

Strategic Planning Update



Melanie Raleeh
Assistant Superintendent
February 26, 2024



Team of 8
established
Vision & Beliefs



Board Met to Approve
Strategic Plan: Objectives,
Strategies, End Results, &
Action Plans

AREA	VISION	STRATEGY	END RESULT
CITY	1. Create a vision for the city and ensure that the city is the best of all that it can be.	1. Create a comprehensive strategic plan for the city that includes all major areas of the city's operations.	1. Create a vision for the city that is clear, concise, and inspiring. 2. Develop a strategic plan that is aligned with the city's vision and goals. 3. Implement the strategic plan and monitor progress.
SAFETY & SECURITY	1. Provide a safe and secure environment for all citizens.	1. Develop a comprehensive safety and security plan that includes all major areas of the city's operations. 2. Implement the safety and security plan and monitor progress.	1. Create a vision for safety and security that is clear, concise, and inspiring. 2. Develop a safety and security plan that is aligned with the city's vision and goals. 3. Implement the safety and security plan and monitor progress.
TRAINING & LEARNING	1. Provide a high-quality education for all students.	1. Develop a comprehensive training and learning plan that includes all major areas of the city's operations. 2. Implement the training and learning plan and monitor progress.	1. Create a vision for training and learning that is clear, concise, and inspiring. 2. Develop a training and learning plan that is aligned with the city's vision and goals. 3. Implement the training and learning plan and monitor progress.
ECONOMIC DEVELOPMENT	1. Create a strong and vibrant economy that provides opportunities for all citizens.	1. Develop a comprehensive economic development plan that includes all major areas of the city's operations. 2. Implement the economic development plan and monitor progress.	1. Create a vision for economic development that is clear, concise, and inspiring. 2. Develop an economic development plan that is aligned with the city's vision and goals. 3. Implement the economic development plan and monitor progress.
ENVIRONMENT	1. Provide a clean and healthy environment for all citizens.	1. Develop a comprehensive environment plan that includes all major areas of the city's operations. 2. Implement the environment plan and monitor progress.	1. Create a vision for the environment that is clear, concise, and inspiring. 2. Develop an environment plan that is aligned with the city's vision and goals. 3. Implement the environment plan and monitor progress.
COMMUNICATIONS	1. Provide a high-quality communication service for all citizens.	1. Develop a comprehensive communication plan that includes all major areas of the city's operations. 2. Implement the communication plan and monitor progress.	1. Create a vision for communication that is clear, concise, and inspiring. 2. Develop a communication plan that is aligned with the city's vision and goals. 3. Implement the communication plan and monitor progress.
INFRASTRUCTURE & UTILITIES	1. Provide a reliable and efficient infrastructure and utilities service for all citizens.	1. Develop a comprehensive infrastructure and utilities plan that includes all major areas of the city's operations. 2. Implement the infrastructure and utilities plan and monitor progress.	1. Create a vision for infrastructure and utilities that is clear, concise, and inspiring. 2. Develop an infrastructure and utilities plan that is aligned with the city's vision and goals. 3. Implement the infrastructure and utilities plan and monitor progress.

Strategic Planning Team Formed to Create Objectives & Strategies



Multiple Action Teams Formed to Create Action Plans



Strategic Planning Team Reviewed to Finalize Action Plans





SAFETY & SECURITY		
OBJECTIVE	STRATEGY	SPECIFIC RESULT
1. Design systems for safety and security to meet the needs of our school community.	1.1 Develop and implement a comprehensive plan to meet the social-emotional and mental health needs of students and staff.	1.1.1 Fortify personal and community wellness through student instruction, staff training, partnerships, and community engagement.
	1.2 Refine safety and security systems while ensuring all stakeholders are informed.	1.2.1 Disseminate relevant safety information with the MISD community.
		1.2.2 Design or refine processes and procedures to create a safe and secure environment for all MISD campuses.

Example Performance Indicators:

- Attendance
- Survey results
- Discipline
- Audit of safety equipment





TEACHING & LEARNING

OBJECTIVE	STRATEGY	SPECIFIC RESULT
2. Ensure a guaranteed and viable curriculum that includes effective instructional programs that address the needs of all learners and promote student achievement and growth.	2.1 Design a collaborative system that ensures a curriculum cycle for development and refinement.	2.1.1 Ensure every department that engages in curriculum development collaborates to support and sustain a consistent implementation of the curriculum cycle for all student groups.
		2.1.2 Ensure every campus has the opportunity to participate in the development and refinement of the curriculum cycle to impact student achievement.
	2.2 Provide effective and relevant programs for our diverse community.	2.2.1 Refine instructional programs with pathways that result in graduates being college, career, and military ready.
		2.2.2 Increase equitable access to specialized programs so that each classroom reflects the diversity of the district.
	2.3 Implement a comprehensive professional development program.	2.3.1 Develop a systematic framework to support the professional growth of all MISD employees in alignment with district priorities and initiatives.
		2.3.2 Redesign and create a sustainable professional network to support the professional growth of all MISD Staff.

Example Performance Indicators:

- MAP
- CCMR (SAT / ACT Scores, AP Data, Dual Credit Data, IBC's)
- Graduation rates
- District assessments
- Professional learning feedback



MCKINNEY ISD FAMILY

OBJECTIVE	STRATEGY	SPECIFIC RESULT
3. Make continuous efforts to uphold a staff consisting of highly qualified employees.	3.1 Design and strategically implement creative recruitment methods to attract passionate MISD family members.	3.1.1 Secure highly qualified employees through a variety of recruitment approaches and procedures.
	3.2 Design and strategically implement creative retention methods by developing and recognizing every member of our MISD family.	3.2.1 Retain highly qualified employees through a variety of measures to ensure the success of every student, every day.

Example Performance Indicators:

- Percentage of open positions at start of school year
- Retention rate
- Para to teacher growth
- Ratio of letters of intent to employment
- Employee satisfaction survey



CULTURE

OBJECTIVE	STRATEGY	SPECIFIC RESULT
4. Enhance collaboration between students, staff, parents, and community to build a positive learning environment.	4.1 Establish an environment that welcomes and promotes community engagement and partnerships.	4.1.1 Create and maintain an inclusive process to communicate and provide engagement opportunities for all stakeholders.
		4.1.2 Create, foster, and maintain opportunities for every student to get plugged in and engage in activities of interest, with support from all stakeholders.
	4.2 Cultivate a culture built on high expectations, core values, and accountability.	4.2.1 Foster and uphold systems that guarantee the inclusion of every student, promoting an environment where every individual feels valued and supported.
		4.2.2 Establish and maintain systems to ensure that staff foster a work culture that values diversity, equity, and inclusiveness.

Example Performance Indicators:

- Student interest survey
- # of business partnerships
- # certification available
- # of students in extracurriculars
- Staff promotion and leadership opportunities
- Recognitions and awards



COMMUNICATIONS

OBJECTIVE	STRATEGY	SPECIFIC RESULT
5. Provide transparent and consistent communication to all stakeholders while being cognizant of the diverse community.	5.1 Create a framework for internal and external communication systems that is accessible to all stakeholders.	5.1.1 Ensure internal communication is professional, transparent, and consistent throughout the district.
		5.1.2 Ensure external communication is professional, transparent, consistent, and easily accessible by all stakeholders.

Example Performance Indicators:

- Surveys
- Measure social media posts and engagement through social media metrics
- Quarterly website analytics reports
- Participation in PTO and PTA
- Stakeholder engagement through various district and campus committees



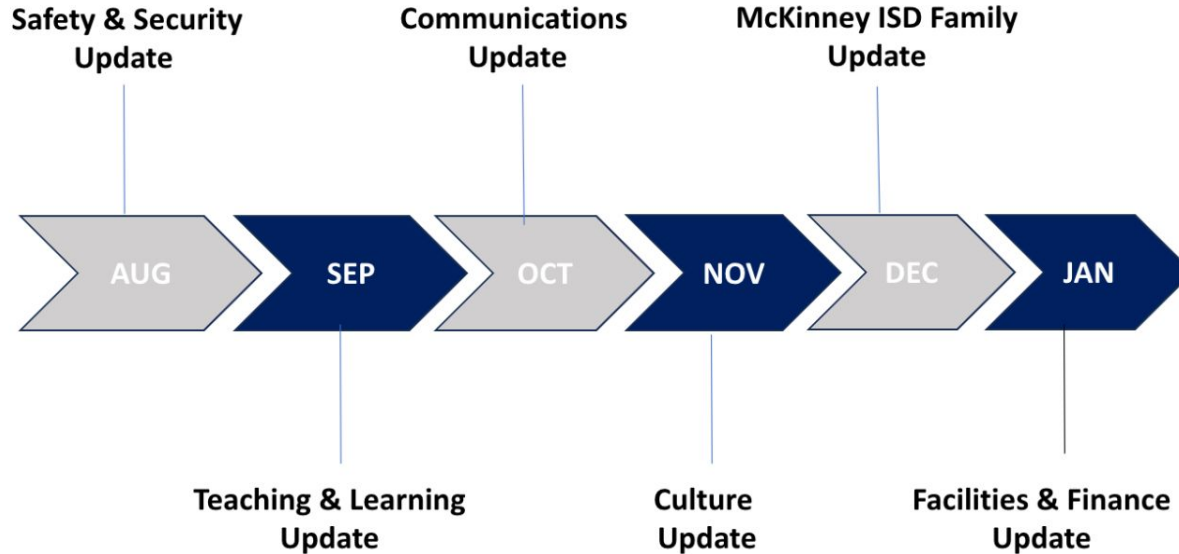
FINANCE & FACILITIES

OBJECTIVE	STRATEGY	SPECIFIC RESULT
6. Develop a comprehensive financial plan which demonstrates transparency, good stewardship and efficiency.	6.1 Review and identify inefficient programs.	6.1.1 Develop an intentional review process that measures individual program impact on student success.
	6.2 Analyze the staffing allocation matrix to improve efficiency.	6.2.1 Ensure that the staffing allocation matrix houses relevant information for a complete decision-making process.
7. Create an updated master plan to address current and future facility needs.	7.1 Identify and repurpose facilities that are underutilized.	7.1.1 Create a Long Range Facilities Planning Committee to plan for the utilization of current and future facilities to maximize their full potential.
	7.2 Build new facilities to differentiate MISD from other districts and to attract growth.	7.2.1 Employ a Long Range District Facilities Planning Committee to provide recommendations to the school board that will guide MISD for the next 20 years.

Example Performance Indicators:

- Program Intent Code (PIC) Compliance
- District Budget Book
- ACFR Annual Comprehensive Financial Report
- FIRST Report
- District Resource Return on Investment (ROI)
- Budget Actuals Comparison

McKinney ISD Strategic Planning Board Fall Update



February 2025

- Evaluation of Year One
- Strategic Planning Team Reconvenes to Review Evaluation
- Action Teams Meet to Revise Year Two Action Plans As Needed
- Strategic Planning Team Reviews & Adjusts Framework as Needed



Texas Academic Performance Report (TAPR) 2022-2023

Board of Trustees
Regular Meeting
February 26, 2024



TAPR Overview

- The TAPR provides information on the performance of students in each school and district in Texas. The reports also provide extensive information on school and district staff, programs, and student demographics.
- All data contained within this presentation comes from the 2022-23 school year unless otherwise noted.
- The complete TAPR report is available on our district website.

Enrollment by Ethnicity

District (N=23,342)

Student Group	Count	Percent
African American	3,614	15.5
Hispanic	6,705	28.7
White	10,146	43.5
American Indian	87	0.4
Asian	1,475	6.3
Pacific Islander	32	0.1
Two or More Races	1,182	5.5

State (N=5,518,432)

Student Group	Count	Percent
African American	706,775	12.8
Hispanic	2,921,416	52.9
White	1,416,240	25.7
American Indian	17,976	0.3
Asian	280,742	5.1
Pacific Islander	8,718	0.2
Two or More Races	166,565	3.0

Enrollment by Program

District (N=23,342)

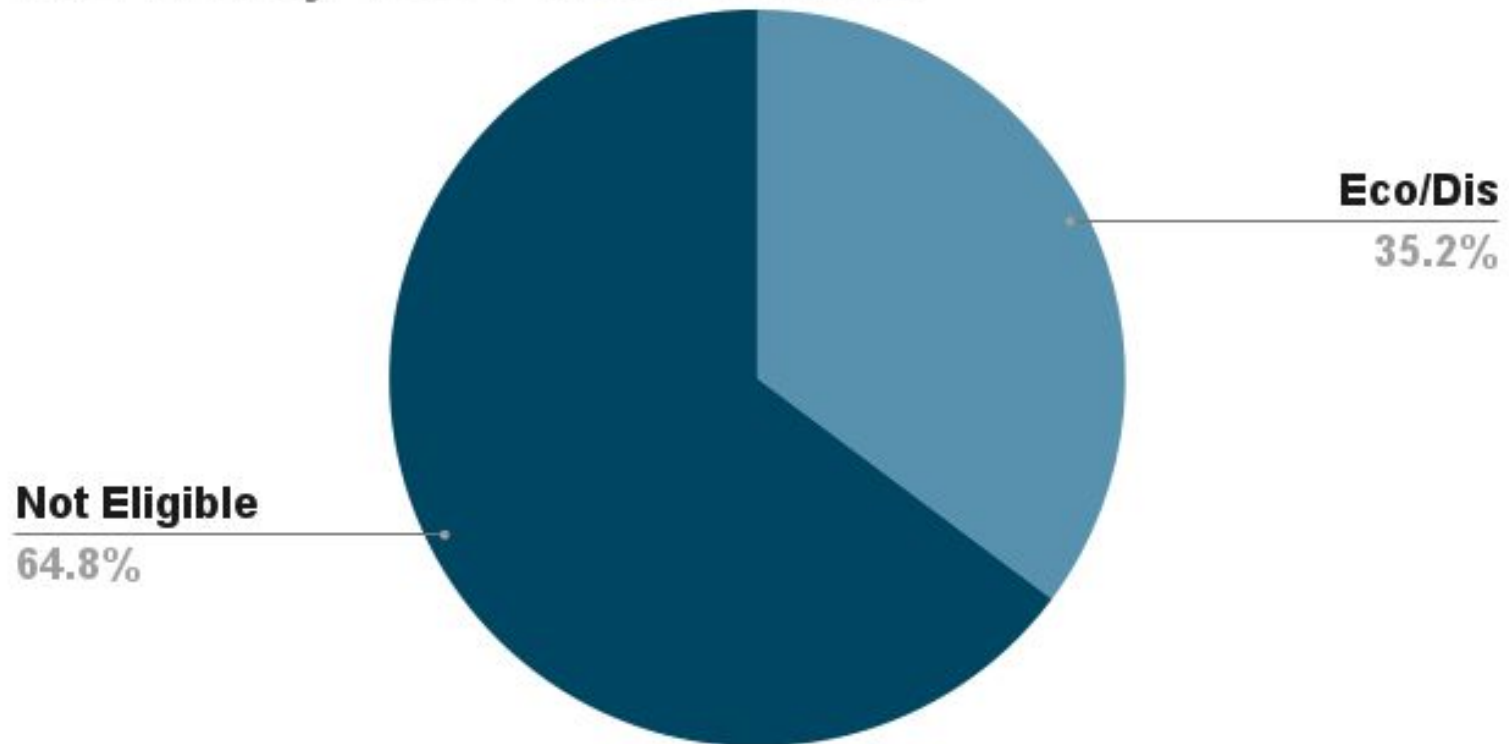
Student Group	Count	Percent
Bilingual/ESL Education	3,348	14.3
Gifted & Talented Education	2,869	12.3
Special Education	3,597	15.4

State (N=5,518,432)

Student Group	Count	Percent
Bilingual/ESL Education	1,279,697	23.2
Gifted & Talented Education	453,689	8.2
Special Education	702,785	12.2

Enrollment by Meal Status

McKinney ISD : Meal Status



State rate of economically disadvantaged students is 62%

Staffing by Role

District (N=2,717.5)

Category	Count	Percent
Teachers	1,589.4	59.5
Professional Support	286.6	10.5
Campus Admin.	129.8	4.8
Central Admin.	50	1.8
Educational Aides	296.5	10.9
Auxiliary Staff	365.2	13.4

State (N=763,729.4)

Category	Count	Percent
Teachers	371,646.7	48.7
Professional Support	82,878.8	10.9
Campus Admin.	25,300.5	3.3
Central Admin.	9,500.8	1.2
Educational Aides	86,185.9	11.3
Auxiliary Staff	188,216.7	24.6

Teacher Role by Ethnicity

District (N=1,589.4)

Teacher Group	Count	Percent
African American	114.3	7.2
Hispanic	202.2	12.7
White	1,199.3	75.5
American Indian	9.0	0.6
Asian	31.1	2.0
Pacific Islander	4.0	0.3
Two or More Races	29.4	1.9

State (N=369,695.8)

Teacher Group	Count	Percent
African American	41,286.1	11.8
Hispanic	110,015.9	29.6
White	203,967.5	54.9
American Indian	1274.2	0.3
Asian	7,310	2.0
Pacific Islander	514.6	0.1
Two or More Races	4,531.1	1.2

HB3 Report



2024 Goals

The percentage of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 53% to 61 % by June 2024.

BASELINE 2019	2021	2022	2023	2024 Goal
53%	51%	61%	62%	61%

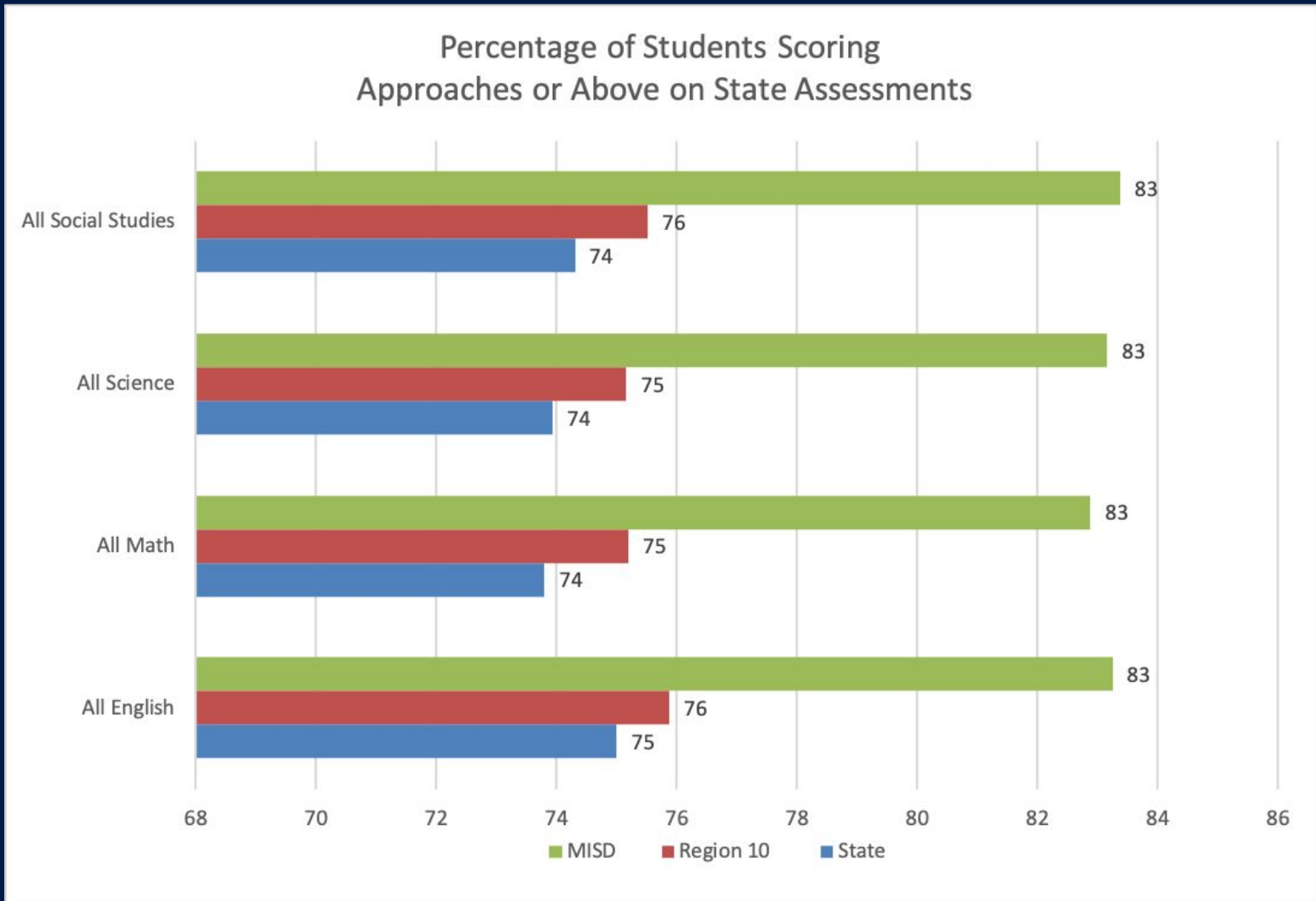
The percent of 3rd grade students that score meets grade level or above on STAAR Mathematics will increase from 57% to 65% by June 2024.

BASELINE 2019	2021	2022	2023	2024 Goal
57%	39%	52%	52%	61%

The percentage of graduates that meet the criteria for CCMR will increase from 72% to 82% by August 2024.

BASELINE 2019	2021	2022	2023	2024 Goal
72%	66.7%	63.5%	* <input type="button" value="v"/>	82%

Strong Performance on State Assessments



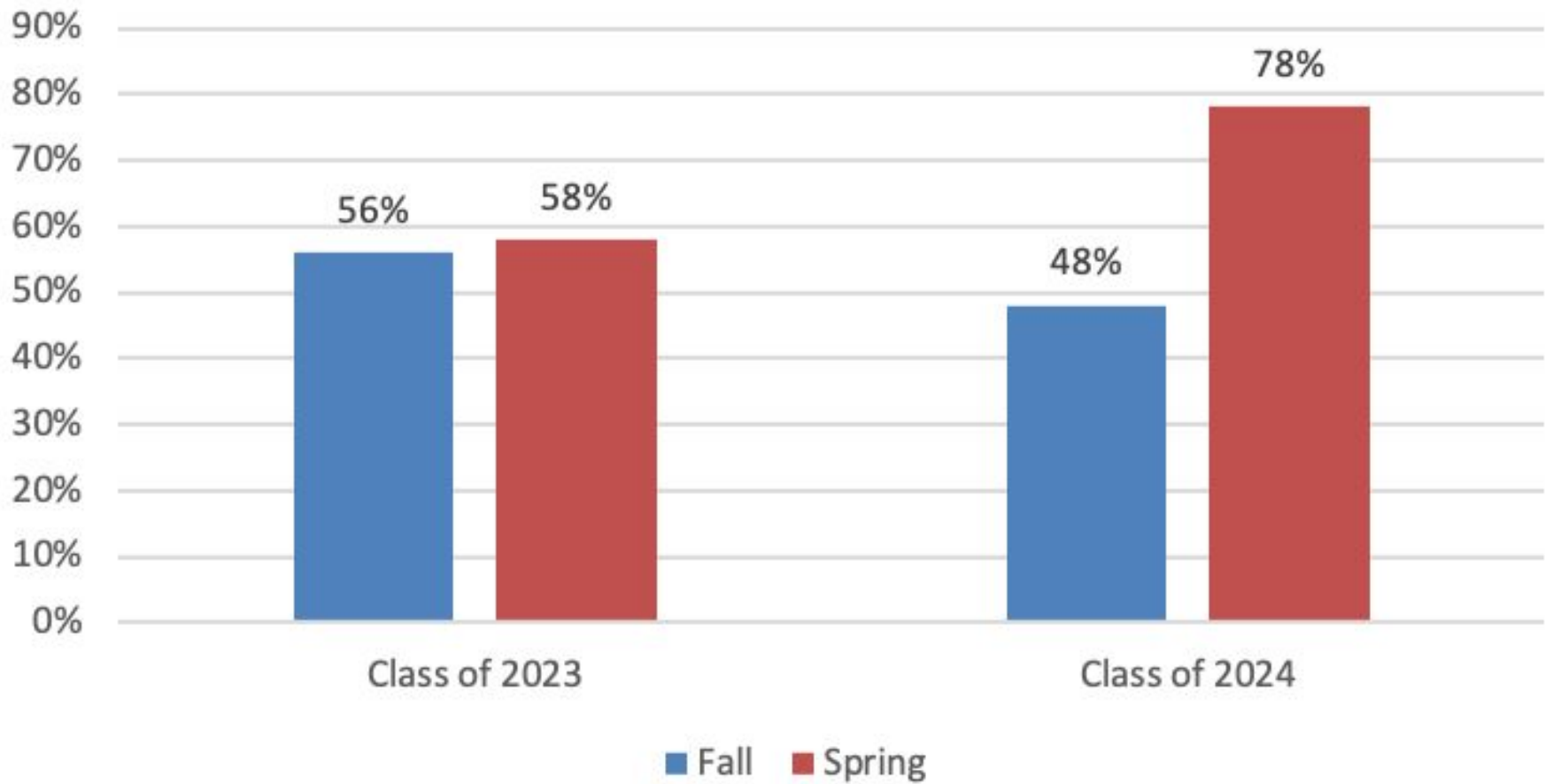
Grade	Subject	State	Region 10	District
Grade 3	Reading	75	75	82
Grade 4	Reading	76	77	84
Grade 5	Reading	80	81	88
Grade 6	Reading	75	77	86
Grade 7	Reading	77	79	88
Grade 8	Reading	74	75	78
HS	English I	70	70	78
HS	English II	73	73	82
Grade 3	Math	72	73	78
Grade 4	Math	69	71	76
Grade 5	Math	79	81	84
Grade 6	Math	74	77	88
Grade 7	Math	61	65	81
HS	Algebra I	77	78	87
Grade 5	Science	64	64	74
Grade 8	Science	73	74	88
HS	Biology	87	87	92
Grade 8	Social Studies	62	64	73
HS	US History	94	94	98

McKinney ISD students' rate of scoring approaches grade level or above was **9 percentage points higher** across all subjects on average in comparison to the state performance! Their rates exceeded our region by 7 points!

CCMR for the Class of 2024



CCMR DEMONSTRATION



AP Honor Roll Schools





2023 ADVANCED PLACEMENT SUMMARY
PERFORMANCE HIGHLIGHTS



MCKINNEY NORTH

PRESENTED BY MISD ADVANCED ACADEMICS

Total Number of AP students and AP exams:

744 students

1,473 exams

AP Scholars Summary

AP Scholar

of students who receive scores of 3 or higher on three or more AP exams.

120

AP Scholar with Honor

of students who receive an average score of at least 3.25 on all AP exams taken, and scores of 3 or higher on four or more of these exams

44

AP Scholar with Distinction

of students who receive an average score of at least 3.5 on all AP exams taken, and scores of 3 or higher on five or more of these exams

70

Student Performance Summary

AP courses listed below show MNHS student performance on AP exams that were "At" or "Above" State and/or Global Means as presented by the College Board

2-D (State & Global)
Biology (State & Global)
Calculus AB (State & Global)
Calculus BC (State & Global)
Calculus BC: AB Subscore (State & Global)
Chinese Language & Culture (State & Global)
Computer Science Principles (State)
Drawing (State & Global)
English Language & Composition (State)

English Literature & Composition (State & Global)
Environmental Science (State & Global)
Human Geography (State & Global)
Macroeconomics (State)
Music Theory (State & Global)
Physics 1 (State & Global)
Statistics (State & Global)
U.S. History (State & Global)
World History: Modern (State & Global)



MCKINNEY HIGH

PRESENTED BY MISD ADVANCED ACADEMICS

Total Number of AP students and AP exams:

831 students

1,790 exams

AP Scholars Summary

AP Scholar

of students who receive scores of 3 or higher on three or more AP exams.

125

AP Scholar with Honor

of students who receive an average score of at least 3.25 on all AP exams taken, and scores of 3 or higher on four or more of these exams

45

AP Scholar with Distinction

of students who receive an average score of at least 3.5 on all AP exams taken, and scores of 3 or higher on five or more of these exams

85

Student Performance Summary

AP courses listed below show MHS student performance on AP exams that were "At" or "Above" State and/or Global Means as presented by the College Board

2-D Art (State)
Art History (State & Global)
Biology (State)
Calculus AB (State & Global)
Calculus BC (State)
Calculus BC: AB Subscore (State & Global)
Chemistry (State & Global)
Computer Science A (State & Global)
Computer Science Principles (State & Global)
Drawing (State & Global)
English Language & Composition (State)
English Literature & Composition (State & Global)
European History (State & Global)

French Language & Culture (State)
Human Geography (State & Global)
Macroeconomics (State)
Music Theory (State)
Physics 1 (State)
Physics C: Electricity & Magnetism (State & Global)
Physics C: Mechanics (State & Global)
Spanish Literature & Culture (State & Global)
Statistics (State & Global)
U.S. Government & Politics (State)
U.S. History (State & Global)
World History: Modern (State & Global)



MCKINNEY BOYD

PRESENTED BY MISD ADVANCED ACADEMICS

Total Number of AP students and AP exams:

1,045 students

2,091 exams

AP Scholars Summary

AP Scholar

of students who receive scores of 3 or higher on three or more AP exams.

168

AP Scholar with Honor

of students who receive an average score of at least 3.25 on all AP exams taken, and scores of 3 or higher on four or more of these exams

42

AP Scholar with Distinction

of students who receive an average score of at least 3.5 on all AP exams taken, and scores of 3 or higher on five or more of these exams

118

International AP

International Diploma

of students who receive 3 or higher on 5 exams and certifies outstanding academic excellence with a global perspective.

1

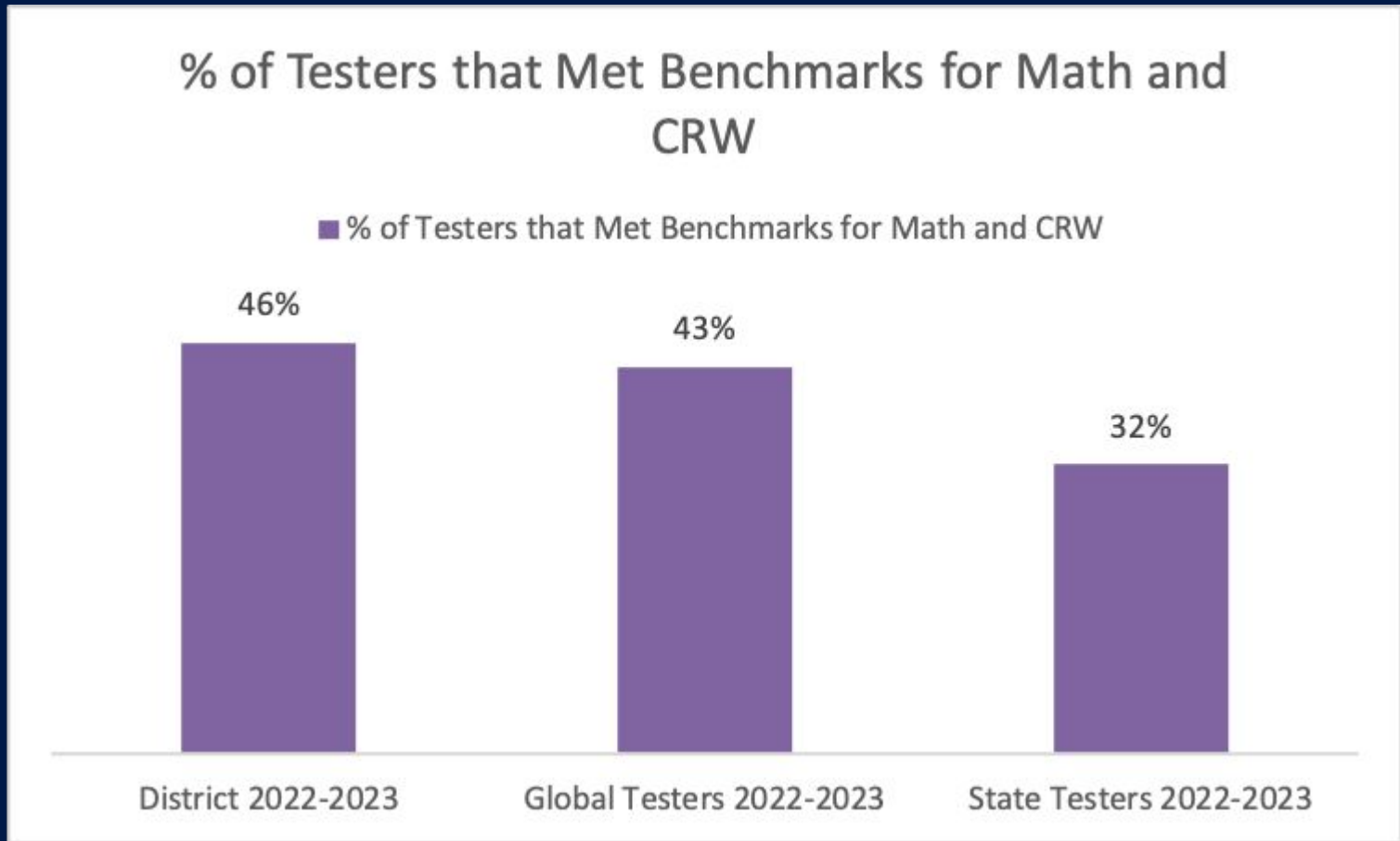
Student Performance Summary

AP courses listed below show MBHS student performance on AP exams that were "At" or "Above" State and/or Global Means as presented by the College Board

2-D Art (State & Global)
Biology (State)
Calculus BC (State)
Calculus BC: AB Subscore (State & Global)
Chemistry (State & Global)
Chinese Language & Culture (State & Global)
Computer Science Principles (State & Global)
English Language & Composition (State & Global)
English Literature & Composition (State & Global)
Environmental Science (State & Global)
European History (State & Global)

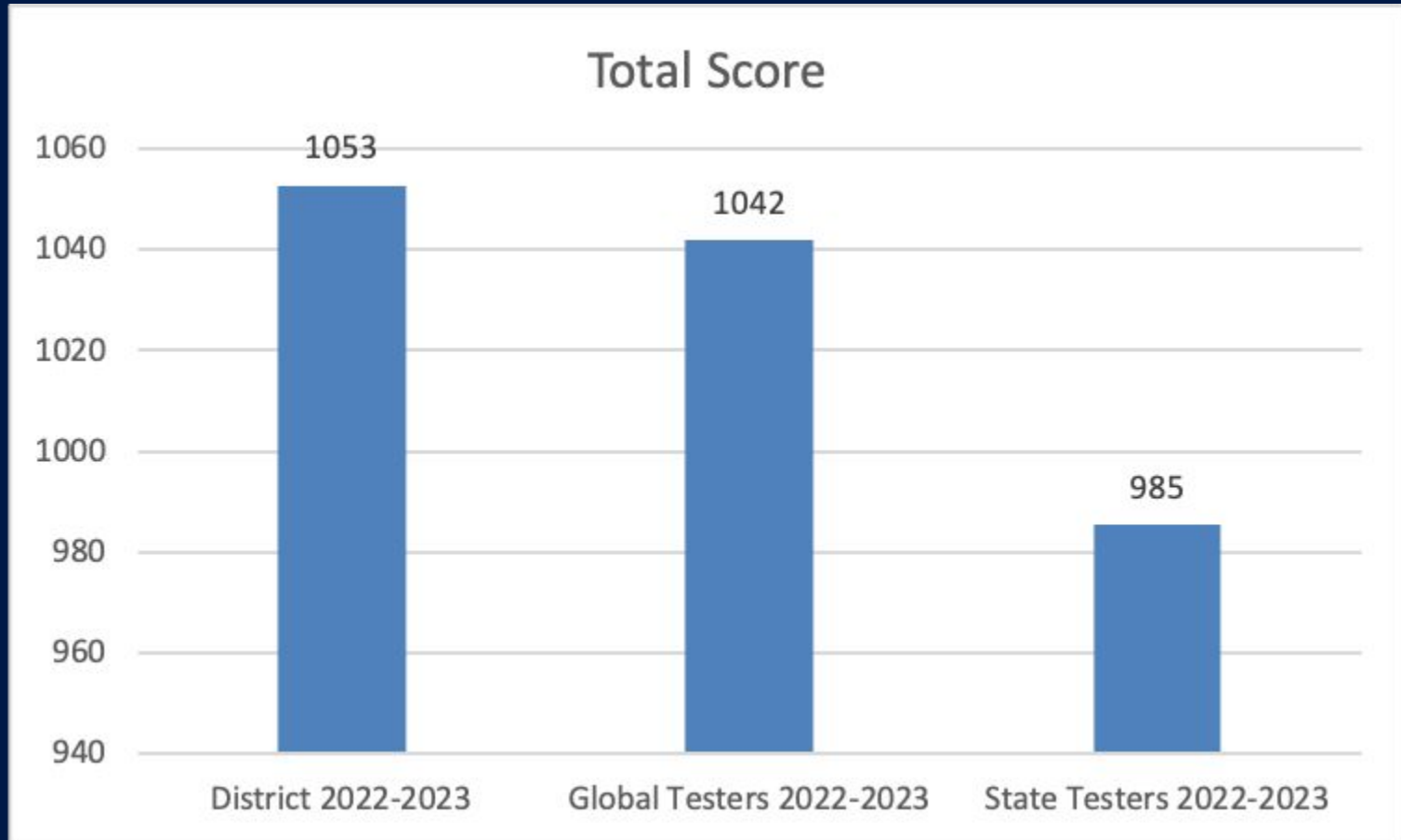
Human Geography (State & Global)
Japanese Language & Culture (State & Global)
Macroeconomics (State)
Physics 1 (State)
Physics C-Electricity & Magnetism (State)
Physics C-Mechanics (State & Global)
Spanish Language & Culture (State)
Spanish Literature & Culture (State & Global)
U. S. Government (State)
U.S. History (State & Global)
World History-Modern (State)

SAT Results: 22-23 School Year 2145 Students Tested



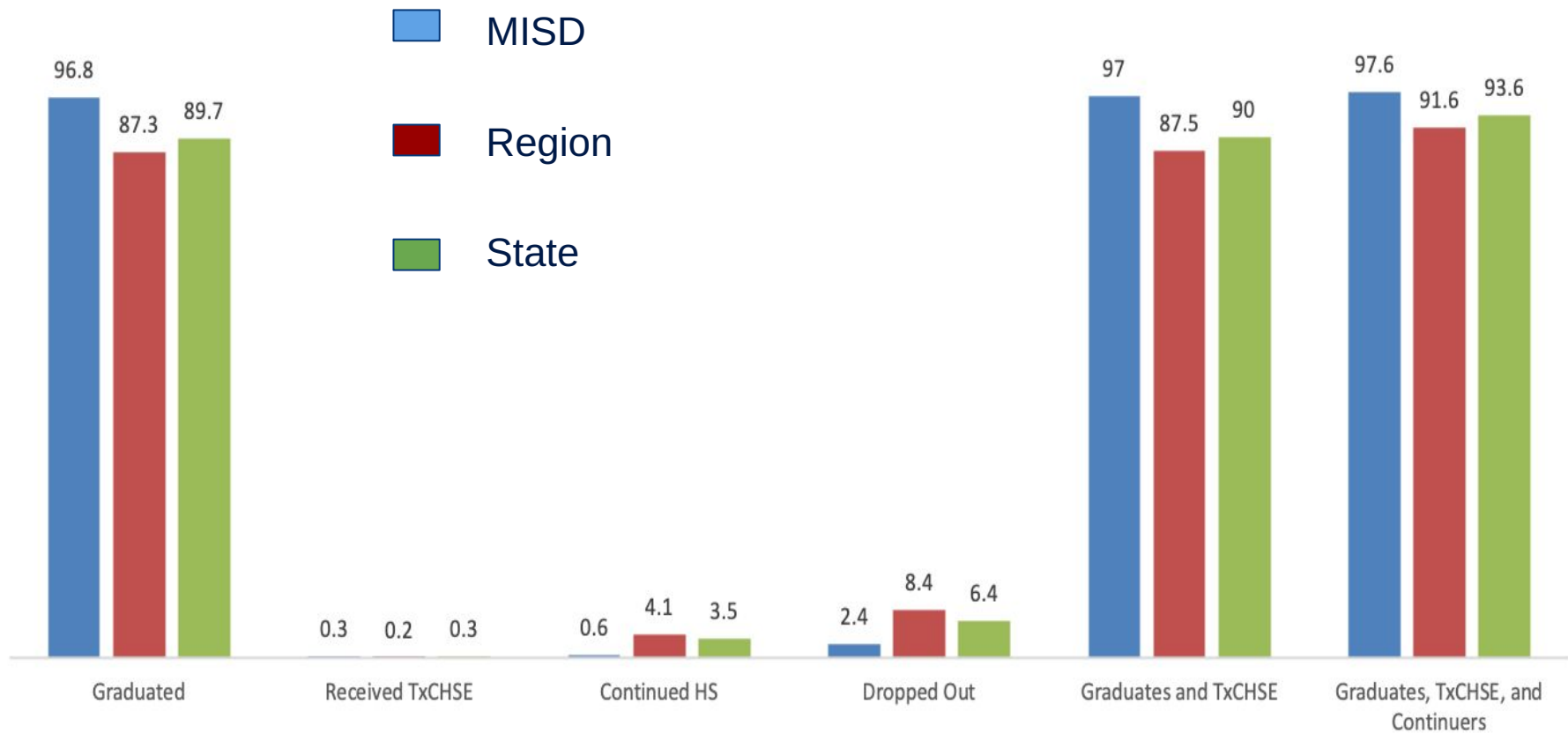
SAT Results: 22-23 School Year

2145 Students Tested



4-Year Graduation Rate: Class of 2022

Class of 2022 Graduation Status



Postsecondary Performance

Texas statute requires every district to include with its TAPR a report on student performance in postsecondary institutions during the first year enrolled after graduation from high school. The report includes:

- Number of Total Graduates, disaggregated by attendance in Institutes of Higher Education
- Number of Students within each GPA reporting band

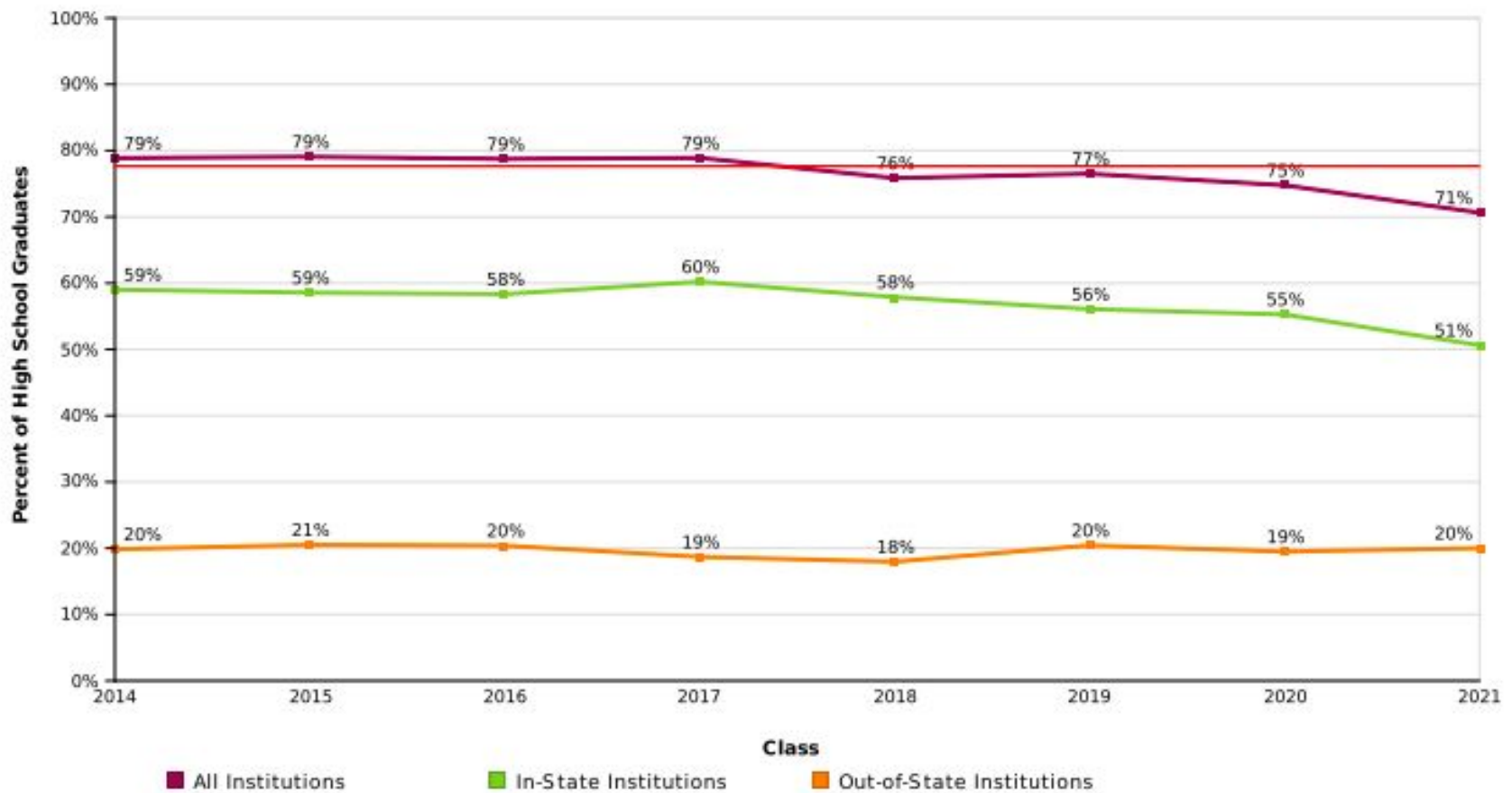
Postsecondary Performance (cont.)

Texas High School Graduates from FY2021 Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
			<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	
MCKINNEY ISD								
	043907007 MCKINNEY BOYD H S							
	Four-Year Public University	115	16	5	17	26	50	1
	Two-Year Public Colleges	149	43	20	16	32	34	4
	Independent Colleges & Universities	15						
	Not Trackable	143						
	Not Found	239						
	Total High School Graduates	661						
	043907002 MCKINNEY H S							
	Four-Year Public University	108	18	12	12	27	39	0
	Two-Year Public Colleges	176	62	24	17	26	40	7
	Independent Colleges & Universities	17						
	Not Trackable	94						
	Not Found	297						
	Total High School Graduates	692						
	043907004 MCKINNEY NORTH H S							
	Four-Year Public University	84	12	9	12	18	33	0
	Two-Year Public Colleges	145	48	11	24	29	30	3
	Independent Colleges & Universities	15						
	Not Trackable	80						
	Not Found	214						
	Total High School Graduates	538						

Percent of Students Enrolled in College at Any Time During the First Two Years After High School by Institutional Location

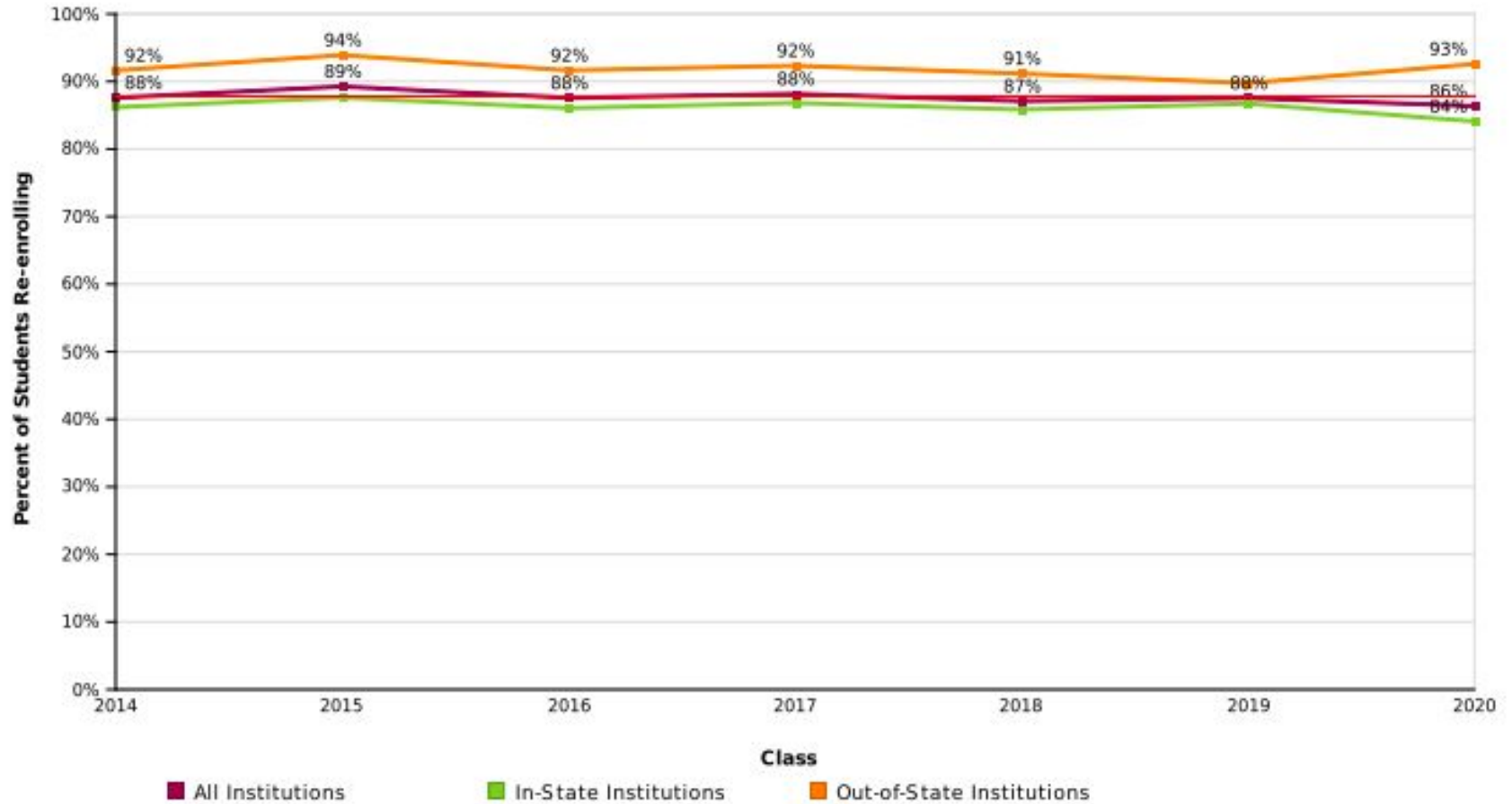
Effective Date = August 18, 2022



AVG = 77%

Percent of Students Enrolled in College the First Year After High School Who Returned for a Second Year (Freshman to Sophomore Persistence) by Institutional Location

Effective Date = August 18, 2022



AVG = 88%



Violent and Criminal Incidents

- Texas statute requires every school district to publish information on violent and criminal incidents at their schools.
- Incidents include those that occurred while on the premises of a school or while attending a school-sponsored or school-related activity on or off school property.
- Data is used as part of the federal Safe Schools reporting requirements.

Violent and Criminal Incidents (cont.)

PEIMS 425 Action Reason Codes (as submitted each summer)	Incident Total	Student Count
	2022-23	2022-23
11 — Used, exhibited, or possessed firearm	0	0
12 — Used, exhibited, or possessed an illegal knife	0	0
13 — Used, exhibited, or possessed a club	0	0
14 — Used, exhibited, or possessed a weapon	0	0
16 — Arson	0	0
17 — Murder, attempted murder	0	0
18 — Indecency with a child	0	0
19 — Aggravated kidnapping	0	0
28 — Assault of someone other than district staff	48	43
29 — Aggravated assault on district employee or volunteer	0	0

Violent and Criminal Incidents (cont.)

PEIMS 425 Action Reason Codes (as submitted each summer)	Incident Total	Student Count
	2022-23	2022-23
30 — Aggravated assault on someone other than district employee or volunteer	0	0
31 — Sexual assault or aggravated sexual assault against employee or volunteer	0	0
32 — Sexual assault or aggravated sexual assault against someone other than district employee or volunteer	0	0
36 — Felony controlled substance violation	30	30
37 — Felony alcohol violation	0	0
46 — Aggravated robbery	0	0
47 — Manslaughter	0	0
48 — Criminally negligent homicide	0	0

Prevention and Intervention

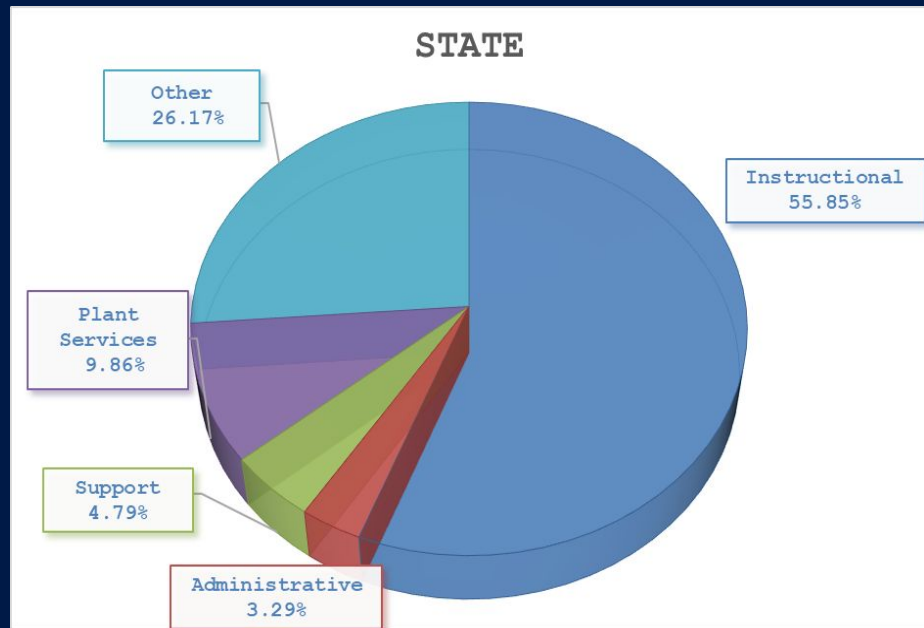
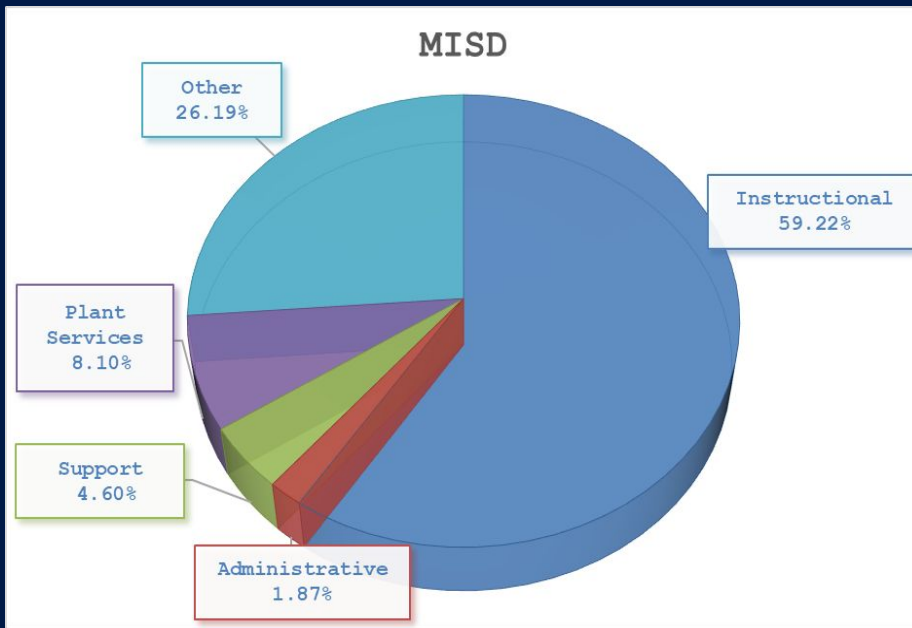
McKinney ISD utilizes a variety of positive behavior support systems, student support systems, as well as a progressive interventions for behavior. Intervention is designed to improve conduct and encourage students to be responsible members of the school community.

For additional information regarding specific strategies, refer to the McKinney ISD Code of Conduct published on our website.



Actual Financial Data: 2021-22 SY

Total Expenditures by Function (as a percent of general operating expenditures)



[Link to PEIMS Financial Standard Reports](#)

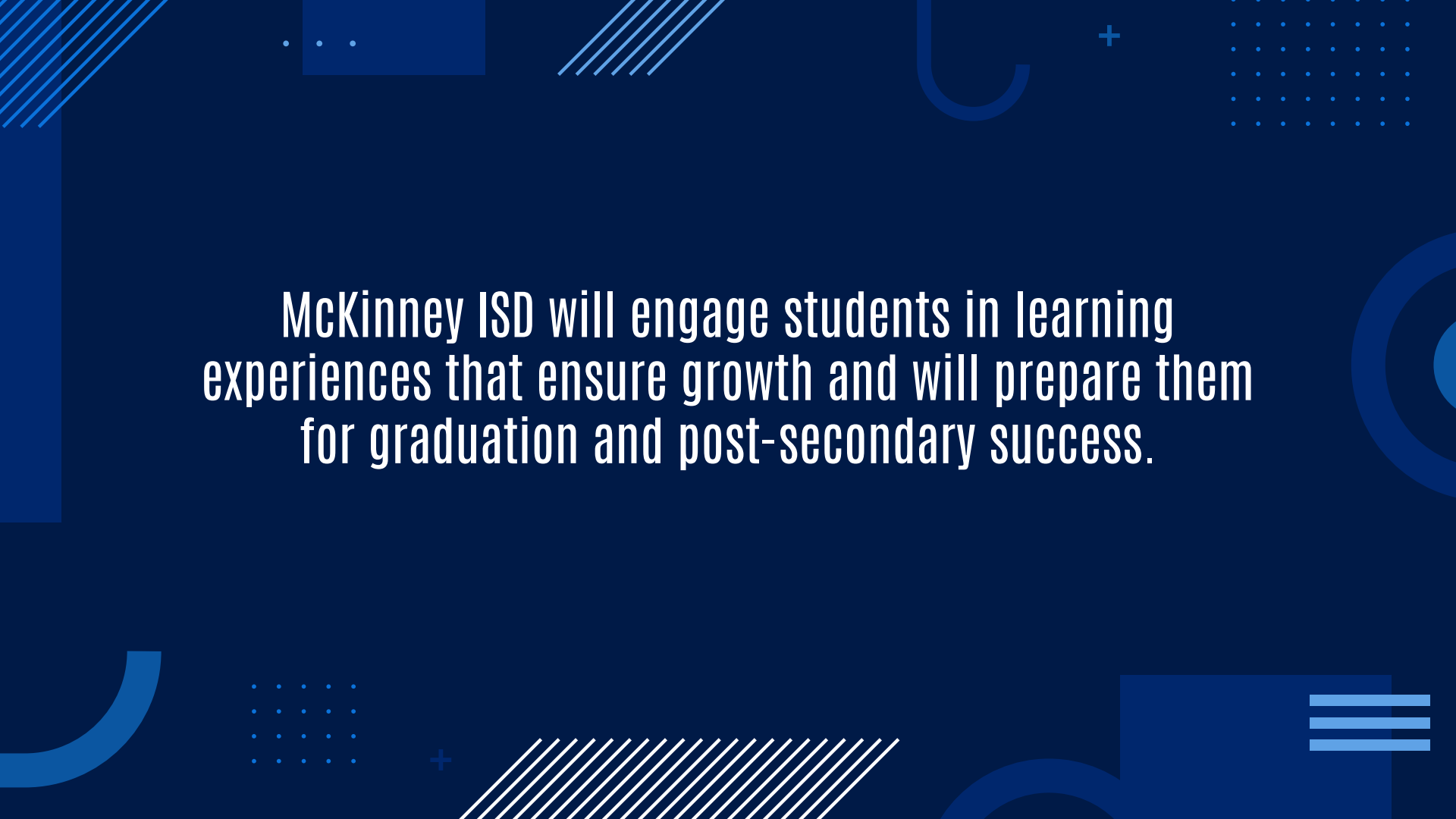
CDN	DISTRICT NAME	ESC	2022 FIRST Rating	2022 Accountability Rating	2022-2023 Accreditation Status	Reason For Status	Notes
043907	MCKINNEY ISD	10	A - Superior Achievement	B	ACCREDITED		

TEACHING & LEARNING Mid-Year Student Performance Update

Dr. Amber Epperson

February 26, 2024

***McKINNEY* ISD**
TEACHING & LEARNING



McKinney ISD will engage students in learning experiences that ensure growth and will prepare them for graduation and post-secondary success.

Department Priorities and Actions

Focus on Data-Driven Decision Making

- Expand NWEA Measure of Academic Progress (MAP) assessment model to selected high school freshman courses. Create consistent administrations across all campuses.
- Create a district-wide PLC model to focus on data analysis and student achievement. We have conducted 3 data meetings this year.
- Initiate a district Professional Learning Community (PLC) design team with representatives from all levels of the organization. The team has met 3 times.
- Prepared to initiate a district-wide balanced assessment plan and curriculum refinement cycle.



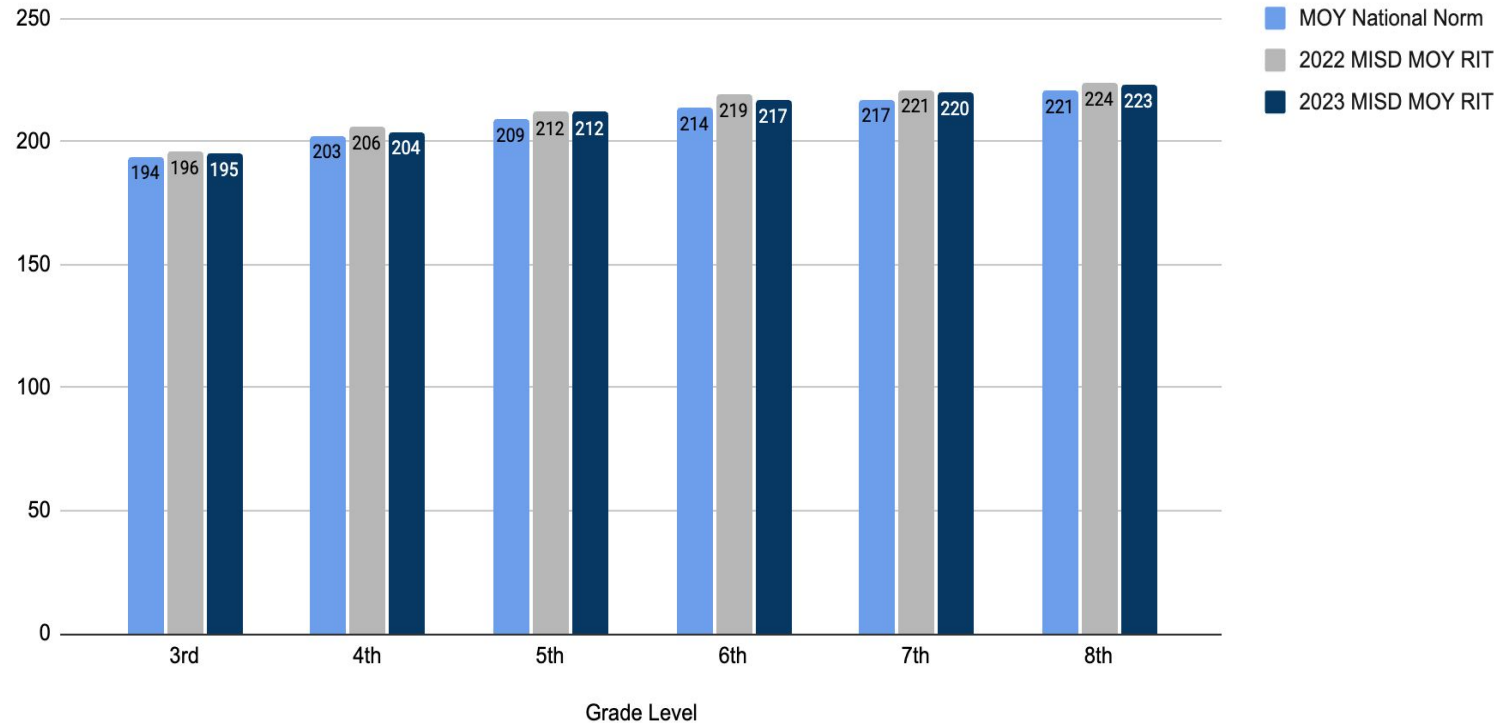
Middle of Year MAP Data

MAP Training

- The Teaching and Learning Department has hosted two MAP trainings this year. These have been specifically designed to support our high school teams in the implementation of the assessment and evaluation of data. Any campus was welcome to join.
- High school campuses are partnered with instructional coaches with MAP experience to support in planning for their administrations.
- Content coordinators schedule meetings with campus administrators and teams to review data and design response plans.
- Senior Directors are available to support administrators at any time.

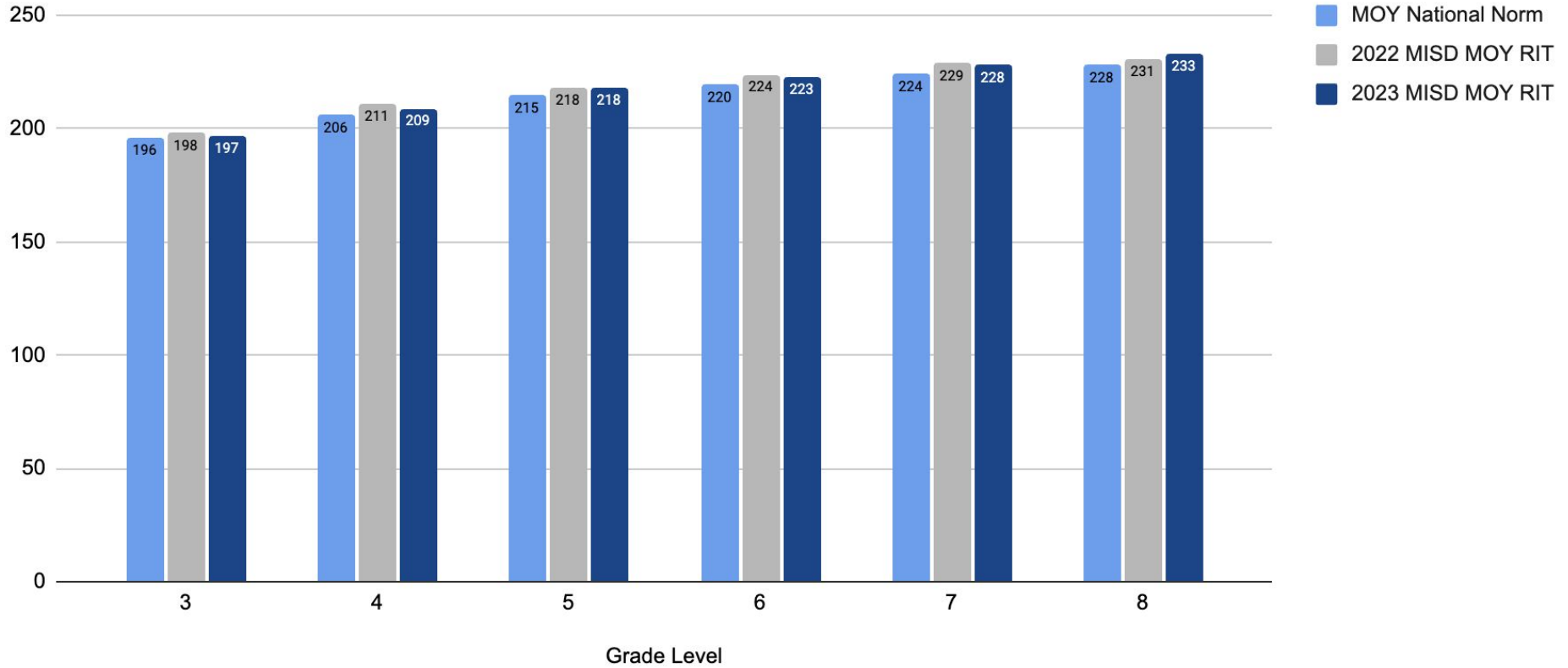


Reading

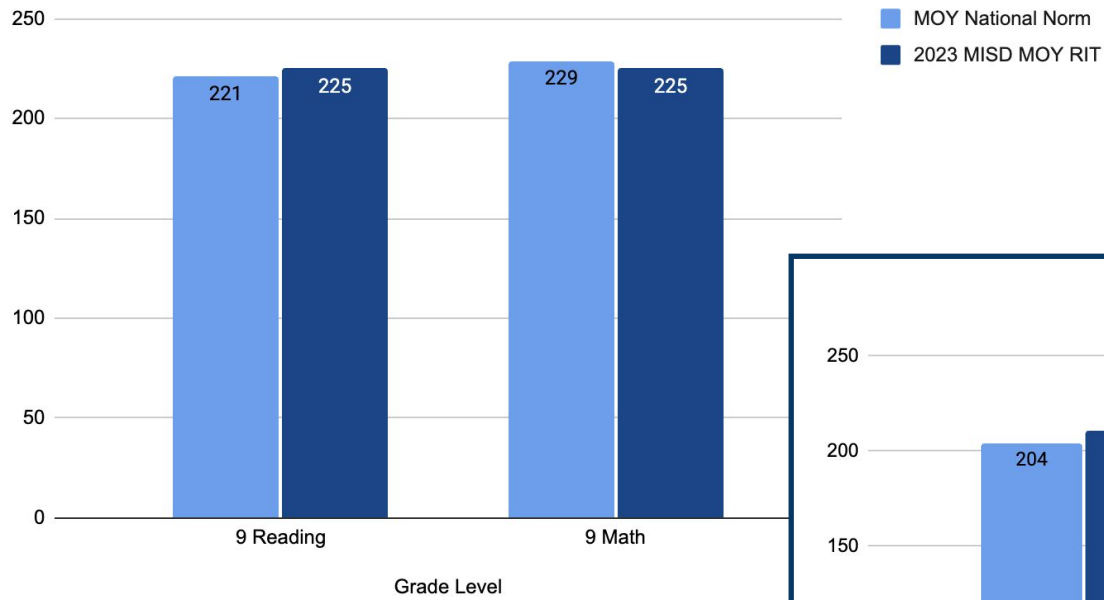


We are encouraged by MOY MAP data. The MOY test was moved up by one month this year, which could have indicated a potential drop in scores. The data is positive. We continue to outpace national norms.

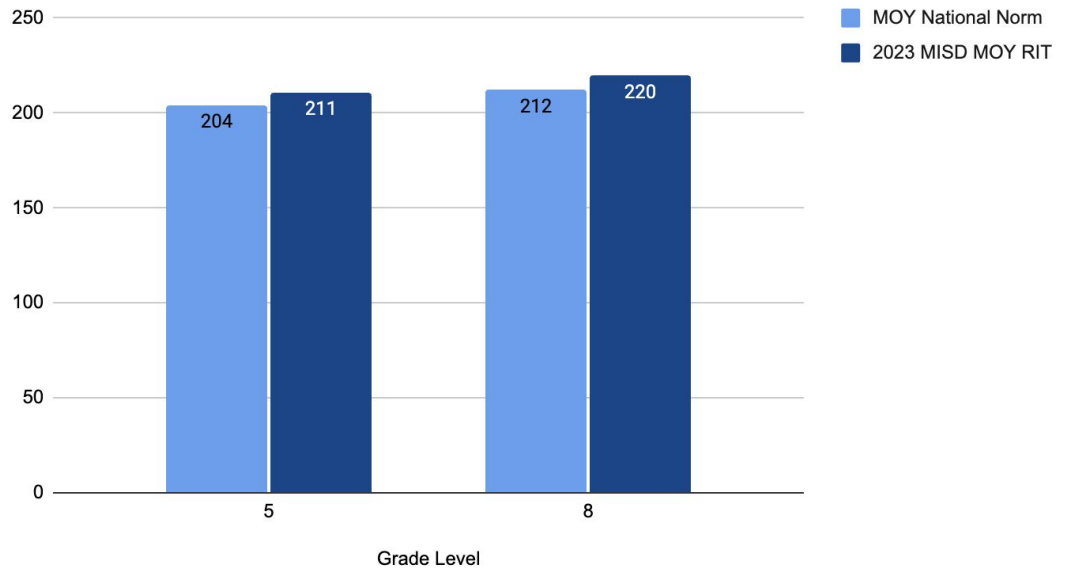
Math



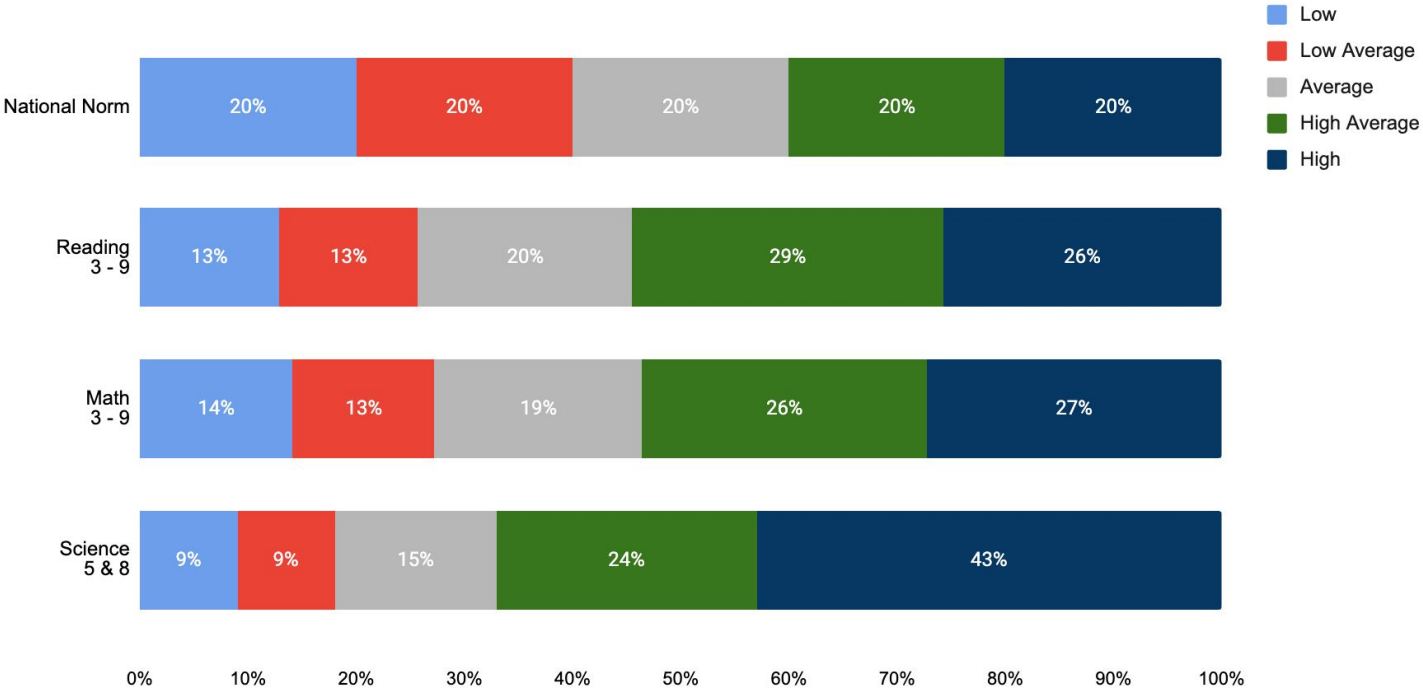
9th - Reading and Math



Science



MISD Winter 2023 Performance by Quintiles



Quintile data reporting is used to analyze information by dividing a dataset into five equal parts, each containing 20% of the total data. In each content area, the majority of students performed in the top 40th percentile as measured by national norms.

Principal PLC #3 Update

January 17, 2024

Thank
you

Design Team Members

Dr. Amber Epperson-Teaching and Learning

Dr. Melinda DeFelice-Secondary Leadership

Melanie Raleeh-Elementary Leadership

Zabdi Gonzalez-Emergent Bilingual

Molly Hovan-Teaching and Learning

Garry Gorman-Teaching and Learning

Jenny McGowan-Teaching and Learning

Erika Echegaray-Finch Elementary Principal

Kristin Ellis-Wilmeth Elementary Principal

Holly Rogers-Scott Johnson Middle School Principal

Dr. Paula Kent-McKinney High School Principal

Kelly Slate-Content Coordinator Teaching and Learning

Irma Garcia-Content Coordinator Teaching and Learning

Sharon Sovereign-Content Coordinator Teaching and Learning

Judy Vega-Content Coordinator Teaching and Learning

Javetta Jones-Roberson-Advanced Academic Coordinator
Teaching and Learning

Judy Mercer-Instructional Coach Cockrill Middle School

Kellie Hodum-Instructional Coach Dowell Middle School

Amanda Bathman-Instructional Coach Slaughter Elementary

Clete Wilson-Instructional Coach McKinney North High School

Contessa Ansari-Instructional Coach McKinney High School

Nici Mazziotti-Instructional Coach Wilmeth/Wolford Elementary

Principal PLC: New Learning and Revisiting Learning

WHAT:

District Principals, Associate Principals, Assistant Principals, and Instructional Coaches attended a professional learning on how to create targeted goals based off the accountability system and our most recent MAP assessment data.

WHY:

Our accountability system is complex, and therefore requires study, review, and intentional action to thrive within it. We want to give campuses the tools and information necessary to utilize MAP data to the fullest extent.

HOW:

This work aligned to the previous two Principal PLCs as we utilized similar data reports and processes. We were also able to infuse our new learning around the accountability system with the data tools we have available for state accountability.

Administrators/Instructional Coaches Take it Back!

- We were pleased to hear from many administrators and instructional coaches following this training. They shared positive feedback from elementary to high school!
- Campuses provided the “turn around” training for their staff, setting campus-specific goals based on middle-of-year MAP data. Pictured to the right is Wilmeth Elementary.





MISD Checkpoint Assessment Cycle

MISD Checkpoint Assessment Cycle

WHAT:

Checkpoint assessment are designed to focus on essential or high priority standards. These assessments will provide data to guide on-going instructional planning.

WHY:

Common standards-based assessments across all campuses inform teachers and administrators about student progress as well as inform curriculum designers working with Teaching and Learning coordinators.

HOW:

Content coordinators, in collaboration with teachers, will design these assessments and campuses will be taught how to pull common data reports for analysis.

Illustrating the Impact

STANDARDS

Course	Total Standards	Total Number of Essential Standards and or HFT
MATH 6	52	17
MATH 7	43	13
MATH 8	45	13
ALGEBRA I	49	19

Illustrating the Impact:

ANALYZING STAAR 2023

Course	Questions on Essential Standard and or HFT STAAR 2023	Total Number of Questions on STAAR	Total # of Points on ES & or HFT Questions (2 pt questions)	Raw Score (points) for <u>Meets</u> on STAAR 2023
MATH 6	25	36	29	24
MATH 7	25	38	30	26
MATH 8	25	40	31	26
ALGEBRA I	31	50	39	32

Pilot Campuses

Thank you to our campuses that partnered with Teaching and Learning to pilot this assessment cycle for elementary schools.



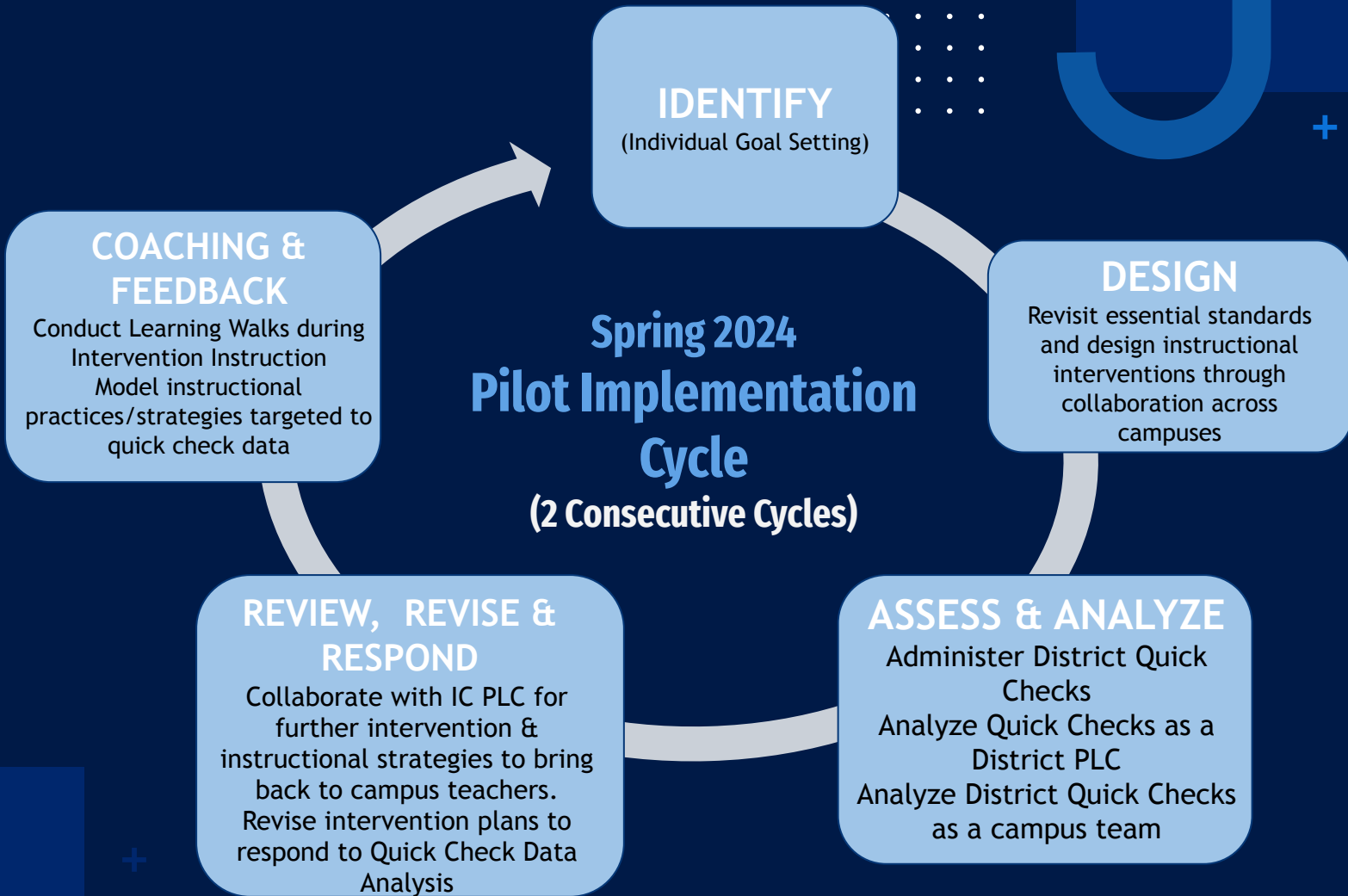
THANK YOU!

Burks Elementary
Caldwell Elementary
Finch Elementary
Malvern Elementary
McGowen Elementary
McNeil Elementary
Press Elementary
Slaughter Elementary
Vega Elementary
Webb Elementary

MISD Instructional Intervention Campus Support Framework Overview

FRAMEWORK COMPONENTS

- **Timeline:** January 2024- Admin of STAAR
- **Goal:** Honor the current campus instructional intervention structures while enhancing a focused effort and support through collaboration across all pilot campuses and the Teaching & Learning Department.
- **Content Focus:** Reading and Math
- **Focus Grades:** 3rd-5th
- **IC PLC:** Implementation of this PLC group with 3 meetings in the Spring
- **Monitoring of Progress Tool:** 2 District Checkpoints (Reading & Math)
- **Data Analysis Protocol:** Developed by ICs, then standard use across campuses
- **Campus Data Meeting:** Occur within 5 days of Checkpoint window closing
- **Implementation of Framework:** Standard across all pilot Elementary Campuses



Spring CCMR Update

Texas Education Agency's CCMR Indicators



The state offers the following measures that students may use to demonstrate that they are ready for post-secondary success:

- Texas Success Initiative Criteria
 - Must meet for BOTH English & Math
 - Options are SAT, ACT, TSIA, or Texas College Bridge
- AP Scores (3 or better) in any subject
- Dual Credit
 - 3 hours in English OR Math
 - 9 hours in any combination of subjects
- Sequence of CTE Pathway Courses culminating in an Industry Based Certification (from a state approved list)
- Military Enlistment
- Advanced Achievement from Students Served by Special Education

Expanded Opportunities this Fall



Prepare High School Graduates for Postsecondary Success

COLLEGE READINESS TUTORIALS

Developed specifically for the **ACT®, SAT®, GED®, ACCUPLACER®** and **TSI Assessment** exams

Personalized for each student's academic needs and learning style, Apex Learning® Tutorials target concepts covered by college readiness exams with instruction aligned to each test.



Ensure All Your Students Achieve Their Personal Best

The personalized and focused instruction provided by College Readiness Tutorials helps districts meet their important college test readiness goals and students excel beyond expectations.

College Readiness Tutorials build students' knowledge and skills through a highly interactive and research-based approach to direct instruction, practice, review, and assessment. In a national study, the instructional approach of Tutorials was proven to be effective. Pretest to posttest gains were 20 percentile points.

Maximize Student Outcomes on Exams Critical to College Admission



Focused on What Each Student Needs to Learn

Individualized learning paths prioritize student preparation time based on what will most help them earn higher scores on the exam.

Instruction, Not Just "Test Prep"

More than a practice test, College Readiness Tutorials prepare students by deepening their understanding of concepts on the specific exam.

Student-Centered Active Learning

Students "learn by doing" and are supported through rigorous content in ways best suited to their style of learning.



TSIA2

Pre-Assessment Activity (PAA)

Students (9th-12th grade) can take the TSIA2 for PAA since they complete the REQUIRED TSIA2 PAA. Follow the instructions below to complete the PAA & study for the TSIA2 exam.

- Step 1**
Go to [www.texascollegebridge.com](#)
Click on Information for Students
- Step 2**
Click on [Data Resources](#)
Click on [Quick Pretesting](#)
- Step 3**
Log in or Click for Don't Have an account? Sign Up
Create your profile using your personal email address
- Step 4**
Click on [Take Pretest](#) in the [TSIA2 Pre-Assessment Activity](#) section
Click on [Begin Pre-Assessment Activity](#)
- Step 5**
Select your institution: [First-time test-taker](#)
Check for "I request" test
Click Next
Complete ALL 8 sections of the PAA
4. Must complete both sections of sample questions to proceed
Click Finish
- Step 6**
CHECK your email for your TSIA2 PAA Invitation
Screen Shot your TSIA2 PAA Invitation
Click the QR Code
Upload your TSIA2 PAA Invitation
Screen Shot QR Code to the system
Click the QR Code to activate your account

CCMR for the Class of 2024



SAT In the School Day & TCB for Juniors!

**SAT[®]
School
Day**

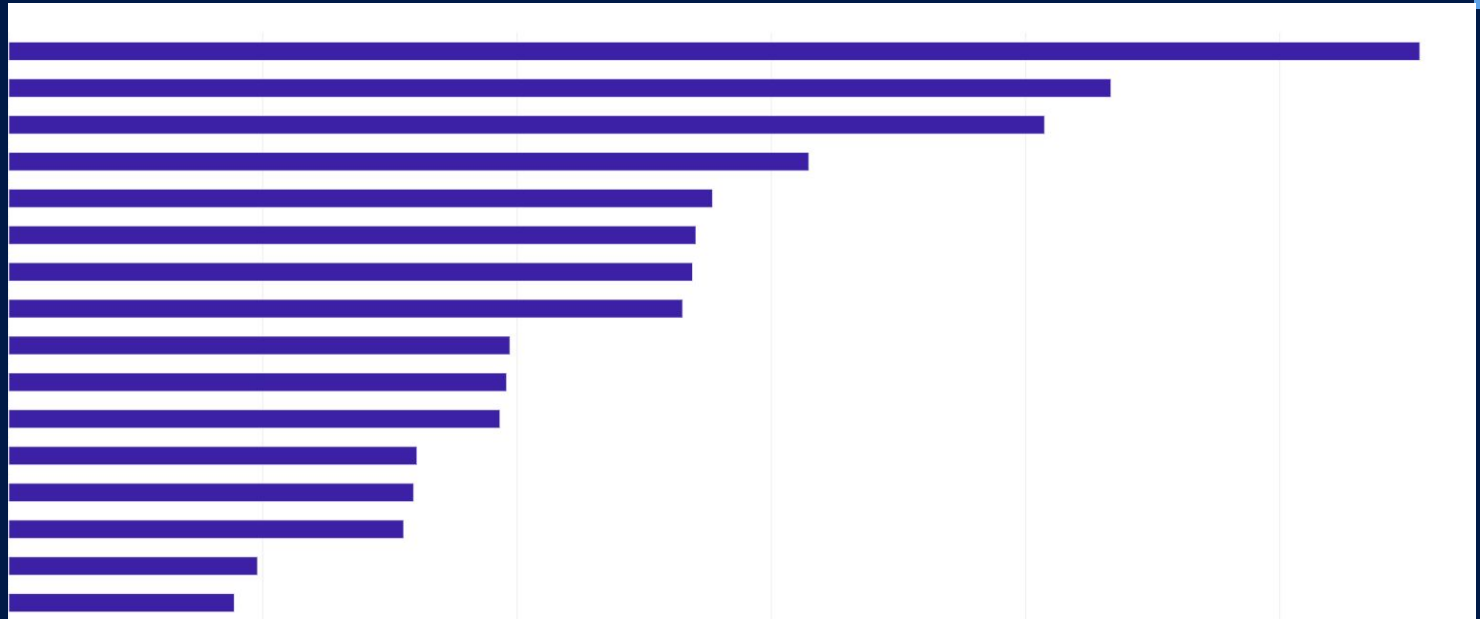
 CollegeBoard

Coming up on
March 6!



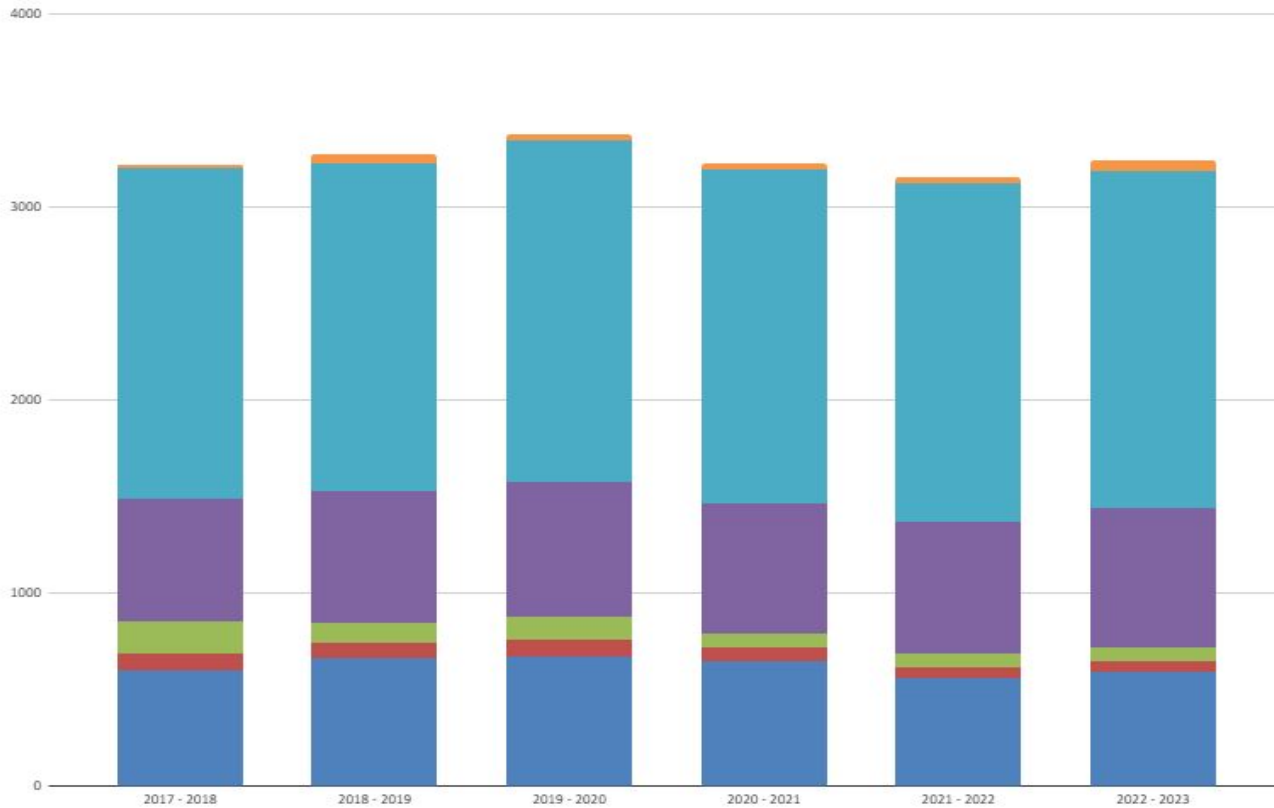
Top Student Career Interests by Cluster

Arts A/V Tech
Health Science
Human Service
Hospitality
Law & Safety
Information Tech
STEM
Construction
Finance
Education
Business
Marketing
Government
Agriculture
Manufacturing
Transportation



Trend data based on 1,531 student survey responses

McKinney ISD Graduation Type & Endorsement Earned



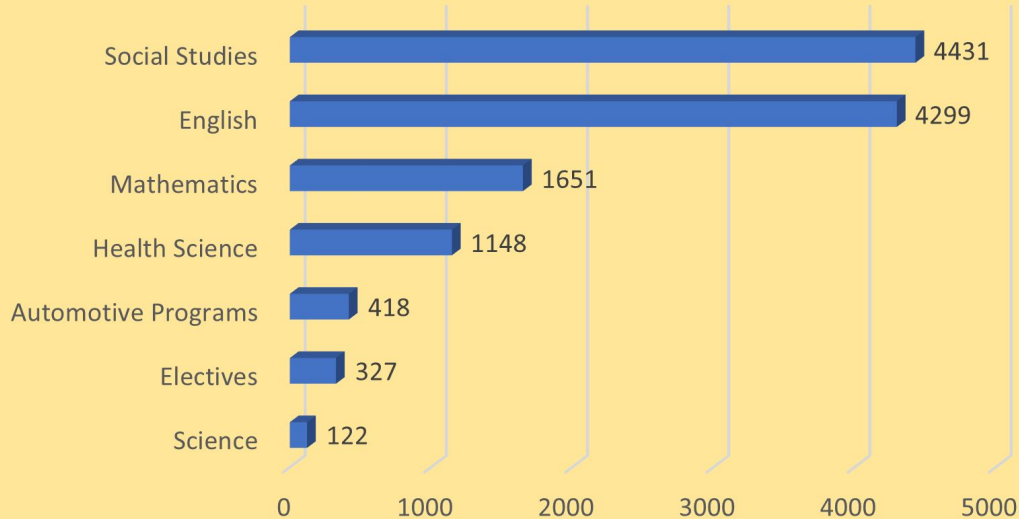
- Foundation High School Program (FHSP) with no Endorsement
- FHSP Distinguished Level with Multi-Disciplinary Endorsement
- FHSP Distinguished Level with Arts & Humanities Endorsement
- FHSP Distinguished Level with Public Service Endorsement
- FHSP Distinguished Level with Business & Industry Endorsement
- FHSP Distinguished Level with STEM Endorsement

Graduation Type & Endorsements

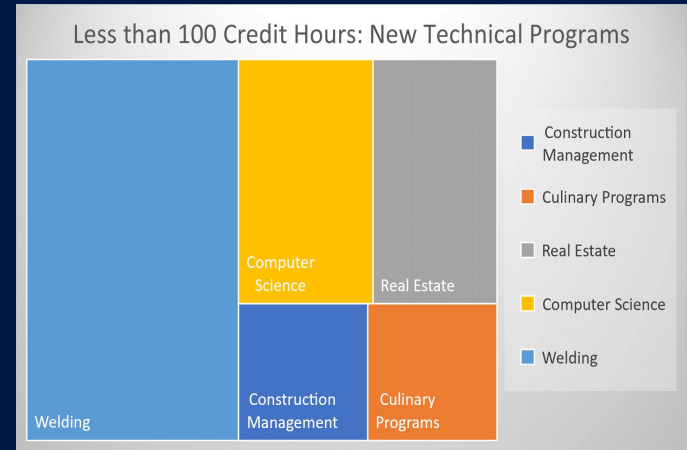
Dual Credit: What do our students take?

Across the 2021 to 2023 years (2 school years), our students earned a combined total of 12,600 credit hours! Here's how that broke down by subject:

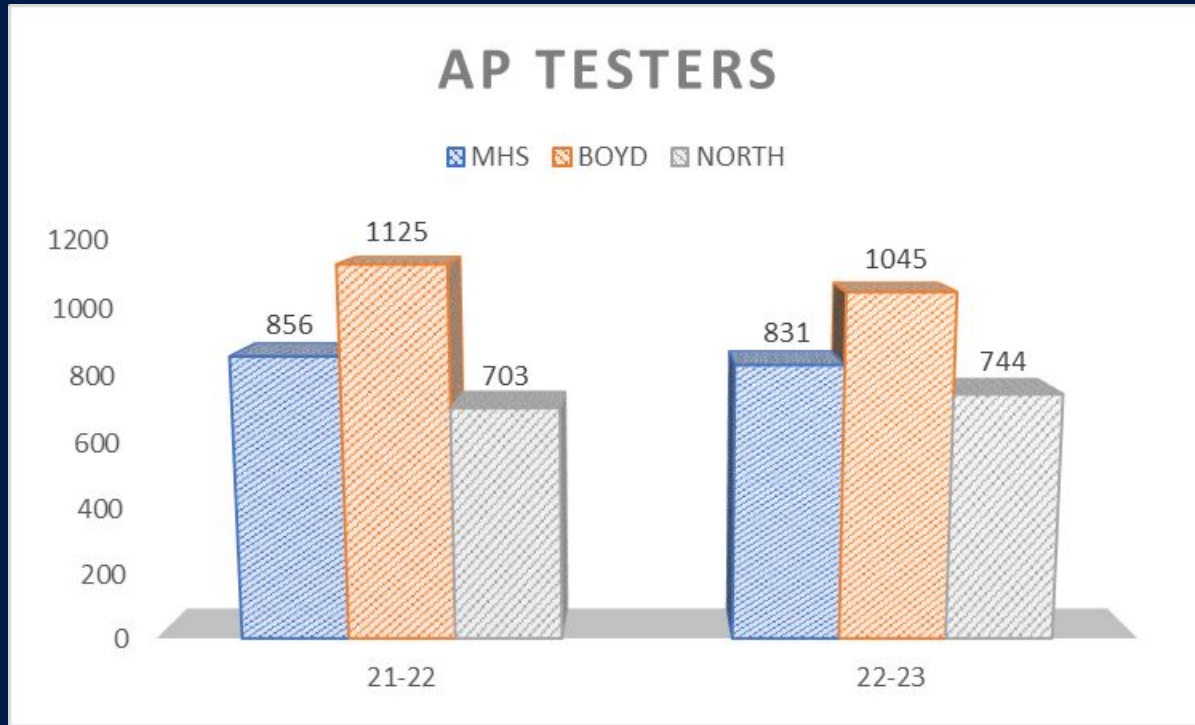
Dual Credit Course Completion by Subject



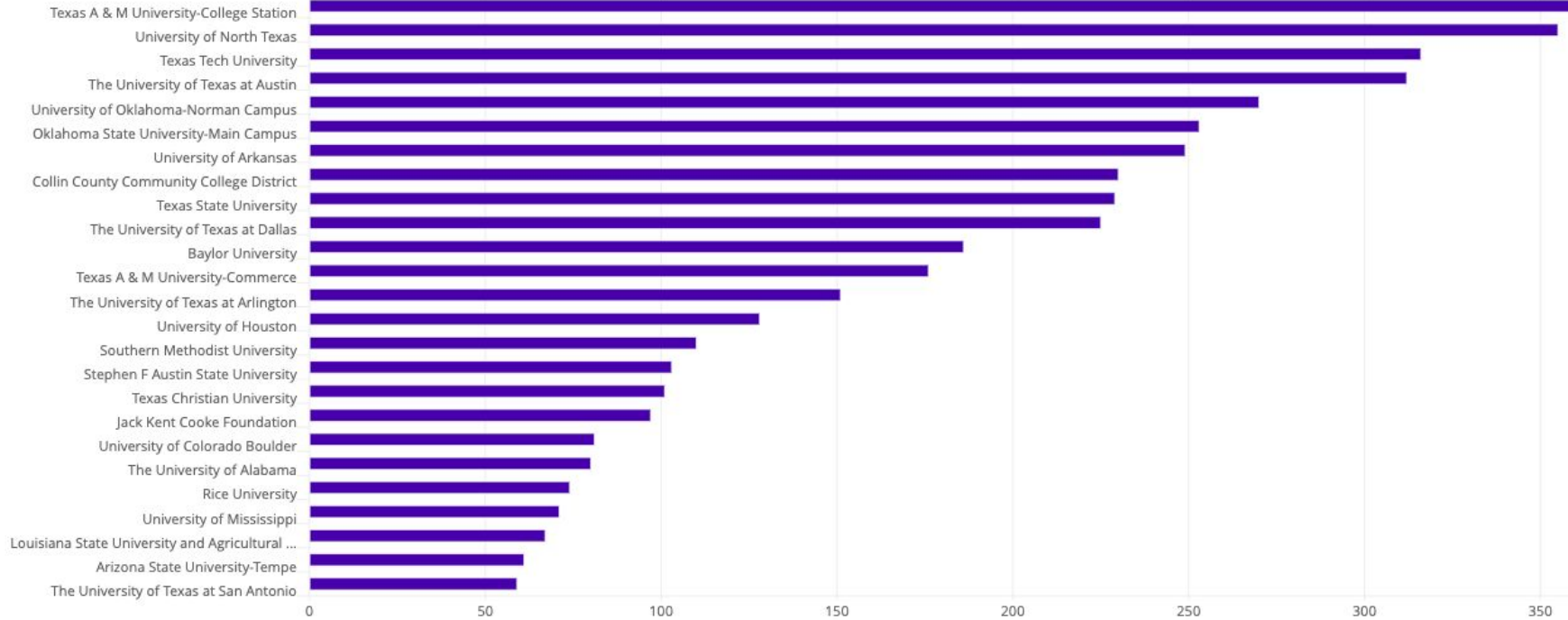
Check out our “Up and Coming” Programs:



Number of Students Enrolled in AP



Top Requested Transcripts (Fall 2023)



Questions?



Every Student, Every Day!

**MISD
SAFETY
AND
SECURITY**



In McKinney ISD, the safety of students, staff and visitors is our top priority and we take this responsibility very seriously. Our comprehensive security program addresses prevention, intervention, student assistance, preparedness, emergency response and building security.

MISD continuously reviews safety and security procedures and makes adjustments when necessary. We are always looking for new and creative ways to enhance existing security measures and adopting those policies and protocols proven to be effective in reducing risk.

It is a team effort – we rely on the continued support of students, parents and the community to keep our schools safe. We work closely with our local police and fire departments to coordinate prevention and response activities, perform regular security audits and provide frequent training to all employees on security issues.



Building Safety

**Visitor Management
Campus Security
Personnel**

VISITOR MANAGEMENT

**Controlled access with one point of entry
for visitors during the school day**

- **Aiphones Intercom and video systems at visitor entries allow school staff to communicate with visitors and verify the nature of their visit prior to allowing entry.**
- **Visitors must enter the front office to gain access to the rest of the building**
- **Visitor Sign In / Sign Out**
- **Hall Pass System – used in every school and searches a national database of registered sex offenders and notifies administration immediately**

CAMPUS SECURITY

Each school is unique, there is no one-size-fits-all approach to physical security. We have surveyed campus administrators to get their input on their specific campus.

- **Keyless Entry (Badges)**
- **All employees are required to wear MISD photo identification badges.**
- **All campuses are equipped with security vestibules to limit access into schools.**

FRONT ENTRY PROCEDURES

Everyone that enters your campus MUST have one of the following:

- Valid Driver's License
- State issued ID
- Passport
- Government/Military ID

Everyone must present their ID at the front entry camera (doorbell)

- DO NOT Accept a picture of any ID that is on a cell phone. Each person MUST have physical ID in hand.
- DO NOT allow any piggy backing at the front entrance
- Everyone must be ran through Hall Pass

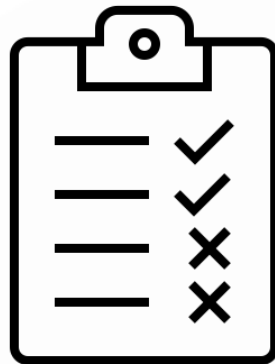
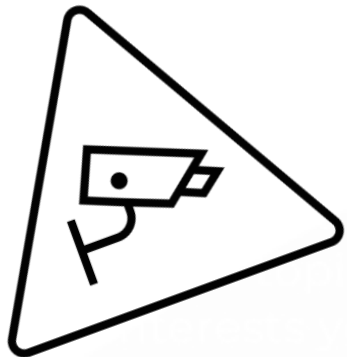
Everyone must sign in on appropriate sign in sheet (visitor/campus/district)

CAMPUS SECURITY

- ❑ Cameras – (1900) Video surveillance camera systems in all schools help monitor the interior and exterior of the building.
- ❑ All MISD school buses are equipped with Drivecam, a driver camera system that monitors bus driver behaviors and safety.
- ❑ MISD Security monitors campuses & perform unannounced security checks
- ❑ MISD has a contract for random visits of K9 units searching for drugs and powder detection at all middle and high schools

CAMPUS SECURITY

- Criminal history background checks are required for employment, volunteers, mentors, student observers, student teachers, and contractors
- Uniformed police officers provide security at athletic events, socials, proms, fundraisers, and other district events as deemed necessary.



SAFETY & SECURITY

PERSONNEL

Full-Time School Resource Officers

- In partnership with the McKinney Police Department and McKinney ISD, our SRO program provides protection for students and staff. SROs not only prevent incidents with their presence they establish relationships with our students and staff and often stop situations from occurring before they ever get started. We are currently in conversation with the city about adding a couple of more SROs



your own,
topic that
tests you.

create your own,
use a topic that
interests you.

To cre
chaos
into



***SAFETY & SECURITY
PERSONNEL***

SAFETY & SECURITY

PERSONNEL

Full-Time Armed Security Officers (ASO's)

- ❑ McKinney Independent School District (MISD) demonstrated proactive compliance by appointing 20 highly qualified guardians to fortify security across our elementary campuses.
- ❑ Appointed experienced guardians with a total of 521 years of cumulative law enforcement expertise to meet HB3 requirements for enhanced safety and security on elementary campuses.
- ❑ Adding these guardians demonstrates MISD's strong commitment to prioritizing safety for students, staff, and visitors. Their law enforcement expertise enhances security, fostering a safe learning environment.

SAFETY & SECURITY PERSONNEL

- 16 SROs in McKinney ISD - Two at every HS, one at every MS, and two officers plus two Sergeants that cover the elementary schools. HS's also have two hall monitors at the campus every day
- Officers are armed at all times and keep rifles in locked gun safes at secondary schools
- Officers are highly trained by their respective police departments in collaboration with MISD



SECURITY

SAFETY & SECURITY PERSONNEL

- Officers are equipped with medical supplies and specialized tools to assist in the event of an emergency
- Free lunch will be provided to any patrol officers who want to stop by our any of our school cafeterias. This will help to increase visibility



SECURITY

SAFETY & SECURITY PERSONNEL

Crossing Guards

Crossing Guards direct vehicle and pedestrian traffic at elementary and middle schools, while parking lot attendants assist on high school campuses



Learn more about our own
topic that
interests you.

EDUCATION & TRAINING

MCKINNEY ISD DISTRICT SAFETY COMMITTEE

A committee comprised of a broad representation of the district from all levels of district leadership, campus administrators, McKinney Emergency Management Team, McKinney PD, and McKinney Fire Department. The committee meets regularly to discuss district-wide safety and security issues and to modify the district EOP.

EDUCATION & TRAINING

REQUIRED SAFETY DRILLS

(As a result of the passage of Senate Bill 11 during the 86th Texas Legislative Session, TEC Chapter 37.114 Mandatory School Drills were added.)

Standard Response Protocols (SRP's), Nationally-recognized, proven methodology that ensures a uniform response by faculty, staff, and students to school-based emergencies.

- Evacuation: Fire - 1 drill per month of the school year (drill must be conducted within the first 15 instructional days of each month)
- Shelter in Place: Hazmat - 1 drill per semester (must be conducted within 45 days of the start of each semester)
- Shelter in Place: Weather - 1 drill per semester (must be conducted within 45 days of the start of each semester)
- Hold (Medical Emergency) - 1 drill per semester (must be conducted within 45 days of the start of each semester)

EDUCATION & TRAINING

Secure / (Lockout) - 1 drill per semester (can be paired with Fire/Evacuation drill and must be conducted within the first 45 days of each semester)

Lockdown Drill - 1 drill per semester - 1st semester/announced, 2nd semester/unannounced (drill must be conducted within the first 30 days of each semester)
****There are multiple ways MISD staff can put a building in lockdown. Strobe lights are in the hallways to alert our auditory impaired students.*

Round Table Exercises

****Campus conduct After Action Reviews after each drill and maintain an ongoing log of drill.*

EDUCATION & TRAINING

Medical Emergency Response Team

MERT (separate from the crisis team)

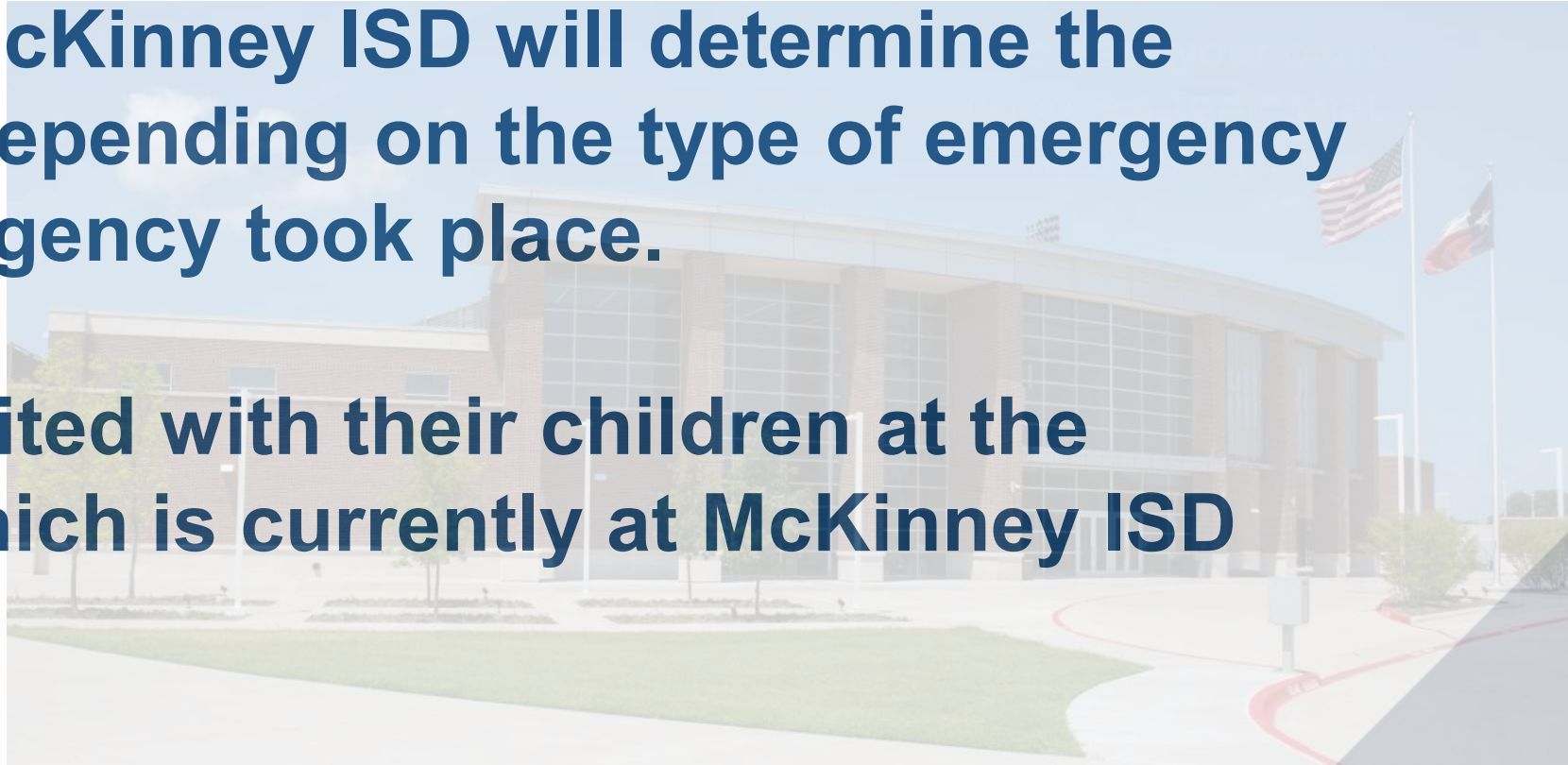
This training provides MERT Teams with the skills to provide immediate and temporary care to a seriously ill or injured student or staff member while at school. This care is delivered during school emergencies or natural disasters.

RESPONSE

Evacuation & Reunification Plan

McKinney PD and McKinney ISD will determine the evacuation routes depending on the type of emergency and where the emergency took place.

Parents will be reunited with their children at the reunification site which is currently at McKinney ISD Stadium.



RESPONSE

Communication During an Emergency

McKinney ISD uses these platforms in an effort to enhance student/staff safety, security, and communications.

- School Messenger System
 - Every parent w/ a MISD student is automatically signed up
 - It is important that all contact information is up to date to receive info
 - It is up to the parent to update contact information
- McKinney ISD website
- Facebook / Twitter

RESPONSE

Tip411 is a tool to enhance student and school safety. It is an internet-based communication system that gives students, parents, or community members a means to quickly and anonymously report suspicious or criminal behavior at school. Tips can be submitted online or with a cell phone by texting tip information to 847411 (**tip411**).

What information can I report using the tip411 program?

- Information on the theft of items from an MISD campus or student
- Information preventing a fight on campus
- Bullying & Harassment
- Assault
- Information on vandalism
- Concerns about the safety of a peer (child abuse, suicidal thoughts, etc.)
- Students with drugs or alcohol on campus
- Students under the influence of drugs or alcohol on campus
- A student possessing a potential weapon on campus
- Students threatening the lives of students or staff



CONCLUSION



In conclusion the safety and security of our students and staff is our number one priority. Students cannot learn effectively without a safe environment and we have and will continue to work tirelessly on providing the safest environment possible.

Every Student!! Every Day!!





Questions



Contact

Russel May
Sr. Director Safety & Security
Direct Line: 469-302-4129
Cell: 972-922-5774
rumay@mckinneyisd.net

McKinney ISD

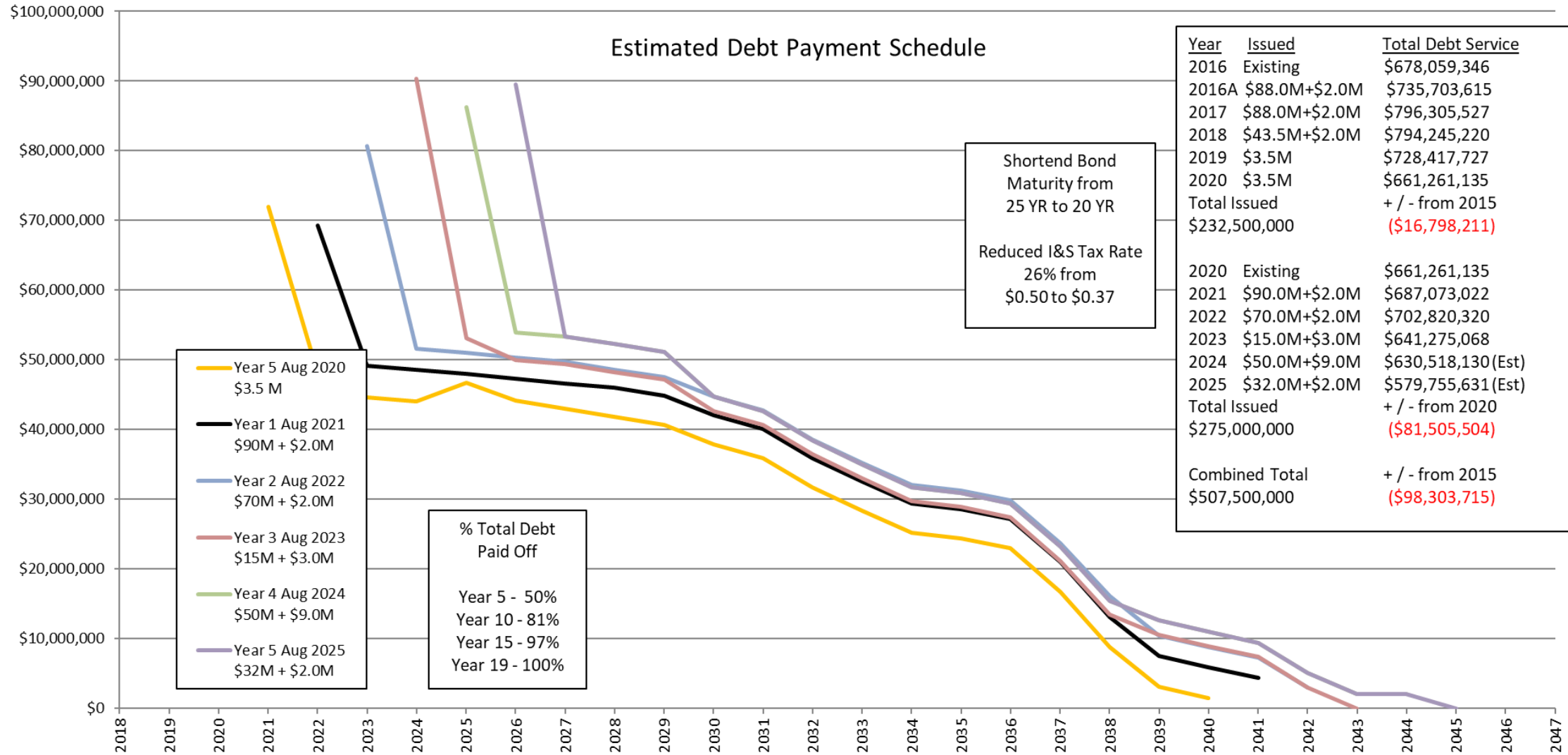
Budget Update

2-26-2024

Year	Total Certified Value	% Change	New Construction	% of Prior Yr Total Certified Value	Average Single Family Home	% Change
2008	9,072,622,772		310,288,553		216,786	
2009	9,048,315,788	-0.27%	240,335,075	2.65%	215,454	-0.61%
2010	8,993,462,652	-0.61%	307,192,727	3.40%	213,568	-0.88%
2011	9,077,871,817	0.94%	174,393,543	1.94%	213,915	0.16%
2012	9,127,287,109	0.54%	149,954,259	1.65%	213,136	-0.36%
2013	9,706,931,881	6.35%	204,180,426	2.24%	221,821	4.07%
2014	10,613,958,553	9.34%	256,936,365	2.65%	242,434	9.29%
2015	11,542,165,296	8.75%	337,485,178	3.18%	271,150	11.84%
2016	12,864,959,796	11.46%	311,049,054	2.69%	299,589	10.49%
2017	14,427,023,473	12.14%	474,291,401	3.69%	324,196	8.21%
2018	15,799,033,282	9.51%	420,032,374	2.91%	342,657	5.69%
2019	17,038,448,573	7.84%	531,677,811	3.37%	351,642	2.62%
2020	17,813,271,569	4.55%	411,442,501	2.41%	354,144	0.71%
2021	19,329,078,633	8.51%	581,499,719	3.26%	377,932	6.72%
2022	22,695,833,789	17.42%	772,328,804	4.00%	493,508	30.58%
2023	24,789,490,628	9.22%	1,041,055,228	4.59%	565,988	14.69%
	Average 09-23	7.05%		2.97%		6.88%

	22-23 ACTUAL Old Law ESSER III, +17.42%, 0.9429	23-24 Adopted Old Law ESSER III, NB, +8%, 0.9044	23-24 Projected Current Law ESSER III, NB, +9.85%, 0.7575 \$100K HE	24-25 Estimated Current Law +4.0%, 0.7552
Property Taxes	207,562,361	211,232,001	176,581,378	184,009,773
Tuition and Fees	475,705	775,000	775,000	775,000
Other Local Revenue	8,621,145	8,166,000	8,666,000	8,666,000
State Revenue	31,944,461	31,354,553	55,228,913	48,614,109
Federal Revenue	5,238,648	4,525,000	250,000	2,000,000
SHARS/MAC	5,238,648	4,400,000	250,000	2,000,000
Proceeds Right of Use Lease	3,866,129			
Grand Total Revenues	\$ 257,708,449	\$ 256,052,554	\$ 241,501,291	\$ 244,064,882
Prior Expense Budget	249,206,256	252,248,262	251,646,147	260,067,429
Staffing	(3,400,000)	(1,424,208)	(406,414)	
Pay Raise	3,200,000	5,250,000	5,250,000	-
Capital Outlay	-	0	-	-
Recapture	20,626,414	16,094,547	5,407,027	5,963,840
Budget Amendments (DFB)	-	0	-	-
TRS On-Behalf	-	254,946	254,946	61,060
Transportation	(600,000)	170,247	170,247	300,000
Custodial	-	783,445	783,445	200,000
Substitutes	-	0	-	-
P&C Insurance	600,000	962,138	962,138	500,000
Elem #22	-	671,683	671,683	
Technology	-	735,237	735,237	
Other	-	0		-
Safety & Security Grant	-	(1,200,000)		
ESSER III	(5,500,000)	(5,500,000)	(5,500,000)	
New Expense Budget	264,132,670	269,046,297	259,974,456	267,092,329
Expense Variance	(5,485,692)	(5,691,414)	(5,727,767)	(5,875,391)
Projected Expenses	\$ 258,646,978	\$ 263,354,883	\$ 254,246,689	\$ 261,216,938
Fund Balance +/-	(938,529)	(7,302,329)	(12,745,398)	(17,152,056)
Beginning Fund Balance	113,798,734	108,019,819	112,860,205	100,114,807
Ending Fund Balance	\$ 112,860,205	\$ 100,717,490	\$ 100,114,807	\$ 82,962,751
	43.40%	38.79%	38.50%	31.77%

Estimated Debt Payment Schedule



Year	Issued	Total Debt Service
2016	Existing	\$678,059,346
2016A	\$88.0M+\$2.0M	\$735,703,615
2017	\$88.0M+\$2.0M	\$796,305,527
2018	\$43.5M+\$2.0M	\$794,245,220
2019	\$3.5M	\$728,417,727
2020	\$3.5M	\$661,261,135
Total Issued		+ / - from 2015 \$232,500,000 (\$16,798,211)
2020	Existing	\$661,261,135
2021	\$90.0M+\$2.0M	\$687,073,022
2022	\$70.0M+\$2.0M	\$702,820,320
2023	\$15.0M+\$3.0M	\$641,275,068
2024	\$50.0M+\$9.0M	\$630,518,130 (Est)
2025	\$32.0M+\$2.0M	\$579,755,631 (Est)
Total Issued		+ / - from 2020 \$275,000,000 (\$81,505,504)
Combined Total		+ / - from 2015 \$507,500,000 (\$98,303,715)

- Year 5 Aug 2020
\$3.5 M
- Year 1 Aug 2021
\$90M + \$2.0M
- Year 2 Aug 2022
\$70M + \$2.0M
- Year 3 Aug 2023
\$15M + \$3.0M
- Year 4 Aug 2024
\$50M + \$9.0M
- Year 5 Aug 2025
\$32M + \$2.0M

% Total Debt Paid Off

Year 5 - 50%
Year 10 - 81%
Year 15 - 97%
Year 19 - 100%

Shortend Bond
Maturity from
25 YR to 20 YR

Reduced I&S Tax Rate
26% from
\$0.50 to \$0.37