XXX.24.000.XX	6494 Reclassified Transportation Expenses	\$1,500.00
	<b>6400 Subtotal:</b>	<b>\$16,276.00</b>

# Addendums

### TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA

Campus-level Data  
Campuses: 121

2019 - 2020 Fall Collection, Accepted Submission

LEA: 043907 - MCKINNEY ISD

Campus: 043907121 - GARY AND BOBBYE JACK MINSHEW EL

ENROLLMENT BY GRADE		
	Count	%Enroll
EARLY EDUCATION	0	0.00%
PRE-KINDERGARTEN	0	0.00%
KINDERGARTEN	88	13.66%
GRADE 1	93	14.44%
GRADE 2	102	15.84%
GRADE 3	114	17.70%
GRADE 4	119	18.48%
GRADE 5	128	19.88%
GRADE 6	0	0.00%
GRADE 7	0	0.00%
GRADE 8	0	0.00%
GRADE 9	0	0.00%
GRADE 10	0	0.00%
GRADE 11	0	0.00%
GRADE 12	0	0.00%
<b>TOTAL</b>	<b>644</b>	<b>100.00%</b>

ENROLLMENT BY SEX		
	Count	%Enroll
MALE	329	51.09%
FEMALE	315	48.91%
<b>TOTAL</b>	<b>644</b>	<b>100.00%</b>

ADA ELIGIBILITY		
	Count	%Enroll
"0" ENROLLED, NOT IN MEMBERSHIP	0	0.00%
"1" ELIGIBLE FOR FULL DAY	626	97.20%
"2" ELIGIBLE FOR HALF DAY	0	0.00%
"3" TRANSFER FOR FULL DAY	18	2.80%
"4" INELIGIBLE FOR FULL DAY	0	0.00%
"5" INELIGIBLE FOR HALF DAY	0	0.00%
"6" TRANSFER FOR HALF DAY	0	0.00%
"7" ELIGIBLE FLEX ATND	0	0.00%
"8" INELIGIBLE FLEX ATND	0	0.00%
<b>TOTAL</b>	<b>644</b>	<b>100.00%</b>

	Count	%Enroll
LEP	38	5.90%
IMMIGRANT	7	1.09%
ECONOMIC DISADVANTAGE	162	25.16%
MILITARY CONNECTED	11	1.71%
FOSTER CARE	2	0.31%
DYSLEXIA	52	8.07%
PK ELIGIBLE PREVIOUS YEAR	0	0.00%

TOTAL ENROLLMENT 644			
ENROLLMENT BY ETHNICITY			
	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	3	0.47%	0.47%
ASIAN	51	7.92%	7.92%
BLACK/AFRICAN AMER.	122	18.94%	18.94%
HISPANIC/LATINO	132	20.50%	20.50%
WHITE	308	47.83%	47.83%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	28	4.35%	4.35%
<b>TOTAL</b>	<b>644</b>	<b>100.00%</b>	<b>100.00%</b>

MIGRANTS			
	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	0	0.00%	0.00%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
<b>TOTAL</b>	<b>0</b>	<b>0.00%</b>	<b>0.00%</b>

OTHER ECON DISADV			
	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	0	0.00%	0.00%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
<b>TOTAL</b>	<b>0</b>	<b>0.00%</b>	<b>0.00%</b>

ELIGIBLE FOR FREE/REDUC MEALS			
	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	1	0.62%	0.16%
ASIAN	3	1.85%	0.47%
BLACK/AFRICAN AMER.	62	38.27%	9.63%
HISPANIC/LATINO	52	32.10%	8.07%
WHITE	36	22.22%	5.59%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	8	4.94%	1.24%
<b>TOTAL</b>	<b>162</b>	<b>100.00%</b>	<b>25.16%</b>

BILINGUAL			
	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	0	0.00%	0.00%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
<b>TOTAL</b>	<b>0</b>	<b>0.00%</b>	<b>0.00%</b>

ESL			
	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	17	45.95%	2.64%
BLACK/AFRICAN AMER.	3	8.11%	0.47%
HISPANIC/LATINO	14	37.84%	2.17%
WHITE	3	8.11%	0.47%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
<b>TOTAL</b>	<b>37</b>	<b>100.00%</b>	<b>5.75%</b>

Alternative Language Program			
	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	0	0.00%	0.00%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
<b>TOTAL</b>	<b>0</b>	<b>0.00%</b>	<b>0.00%</b>

GIFTED & TALENTED			
	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	1	1.30%	0.16%
ASIAN	8	10.39%	1.24%
BLACK/AFRICAN AMER.	6	7.79%	0.93%
HISPANIC/LATINO	11	14.29%	1.71%
WHITE	48	62.34%	7.45%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	3	3.90%	0.47%
<b>TOTAL</b>	<b>77</b>	<b>100.00%</b>	<b>11.96%</b>



**TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA**

Campus-level Data  
Campuses: 121

2019 - 2020 Fall Collection, Accepted Submission

LEA: 043907 - MCKINNEY ISD

Campus: 043907121 - GARY AND BOBBYE JACK MINSHEW EL

TITLE I, PART A	Count	%Group
"0" DOES NOT PARTICIPATE	621	96.43%
"6" ATTENDS SCHOOL WIDE	23	3.57%
"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	644	100.00%

CAREER & TECHNICAL	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	0	0.00%	0.00%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

HOMELESS/UNACCOMPANIED YOUTH	Count	%Enroll
HOMELESS	8	1.24%
UNACCOMPANIED YOUTH CODE 3	8	1.24%
UNACCOMPANIED YOUTH CODE 4	0	0.00%
UNACCOMPANIED YOUTH TOTAL	8	1.24%

\* Unaccompanied Youth Total Should Match Homeless Count

AT RISK	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	1	0.74%	0.16%
ASIAN	21	15.44%	3.26%
BLACK/AFRICAN AMER.	28	20.59%	4.35%
HISPANIC/LATINO	33	24.26%	5.12%
WHITE	49	36.03%	7.61%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	4	2.94%	0.62%
TOTAL	136	100.00%	21.12%

SPECIAL EDUCATION	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	6	7.59%	0.93%
BLACK/AFRICAN AMER.	15	18.99%	2.33%
HISPANIC/LATINO	17	21.52%	2.64%
WHITE	38	48.10%	5.90%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	3	3.80%	0.47%
TOTAL	79	100.00%	12.27%

PK PROGRAM CODE	Count	%Group
"00" NOT APPLICABLE	0	0.00%
"01" PK ELIG>2 <4 HRS/DAY	0	0.00%
"02" PK ELIG 4+ HRS/DAY	0	0.00%
"03" PK ELIG 4+ HRS/DAY + SP ED	0	0.00%
"04" PK INELIG>2 <4 HRS/DAY	0	0.00%
"05" PK INELIG 4+ HRS/DAY	0	0.00%
TOTAL	0	0.00%

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	0	0.00%	0.00%
"5" EDARLY ED ALLOTMENT	0	0.00%	0.00%
"9" OTHER	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

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%
"5" EDARLY ED ALLOTMENT	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**  
2019 - 2020 Fall Collection, Accepted Submission

LEA: 043907 - MCKINNEY ISD

	<u>Summary FTE</u>	<u>Role FTE</u>	<u>Percent</u>
<b>Total Staff (FTEs):</b>	<b>2,760.9</b>		<b>100.0%</b>
<b>Teacher</b>	<b>1,621.4</b>		<b>58.7%</b>
087 Teacher		1,621.4	58.7%
<b>Professional Support</b>	<b>346.7</b>		<b>12.6%</b>
008 Counselor		59.1	2.1%
011 Educational Diagnostician		16.5	0.6%
013 Librarian		26.9	1.0%
016 Occupational Therapist		4.9	0.2%
017 Certified Orientation and Mobility Specialist (COMS)		1.1	0.0%
018 Physical Therapist		1.0	0.0%
022 School Nurse		29.0	1.1%
023 LSSP/Psychologist		12.5	0.5%
026 Speech Therapist/Speech-Language Pathologist		40.9	1.5%
041 Teacher Facilitator		69.6	2.5%
054 Department Head		21.5	0.8%
056 Athletic Trainer		4.7	0.2%
102 Communications Professional		2.0	0.1%
103 Research/Evaluation Professional		1.0	0.0%
105 Security		1.0	0.0%
106 District/Campus Information Technology Professional		20.2	0.7%
109 Athletics (Other than Athletic Director)		0.4	0.0%
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		5.0	0.2%
<b>Campus Administration</b>	<b>89.5</b>		<b>3.2%</b>
003 Assistant Principal		57.5	2.1%
020 Principal		32.0	1.2%
<b>Central Administration</b>	<b>45.9</b>		<b>1.7%</b>
004 Assistant/Associate/Deputy Superintendent		7.0	0.3%
012 District Instructional Program Director or Executive Director		25.0	0.9%

**TSDS PEIMS STAFF FTE BY ROLE**  
**LEA-level Data | All Roles**  
**Campuses: All**  
2019 - 2020 Fall Collection, Accepted Submission

LEA: 043907 - MCKINNEY ISD

	<u>Summary FTE</u>	<u>Role FTE</u>	<u>Percent</u>
<b>Total Staff (FTEs):</b>	<b>2,760.9</b>		<b>100.0%</b>
027 Superintendent/Chief Administrative Officer/Chief Executive Officer/President		1.0	0.0%
028 Teacher Supervisor		7.9	0.3%
040 Athletic Director		4.0	0.1%
043 Business Manager		1.0	0.0%
<b>Educational Aides</b>	<b>287.2</b>		<b>10.4%</b>
033 Educational Aide		287.2	10.4%
<b>Auxiliary Staff</b>	<b>370.1</b>		<b>13.4%</b>
201 Business/Finance		9.5	0.3%
202 Campus Office/Clerical		146.3	5.3%
203 Central Office/Clerical		30.3	1.1%
205 Human Resources		7.0	0.3%
206 Information Technology		1.0	0.0%
207 Campus Technology Specialist		21.0	0.8%
214 Maintenance		29.0	1.1%
215 Plumber		3.0	0.1%
216 Painter		3.0	0.1%
217 HVAC		7.0	0.3%
218 Electrician		3.0	0.1%
219 Warehouse		7.0	0.3%
220 Safety/Security		9.0	0.3%
222 Other Non-Exempt Auxiliary (Including Non-Exempt Auxiliary Volunteers)		94.0	3.4%