

McKinney Independent School District

District Improvement Plan

2021-2022



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. McKinney consistently ranks among the ‘Best Places to Live in America’ according to Money Magazine and was recently featured in the 2021 edition of SmartAsset’s ‘Best Cities for First-time Homebuyers.’ Continuing, MISD has been recognized by the Dallas Business Journal as one of the ‘Best Places to Work.’ 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). The District is quite diverse, with a student population consisting of 45 percent White, 29 percent Hispanic, 15 percent African American, 5 percent Asian, and 6 percent Other. More than one third of the students [34 percent] are eligible for free or reduced priced meals and 9 campuses offer Title I schoolwide programs. Within program supports, 14 percent qualify for special education, 12 percent are identified as English Learners (EL), 22 percent participate in career and technical education (CTE), and 11 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 a strong city-school partnership and widespread community support as evidenced by the most recent bond referendums which received overwhelming voter approval. The \$245 million school building bond program will allow for continued enhancements to existing facilities along with campus expansions and construction on a new elementary school. A separate \$30 million technology bond will enable the district to continue the 1:World student laptop initiative and provide a computer for every child in the district. This ballot also provides funding for classroom, STEM and CTE computers.

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 2020-21 school year marked a return to state mandated testing and the ninth year of administration for the State of Texas Assessments of Academic Readiness (STAAR). The district continues to outperform the region and state in all grade levels and content areas and overall, 81 percent of all STAAR tests taken in MISD met or exceeded passing standards. By content area, the passing rates were as follows: Reading/ELA 82%, Mathematics 80%, Writing 72%, Science 84%, and Social Studies 86%.

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; 81 percent of all STAAR tests taken in MISD met or exceeded passing standards. While the district's results actually outpaced the region and state by wider margins this past year, pandemic-related learning loss has impacted students. In response, the district's learning remediation strategy involves maintaining current staffing which provides for smaller classes due to enrollment declines.

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. Significant upgrades to the network infrastructure have taken place and the 1: The World initiative enters its second year of expanded implementation (grades 3-12) with additional technology 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
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) 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
- 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
- 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)
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement by race, ethnicity, gender, etc.
- STEM/STEAM data
- Homeless data
- Gifted and talented data
- Dyslexia 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

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

Parent/Community Data

- Parent surveys and/or other feedback

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, 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.

Strategy 1 Details	Reviews			
<p>Strategy 1: Require each campus and department to develop improvement plans based on the district improvement plan.</p> <p>Strategy's Expected Result/Impact: Improved alignment between the district plan and campus/department plans.</p> <p>Staff Responsible for Monitoring: Learner Support, Student Services, Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 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.</p> <p>Strategy's Expected Result/Impact: Improved use of the PLC structure to determine student progress on academic measures to intervene or provide enrichment in a timely manner.</p> <p>Staff Responsible for Monitoring: Student Support</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: McKinney ISD will ensure the faculty, staff, students, 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 sharing 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.

Strategy 1 Details	Reviews			
<p>Strategy 1: Formal and informal methods will be used to survey students, staff, and parents to gauge customer perception.</p> <p>Strategy's Expected Result/Impact: Compilation of data gathered will be reviewed in Spring 2022.</p> <p>Staff Responsible for Monitoring: Student Support, Student Services, Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: McKinney ISD will ensure the faculty, staff, students, 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 to include the Student Handbook, SHAC committee statements, Student Code of Conduct, Board Policies FFB and FFBA. Internal documents to include EOP, training sites for TASST, MISD Lives Kind and Trauma Informed Care.

Strategy 1 Details	Reviews			
<p>Strategy 1: Regular, routine monitoring of attendance, discipline, and student supports. Strategy's Expected Result/Impact: Survey results; improved performance on multiple measures that inform student engagement. Staff Responsible for Monitoring: Student Support, Student Services, Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The campus will provide training to staff on student mental health, trauma informed, and grief informed best practices and will provide information to parents and students about available counseling services and resources. Strategy's Expected Result/Impact: Campus staff will learn to recognize warning signs for students in distress, develop strategies to support students in the classroom, and know how to connect those students to additional supports as needed. Parents will know more about available resources. Staff Responsible for Monitoring: Campus administrators and counselors; District student support staff</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: The campus will provide training to staff on student mental health, trauma informed, and grief informed best practices and will provide information to parents and students about available counseling services and resources. Strategy's Expected Result/Impact: Campus staff will learn to recognize warning signs for students in distress, develop strategies to support students in the classroom, and know how to connect those students to additional supports as needed. Parents will know more about available resources. Staff Responsible for Monitoring: Campus administrators and counselors; District student support staff</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: The district will provide training to counselors and to administrators on strategies to implement comprehensive school counseling programs. Strategy's Expected Result/Impact: Campuses will understand the elements of and effectively deliver comprehensive school counseling programs. Staff Responsible for Monitoring: Sr. Director of Guidance and Counseling, Coordinator of Counseling</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: McKinney ISD will ensure the faculty, staff, students, 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





Strategy 1 Details	Reviews			
<p>Strategy 1: Design professional learning around coordinated health at least 4 times per year, working with community resources and evidence based health resources.</p> <p>Strategy's Expected Result/Impact: --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 experiences among campuses</p> <p>Staff Responsible for Monitoring: Director of Health Services, Coordinator of Health & PE, PE Team, Nurse Team, SHAC</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Monitor campus coordinated health team meeting minutes for understanding of all 8 components of coordinated health.</p> <p>Strategy's Expected Result/Impact: --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>Staff Responsible for Monitoring: Director of Health Services, Coordinator of Health & PE, PE Team, Nurse Team, SHAC, and campus administrators and select staff</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Continue to partner with Aramark to promote healthy choices for our students.</p> <p>Strategy's Expected Result/Impact: --Taste Tastings --Support and promote National Breakfast and Lunch weeks through coordinated health teams</p> <p>Staff Responsible for Monitoring: Director of Health Services, Coordinator of Health & PE, PE Team, Nurse Team, campus administrators, and Aramark</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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, dual credit coursework, AP exams, and overall evaluation of student earning industry certifications /licenses.

Strategy 1 Details	Reviews			
<p>Strategy 1: Expand opportunities to identify gifted and talented students from underrepresented populations while continuing to establish high expectations with a curriculum that fosters inquiry and critical thinking.</p> <p>Strategy's Expected Result/Impact: Program enrollment data, curriculum update data, an summative reports from College Board will improve</p> <p>Staff Responsible for Monitoring: AP Coordinator, Student Support Team, AP and GT Teachers, Elementary Elementary GT Coordinator, Secondary Advanced Academics Coordinator</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase the number of underrepresented student groups enrolled in Dual Credit, Concurrent Enrollment, and Advanced Placement Courses and expand their opportunities to participate in these programs.</p> <p>Strategy's Expected Result/Impact: Program Enrollment data, Collin College data, College Board data, and summative report data will improve</p> <p>Staff Responsible for Monitoring: Student Support Team, AP Teachers, Elementary Elementary GT Coordinator, Secondary Advanced Academics Coordinator, Sr. Director of CTE, Sr. Director of guidance and Counseling</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: 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.</p> <p>Strategy's Expected Result/Impact: Program Enrollment data, Collin College data, College Board data, and CCMR data will improve</p> <p>Staff Responsible for Monitoring: Sr. Director of CTE</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide information and counseling regarding graduation options and endorsement offerings to students, parents, and educators.</p> <p>Strategy's Expected Result/Impact: Increase graduation rates, military recruitment and college visits, ASVAB participation, and advanced foundation plans</p> <p>Staff Responsible for Monitoring: Sr. Director of CTE, Sr. Director of Guidance and Counseling, Counselors, AVID teachers</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: 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 Advanced and AP ELAR and Math.</p> <p>Strategy's Expected Result/Impact: Teachers' full implementation districtwide of G/T and Advanced best practices noted in administrator walk-throughs as noted in student engagement and academic success.</p> <p>Staff Responsible for Monitoring: Elementary GT Coordinator, Secondary Advanced Academics Coordinator, GT Teachers, Region 10 and other outside partners</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Increase enrollment in dual credit coursework by providing relevant advising and support through the application process.</p> <p>Strategy's Expected Result/Impact: Increase in students that earn college credit while in HS</p> <p>Staff Responsible for Monitoring: Advanced Academics Coordinator, Learner Support Team, outside Collin College partners</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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 2019-2020 as measured by Fall 2021 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 that are standard across the district with chronically tardy/truant students.

Strategy 1 Details	Reviews			
<p>Strategy 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, 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>Strategy's Expected Result/Impact: --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>Staff Responsible for Monitoring: 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>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 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>Strategy's Expected Result/Impact: --District attendance rate increases as measured by last year's attendance rate</p> <p>Staff Responsible for Monitoring: Administrative Services Department</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: 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>	Formative			Summative
	Nov	Jan	Mar	June

Strategy's Expected Result/Impact: District attendance rates improves for students experiencing homelessness

Staff Responsible for Monitoring: Campus Homeless Liaisons; District Homeless Liaison; Campus Administration



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 97.6%.





Evaluation Data Sources: Based upon summer PEIMS submission.

Strategy 1 Details	Reviews			
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Students who are at risk for dropping out are identified and given specific and targeted support.</p> <p>Staff Responsible for Monitoring: Administrative Services and Office of Accountability.</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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 67% to 70% in 2022.





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

Strategy 1 Details	Reviews			
<p>Strategy 1: District Assessment trends are analyzed and tracked to see if district goals are on target. Strategy's Expected Result/Impact: An upward trend line on interim assessments, with increased performance on STAAR Staff Responsible for Monitoring: Curriculum Coordinators and Office of Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus principals are provided professional development to implement protocols related to postsecondary readiness standards. Strategy's Expected Result/Impact: Each campus demonstrates evidence of implementation and monitoring of postsecondary readiness Staff Responsible for Monitoring: Office of Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Campus counselors are provided professional development to implement appropriate advising and supports related to postsecondary readiness. Strategy's Expected Result/Impact: Each campus demonstrates evidence of implementation and monitoring of postsecondary readiness standards. Staff Responsible for Monitoring: Sr. Director of Guidance and Counseling, coordinator of counseling, learner support team</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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.

Strategy 1 Details	Reviews			
<p>Strategy 1: Instructional coaches will work with teachers to increase pedagogical skills through individualized or group coaching.</p> <p>Strategy's Expected Result/Impact: Monthly meetings to monitor instructional coach work; individual support of coaches to better develop their skills.</p> <p>Staff Responsible for Monitoring: Curriculum Coordinators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Special education student progress is monitored closely for continuous improvement.</p> <p>Strategy's Expected Result/Impact: --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>Staff Responsible for Monitoring: Curriculum Coordinators, Special Education staff</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Standard reports run after every interim assessment to measure the number of students attaining Masters Grade Level performance.</p> <p>Strategy's Expected Result/Impact: Each interim assessment will yield an increase in the number of students attaining advanced performance throughout 2021-2022.</p> <p>Staff Responsible for Monitoring: Elementary and Secondary Content Coordinators, GT Coordinators, Advanced Academics Coordinator, Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: All student performance is monitored and curriculum pacing is adjusted when necessary.</p> <p>Strategy's Expected Result/Impact: --Interim Assessments and common formative/summative assessments discussions and actions documented in PLCs</p> <p>Staff Responsible for Monitoring: Curriculum Coordinators, Bilingual/ESL, Special Education Department</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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, Thinkthrough Math, and value-added measures, such as perceptual, school systems, and demographic data-specifically using the MISD Graduate Profile vignettes.

Evaluation Data Sources: Ensure all secondary students grades 6-12 have access to 4-year graduation plans in 2021-22 that are designed to provide a specific course selection toward a college or career path.





Strategy 1 Details	Reviews			
<p>Strategy 1: Publish an Academic Planning Guide and supporting information on college and career pathways to the MISD website.</p> <p>Strategy's Expected Result/Impact: Drafts sent to counselors and CTE department October 2021 for changes and completed documents posted on the MISD website. APG planning timeline and final draft emailed to student support and secondary principals by December of 2021.</p> <p>Staff Responsible for Monitoring: Senior Director of Guidance and Counseling, Student Services, Middle School Counselors, High School Counselors, and Communications Department</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Monitor the implementation of Naviance as a college and career planning tool for secondary students.</p> <p>Strategy's Expected Result/Impact: --Naviance usage monitored among all secondary campuses --Naviance Implementation Team meets regularly to review progress towards implementation goals</p> <p>Staff Responsible for Monitoring: Senior Director of Guidance and Counseling, Student Services, Secondary counselors, and Secondary Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Update spreadsheet created and placed in shared folder by June 2021</p> <p>Staff Responsible for Monitoring: Senior Director of Career & Technical Education, Student Services, and CTE Leadership Team</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Ensure all certifications are communicated to students, counselors and parents.</p> <p>Strategy's Expected Result/Impact: APG and other documents will display all certifications available to students.</p> <p>Staff Responsible for Monitoring: Senior Director of Guidance and Counseling, Senior Director of Career & Technical Education, Student Services, and Secondary Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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 2022 Texas English Language Proficiency Assessment System (TELPAS).

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





Strategy 1 Details	Reviews			
<p>Strategy 1: Provide sheltered instruction training and support for teachers and administrators. Strategy's Expected Result/Impact: Implementation of sheltered instruction strategies in secondary sheltered and ESL classes and 4th and 5th grade classrooms to increase EL student achievement. Staff Responsible for Monitoring: English Learner Support</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Professional development and continued support for teachers, instructional coaches, and administrators on how to utilize ELLevation strategies (digitized program) to provide differentiated instruction for English Learners. Strategy's Expected Result/Impact: Evidence of differentiation for English Learners based on walkthroughs and increase in the number of logins and activity views by teachers according to ELLevation. Staff Responsible for Monitoring: English Learner Support and Campus Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide administrators and teachers with resources and support for the effective implementation of strategies and programs at their campus. Strategy's Expected Result/Impact: Linguistic and academic growth for English Learners as measured by district (e.g., MAP, TELL, etc.) and state assessments (e.g., STAAR, TELPAS). Staff Responsible for Monitoring: English Language Support and Campus Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Collaborate with LPAC Administrators to ensure accurate PEIMS coding for English Learners. Strategy's Expected Result/Impact: Proper identification, participation, and assessment of English Learners. Staff Responsible for Monitoring: English Language Support and Campus Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Coordinate with Curriculum and Instruction to include instructional strategies for ELs in general education curriculum. Strategy's Expected Result/Impact: Walkthrough data that reflects implementation of instructional strategies for English Learners. Staff Responsible for Monitoring: English Language Support and C&I Coordinators</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Provide administrators and teachers with resources and support for effective student TELPAS preparation and campus administration. Strategy's Expected Result/Impact: Linguistic growth for English learners as measured by TELPAS. Staff Responsible for Monitoring: English Language Support	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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.

Strategy 1 Details	Reviews			
Strategy 1: Continue to expand Technology Applications and Career and Technical course offerings to meet the needs to high tech job market.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Create global learning communities to provide training in various digital-aged learning technologies to encourage risk taking and foster a growth mindset.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide training to campus faculty and administration on identifying, evaluating and modeling best practices for classroom technology integration in order to ensure effective design, planning, and implementation of lessons with technology as the catalyst.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: McKinney ISD will continue to 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.

Strategy 1 Details	Reviews			
<p>Strategy 1: Design and implement cycles for the review of all job classifications, job descriptions, and salary adjustments prior to budget preparation and approval.</p> <p>Strategy's Expected Result/Impact: Completed cycles for review that addresses requests for additions, increases, and/or modifications.</p> <p>Staff Responsible for Monitoring: Chief Human Resources Officer</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide professional learning, support, resources, and technology tools to support instructional leaders.</p> <p>Strategy's Expected Result/Impact: Attendance at trainings; improved outcomes for staff placed on growth plans.</p> <p>Staff Responsible for Monitoring: Chief Human Resources Officer</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: McKinney ISD will continue to 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.

Strategy 1 Details	Reviews			
Strategy 1: Monitor legislative activity regarding school finance reform and perform risk analyses based on potential changes. Strategy's Expected Result/Impact: Production of periodic updates in response to policy discussions. Staff Responsible for Monitoring: Chief Financial Officer	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Continue improving debt-management oversight to ensure adequate funding levels. Strategy's Expected Result/Impact: Sustained strong fund balance and recognition for financial integrity and transparency. Staff Responsible for Monitoring: Chief Financial Officer	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: McKinney ISD will continue to 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.

Strategy 1 Details	Reviews			
Strategy 1: Provide updates on bond capacity and capital improvement projects in progress. Strategy's Expected Result/Impact: Written and oral updates that accurately describe start-to-finish cycles of project work. Staff Responsible for Monitoring: Chief Financial Officer	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Monitor utility costs and adjust as needed to maximize efficiency and cost. Strategy's Expected Result/Impact: Documented monthly usage reports and usage adjustments. Staff Responsible for Monitoring: Chief Operations Officer	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: McKinney ISD will continue to 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.

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize new and emerging social media and other technology to facilitate communication.</p> <p>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Chief Communications Officer</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: McKinney ISD will continue to promote the social and emotional learning (SEL) and character education through continued implementation of the McKinney ISD Lives Kind initiative.





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.

Strategy 1 Details	Reviews			
<p>Strategy 1: 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>Strategy's Expected Result/Impact: Stakeholders grow in awareness of activities being completed; campuses share ideas and resources; campuses track and share results of efforts.</p> <p>Staff Responsible for Monitoring: Campus and Central Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Encourage central staff to attend campus level MISD Lives Kind events such as celebrations, assemblies, and parent meetings.</p> <p>Strategy's Expected Result/Impact: Central office staff assist campuses in observing and promoting activities.</p> <p>Staff Responsible for Monitoring: Campus and Central Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Continue support and growth of PBIS, Trauma informed systems, and Restorative Practices to improve climate and culture.</p> <p>Strategy's Expected Result/Impact: Central office staff assist campuses by providing training, resources, and promoting the programs.</p> <p>Staff Responsible for Monitoring: Campus and Central Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: The campus will ensure that SEL instruction is delivered systematically to students through the planning and coordination of the school counselor, the coordinated health team, instructional leaders, and campus administration.</p> <p>Strategy's Expected Result/Impact: Students will demonstrate skills related to managing emotions, establishing and maintaining positive relationships, and responsible decision making.</p> <p>Staff Responsible for Monitoring: School Counselors, Coordinated Health Team, Instructional Leaders, and Campus Administrators.</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: McKinney ISD will continue to promote the social and emotional learning (SEL) and character education through continued implementation of the McKinney ISD Lives Kind initiative.

Performance Objective 2: Ensure a welcoming, safe, inclusive and equitable school community.

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

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$5,658,432.00

Total FTEs Funded by SCE: 124

Brief Description of SCE Services and/or Programs

Funding is used to reduce disparity in performance on assessment instruments or disparity in the rates of high school completion between educationally disadvantaged students, at-risk students, and all other students. McKinney ISD leverages state compensatory education funding through additional staffing to increase academic achievement and reduce the dropout rate for these students by providing supplemental programs and services.

Addendums

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA

LEA-level Data
Campuses: All Campuses

2020 - 2021 Fall Collection, Resubmission

LEA: 043907 - MCKINNEY ISD

ENROLLMENT BY GRADE	Count	%Enroll
EARLY EDUCATION	152	0.65%
PRE-KINDERGARTEN	282	1.21%
KINDERGARTEN	1,430	6.11%
GRADE 1	1,602	6.85%
GRADE 2	1,490	6.37%
GRADE 3	1,591	6.80%
GRADE 4	1,618	6.92%
GRADE 5	1,703	7.28%
GRADE 6	1,815	7.76%
GRADE 7	1,835	7.84%
GRADE 8	1,919	8.20%
GRADE 9	2,057	8.79%
GRADE 10	2,049	8.76%
GRADE 11	1,965	8.40%
GRADE 12	1,890	8.08%
TOTAL	23,398	100.00%

ENROLLMENT BY SEX	Count	%Enroll
MALE	11,987	51.23%
FEMALE	11,411	48.77%
TOTAL	23,398	100.00%

ADA ELIGIBILITY	Count	%Enroll
"0" ENROLLED, NOT IN MEMBERSHIP	126	0.54%
"1" ELIGIBLE FOR FULL DAY	22,850	97.66%
"2" ELIGIBLE FOR HALF DAY	59	0.25%
"3" TRANSFER FOR FULL DAY	359	1.53%
"4" INELIGIBLE FOR FULL DAY	3	0.01%
"5" INELIGIBLE FOR HALF DAY	0	0.00%
"6" TRANSFER FOR HALF DAY	1	0.00%
"7" ELIGIBLE FLEX ATND	0	0.00%
"8" INELIGIBLE FLEX ATND	0	0.00%
TOTAL	23,398	100.00%

	Count	%Enroll
LEP	2,786	11.91%
IMMIGRANT	367	1.57%
ECONOMIC DISADVANTAGE	7,769	33.20%
MILITARY CONNECTED	1,278	5.46%
FOSTER CARE	52	0.22%
DYSLEXIA	2,016	8.62%
PK ELIGIBLE PREVIOUS YEAR	0	0.00%

TOTAL ENROLLMENT		23398		
ENROLLMENT BY ETHNICITY	Count	%Group	%Enroll	
AMER. INDIAN/ALASKAN	98	0.42%	0.42%	
ASIAN	1,171	5.00%	5.00%	
BLACK/AFRICAN AMER.	3,605	15.41%	15.41%	
HISPANIC/LATINO	6,743	28.82%	28.82%	
WHITE	10,715	45.79%	45.79%	
HAWAIIAN/PAC ISLAND	38	0.16%	0.16%	
TWO OR MORE	1,028	4.39%	4.39%	
TOTAL	23,398	100.00%	100.00%	

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	1	100.00%	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	1	100.00%	0.00%	

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%	
TOTAL	0	0.00%	0.00%	

ELIGIBLE FOR FREE/REDUC MEALS	Count	%Group	%Enroll	
AMER. INDIAN/ALASKAN	38	0.49%	0.16%	
ASIAN	245	3.15%	1.05%	
BLACK/AFRICAN AMER.	2,074	26.70%	8.86%	
HISPANIC/LATINO	3,892	50.10%	16.63%	
WHITE	1,194	15.37%	5.10%	
HAWAIIAN/PAC ISLAND	9	0.12%	0.04%	
TWO OR MORE	317	4.08%	1.35%	
TOTAL	7,769	100.00%	33.20%	

BILINGUAL	Count	%Group	%Enroll	
AMER. INDIAN/ALASKAN	8	0.66%	0.03%	
ASIAN	4	0.33%	0.02%	
BLACK/AFRICAN AMER.	6	0.49%	0.03%	
HISPANIC/LATINO	1,131	92.70%	4.83%	
WHITE	65	5.33%	0.28%	
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%	
TWO OR MORE	6	0.49%	0.03%	
TOTAL	1,220	100.00%	5.21%	

ESL	Count	%Group	%Enroll	
AMER. INDIAN/ALASKAN	4	0.24%	0.02%	
ASIAN	268	15.96%	1.15%	
BLACK/AFRICAN AMER.	48	2.86%	0.21%	
HISPANIC/LATINO	1,182	70.40%	5.05%	
WHITE	172	10.24%	0.74%	
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%	
TWO OR MORE	5	0.30%	0.02%	
TOTAL	1,679	100.00%	7.18%	

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%	
TOTAL	0	0.00%	0.00%	

GIFTED & TALENTED	Count	%Group	%Enroll	
AMER. INDIAN/ALASKAN	9	0.38%	0.04%	
ASIAN	224	9.39%	0.96%	
BLACK/AFRICAN AMER.	111	4.65%	0.47%	
HISPANIC/LATINO	346	14.51%	1.48%	
WHITE	1,599	67.04%	6.83%	
HAWAIIAN/PAC ISLAND	4	0.17%	0.02%	
TWO OR MORE	92	3.86%	0.39%	
TOTAL	2,385	100.00%	10.19%	

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA

LEA-level Data
Campuses: All Campuses

2020 - 2021 Fall Collection, Resubmission

LEA: 043907 - MCKINNEY ISD

TITLE I, PART A	Count	%Group
"0" DOES NOT PARTICIPATE	19,701	84.20%
"6" ATTENDS SCHOOL WIDE	3,696	15.80%
"7" ATTENDS AND PARTICIPATES	0	0.00%
"8" PREVIOUSLY PARTICIPATED	1	0.00%
"9" HOMELESS RECEIVING SRV	0	0.00%
"A" NEGLECTED RECEIVING SVC	0	0.00%
TOTAL	23,398	100.00%

HOMELESS/UNACCOMPANIED YOUTH	Count	%Enroll
HOMELESS	345	1.47%
UNACCOMPANIED YOUTH CODE 3	274	1.17%
UNACCOMPANIED YOUTH CODE 4	71	0.30%
UNACCOMPANIED YOUTH TOTAL	345	1.47%

* Unaccompanied Youth Total Should Match Homeless Count

AT RISK	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	35	0.52%	0.15%
ASIAN	356	5.24%	1.52%
BLACK/AFRICAN AMER.	1,158	17.05%	4.95%
HISPANIC/LATINO	3,460	50.95%	14.79%
WHITE	1,591	23.43%	6.80%
HAWAIIAN/PAC ISLAND	8	0.12%	0.03%
TWO OR MORE	183	2.69%	0.78%
TOTAL	6,791	100.00%	29.02%

SPECIAL EDUCATION	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	14	0.44%	0.06%
ASIAN	98	3.11%	0.42%
BLACK/AFRICAN AMER.	678	21.54%	2.90%
HISPANIC/LATINO	988	31.39%	4.22%
WHITE	1,220	38.77%	5.21%
HAWAIIAN/PAC ISLAND	10	0.32%	0.04%
TWO OR MORE	139	4.42%	0.59%
TOTAL	3,147	100.00%	13.45%

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	275	97.52%
"03" PK ELIG 4+ HRS/DAY + SP ED	7	2.48%
"04" PK INELIG>2 <4 HRS/DAY	0	0.00%
"05" PK INELIG 4+ HRS/DAY	0	0.00%
TOTAL	282	100.00%

PRIMARY PK FUNDING SOURCE	Count	%Group	%Enroll
"1" TUITION FEES	0	0.00%	0.00%
"2" LOCAL DIST SHARE	141	51.27%	0.60%
"3" STATE GRANT	0	0.00%	0.00%
"4" FEDERAL	134	48.73%	0.57%
"5" EARLY ED ALLOTMENT	0	0.00%	0.00%
"9" OTHER	0	0.00%	0.00%
TOTAL	275	100.00%	1.18%

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" EARLY 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
2020 - 2021 Fall Collection, Resubmission

LEA: 043907 - MCKINNEY ISD

	<u>Summary FTE</u>	<u>Role FTE</u>	<u>Percent</u>
Total Staff (FTEs):	2,760.9		100.0%
Teacher	1,642.6		59.5%
047 Substitute Teacher: A person who serves in a classroom in the absence of a teacher certified for that assignment where the teacher has quit, died, or been terminated; or, a person who is permanently hired to substitute on an as-needed basis.		1.3	0.0%
087 Teacher: (combination of former codes 025 and 029) A professional employee who is required to hold a valid teacher certificate or permit in order to perform some type of instruction to students		1,641.3	59.5%
Professional Support	334.4		12.1%
008 School Counselor: Provides guidance and counseling services to students		57.1	2.1%
011 Educational Diagnostician: Provides educational diagnostic services and individualized education program development		18.9	0.7%
013 Librarian: Supervises library/learning resources center, or functions as one of several librarians, or learning resource specialists, on a major campus		23.2	0.8%
016 Occupational Therapist: Serves as Occupational Therapist		3.7	0.1%
017 Certified Orientation and Mobility Specialist (COMS)		1.0	0.0%
018 Physical Therapist: Serves as Physical Therapist		1.0	0.0%
022 School Nurse: A person that complies with TEC 21.003 (b), 'is lic by st agy that lic that prof, [NP, RN, LVN] is empl/cntr by schl dist, & whose primary job resp is that of schl nurse. Only prsns lic by st agy that lic nurses may be empl as a schl nurse		29.0	1.1%
023 LSSP/Psychologist: Serves as Licensed Specialist in School Psychology/Psychologist		11.0	0.4%
026 Speech Therapist/Speech-Language Pathologist: Serves as provider of speech-language pathology/speech therapy services		43.9	1.6%
041 Teacher Facilitator: Serves as an exemplary role model in assisting teachers with improving their classroom performance		68.4	2.5%
054 Department Head: Serves as head or chairman of a subject area department on a campus		12.8	0.5%
056 Athletic Trainer: Serves as a trainer in the athletics program		4.9	0.2%
102 Communications Professional		2.0	0.1%
103 Research/Evaluation Professional		1.0	0.0%

TSDS PEIMS STAFF FTE BY ROLE
LEA-level Data | All Roles
Campuses: All
2020 - 2021 Fall Collection, Resubmission

LEA: 043907 - MCKINNEY ISD

		<u>Summary FTE</u>	<u>Role FTE</u>	<u>Percent</u>
Total Staff (FTEs):		2,760.9		100.0%
105	Security		1.0	0.0%
106	District/Campus Information Technology Professional		22.2	0.8%
109	Athletics (Other than Athletic Director)		0.4	0.0%
111	Maintenance - Staff serving in a professional/management role		1.0	0.0%
112	Business Services Professional		8.0	0.3%
113	Other District Exempt Professional Auxiliary: Assign this role to dist staff who are professional-level, non-instructional staff who cannot be classified in any other role regardless of where assigned. Physical work location is not a determining factor.		19.0	0.7%
114	Other Campus Exempt Prof Aux: Serves as a prof staff member at one or more campuses. Some examples of stf who are to be shown with this role are: campus/community liaisons campus volunteer coordinators dean and instructional officers assigned to a campus		4.9	0.2%
Campus Administration		91.2		3.3%
003	Assistant Principal: Assists the principal of a particular campus in any duties the principal may deem appropriate		56.6	2.0%
020	Principal: serves as the instructional leader of the school whose duties include selecting teachers for the campus, setting education objectives, developing budgets, and working with school professionals to prepare individual development plans		34.0	1.2%
040	Athletic Dir: Used only when the staff member with such a title is performing admin tasks directing the athletic pgm. Resp may include supervision of coaches and other personnel in the athletic pgm. It is not used when coaching duties are being performed		0.6	0.0%
Central Administration		47.0		1.7%
004	Assistant/Associate/Deputy Superintendent: Assists the superintendent of a particular school district in any duties the superintendent may deem appropriate. Persons assigned to this role usually perform functions associated with more than one campus		10.0	0.4%
012	Dist Instr Prgm Dir or Exec Dir: Srvs under Super, or hghr grd instr admin ofc, as key spec for a major instr, instr related, or pupil svc prgm. Resp may include curr dev or supervsn of prgms or pers whose assmnts req cert or lic. Only degreed, cert pers		29.0	1.1%

TSDS PEIMS STAFF FTE BY ROLE
LEA-level Data | All Roles
Campuses: All
2020 - 2021 Fall Collection, Resubmission

LEA: 043907 - MCKINNEY ISD

	<u>Summary FTE</u>	<u>Role FTE</u>	<u>Percent</u>
Total Staff (FTEs):	2,760.9		100.0%
027 Superintendent/Chief Administrative Officer/Chief Executive Officer/President: The educational leader and administrative manager of the school district		1.0	0.0%
028 Teacher Supervisor: Provides consultant services to teachers in a grade level, adjacent grades, in a teaching field, or group of related fields		4.0	0.1%
040 Athletic Dir: Used only when the staff member with such a title is performing admin tasks directing the athletic pgm. Resp may include supervision of coaches and other personnel in the athletic pgm. It is not used when coaching duties are being performed		2.0	0.1%
043 Business Manager: Serves as business manager or Chief Financial Officer (CFO)		1.0	0.0%
Educational Aides	293.7		10.6%
033 Educational Aide: Performs routine classroom tasks under the general supervision of a certified teacher or teaching team		293.7	10.6%
Auxiliary Staff	352.0		12.8%
201 Business/Finance		9.5	0.3%
202 Campus Office/Clerical		149.3	5.4%
203 Central Office/Clerical		31.1	1.1%
205 Human Resources		6.0	0.2%
206 Information Technology		1.0	0.0%
207 Campus Technology Specialist		20.0	0.7%
214 Maintenance		27.4	1.0%
215 Plumber		2.0	0.1%
216 Painter		3.0	0.1%
217 HVAC		6.0	0.2%
218 Electrician		3.0	0.1%
219 Warehouse		7.0	0.3%
220 Safety/Security		7.4	0.3%
222 Other Non-Exempt Auxiliary (Including Non-Exempt Auxiliary Volunteers)		79.4	2.9%