

Farmersville Independent School District
Tatum Elementary School
2022-2023 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

The Tatum Elementary Campus includes PK - 2nd Grade

The staff at Tatum Elementary School includes 35 teachers, 13 paraprofessionals, 2 professional support members, and 2 administrators.

Campus Profile: Grade Span: PK – 2nd grade

Student Enrollment by Ethnicity:

Am. Indian – 0.58%

Asian – 0.19%

African American – 3.28%

Hispanic – 46.24%

Native Hawaiian/Other Pacific Islander - 0.58%

White – 44.32%

Two or more races - 4.82%

EcoDis: - 63.39%

Non Eco Dis: 36.61%

Emergent Bilingual: 17.92%

Student Enrollment:

Emergent Bilingual: 17.92%

Gifted – .77%

Sp Ed – 17.34%

At Risk - 24.47%

Dyslexia - 4.05%

Economic Dis - 63.39%

Demographics Strengths

Highly qualified Teachers

High Attendance Rate

Low mobility rate

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Low social economic students are showing the least amount of academic growth. **Root Cause:** Students that are identified as low social economic and at risk struggle with outside school support.

Problem Statement 2 (Prioritized): Second language learners are not showing the academic growth needed to be on grade level. **Root Cause:** Second language learners have challenges in understanding and speaking the English language.

Student Learning

Student Learning Summary

Tatum Elementary

All schools in Texas must meet standards set in four state accountability areas. The latest assessment data for STAAR comes from the 2021-2022 school year and are the results from Farmersville Intermediate. The results are as follows: **3rd Grade: Math** - Approaches: 70%; Meets: 38%; Masters: 12%; **Reading** - Approaches: 82%; Meets: 61%; Masters: 39%; **4th Grade: Math** - Approaches: 66%; Meets: 37%; Masters: 15%; **Reading** - Approaches: 93%; Meets: 62%; Masters: 30%; **5th Grade: Math** - Approaches: 71%; Meets: 34%; Masters: 9%; **Reading** - Approaches: 79%; Meets: 52%; Masters: 34%; **Science** - Approaches: 78%; Meets: 43%; Masters: 17%. Targeted intervention strategies have been implemented to accelerate learning and close achievement gaps, including literacy stations, pull-outs, and on-going literacy assessments. Teachers also understand the purpose of targeted instruction and intervention is to close the performance gaps of all student groups. Parents receive regular updates regarding their students' progress so that parents can continue to be partners in the education of their children.

Student Learning Strengths

Tatum Elementary School's students are in a learning environment that is conducive to learning and are engaged in lessons. The students show growth in academic performance which leads to a smooth transition to the next grade level.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Reading levels of 60% of 1st graders going into 2nd grade have been below grade level. **Root Cause:** Rigor needs to be increased to reach high expectations

School Processes & Programs

School Processes & Programs Summary

Tatum Elementary Curriculum and Instructional focus is guided by the TEKS, content area scope and sequences, along with the results of campus based assessments. The TEKS including critical thinking and problem solving; communication skills; creativity; collaboration; and information/media literacy skills. Each grading period, the teacher, along with an administrator analyze formative and summative assessments to map out specific skills and interventions needed for the upcoming grading period. During this time, teachers map out their plan for reaching all of their students to show growth through the dis aggregation of data, and question-stem vocabulary.

Teachers are equipped with research based/highly quality professional development to meet the needs of all students. All new teachers are provided with a campus mentor to meet with on a regular basis and give constructive feedback . It is important at Farmersville ISD to provide ongoing professional learning. Teachers are scheduled for several staff development days during the course of the year - most of them organized at the campus level to provide targeted staff development. The planning and professional learning days are a collaborative effort for all staff/teachers to feel that they have input in decision making, and feel that administration is supportive and willing to do whatever it takes to help them accomplish their goals.

School Processes & Programs Strengths

Teachers meet weekly to plan and collaborate in lesson planning.

Each teacher meets with the assistant principal to discuss student needs and to document data for the RTI process. RTI meetings are scheduled and communication among all staff members and parents is on-going.

Teachers identify interpret summative and formative assessments to drive instructional decisions.

Technology is utilized in the classroom to engage students.

Teachers are highly qualified

Curriculum and academic resources/programs are assessed to determine validity and rigor.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The reading curriculum and practices need to be more systematic and rigorous. **Root Cause:** Collaboration among teachers, staff and administration.

Perceptions

Perceptions Summary

Tatum Elementary is a safe place for students and staff to be that they are comfortable and respected. It is very important that the parents of all students feel that their student is in an environment that is conducive to learning. Communication among teachers, parents and administration is open and a collaborative effort to grow students academically and socially. Parents expressed that teachers, administration and staff are easy to talk to and that all have the best interest of the student. The students expressed that they love to come to school to learn and play. They feel that Tatum is a safe place to learn. The teachers and staff expressed that the campus is safe and campus administration is supportive and helpful. School discipline is clear and there are consequences to behavior. The staff states that the campus is safe and actions are taken to monitor and actively make adjustments to building emergency action plans.

Perceptions Strengths

Students love learning and being at school.

Parents feel that they are heard and that their children are in a loving environment.

The academic and behavior expectations are high and important.

The building and environment are a conducive to learning, inviting and safe.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parents want to volunteer and be more involved in the schools. **Root Cause:** Parents do not attend PTO meetings to know what the opportunities are to volunteer.

Priority Problem Statements

Problem Statement 1: Parents want to volunteer and be more involved in the schools.

Root Cause 1: Parents do not attend PTO meetings to know what the opportunities are to volunteer.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: Low social economic students are showing the least amount of academic growth.

Root Cause 2: Students that are identified as low social economic and at risk struggle with outside school support.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Second language learners are not showing the academic growth needed to be on grade level.

Root Cause 3: Second language learners have challenges in understanding and speaking the English language.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Reading levels of 60% of 1st graders going into 2nd grade have been below grade level.

Root Cause 4: Rigor needs to be increased to reach high expectations

Problem Statement 4 Areas: Student Learning

Problem Statement 5: The reading curriculum and practices need to be more systematic and rigorous.

Root Cause 5: Collaboration among teachers, staff and administration.

Problem Statement 5 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data

- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Goals





Goal 1: Maintain a TEA District "A" rating through successful student performance on the state STAAR tests (Reading/ELAR, Mathematics, Science, and Social Studies)

Performance Objective 1: Tatum Elementary students will meet literacy targets on mClass to prepare students for obtaining 90% Approaches, 60% Meets, and 30% Masters on the STAAR Reading in 3rd grade.

Evaluation Data Sources: mClass data

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure each campus has Spanish-speaking personnel to work with students.</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - staffing data, schedules 2. IMPACT - ELL student progress reports</p> <p>Staff Responsible for Monitoring: Superintendent; Campus Administrator</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Ensure effective reading instruction program to improve the achievement of all students -targeting lowest achieving students- by coordinating and utilizing classroom teachers, reading interventionists, teacher facilitator, special needs staff, and librarian.</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - staffing data, schedules 2. IMPACT - Student progress reports</p> <p>Staff Responsible for Monitoring: Superintendent; Campus Administrator</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Review BOY, MOY, and EOY mCLASS data to monitor student growth.</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - test data, scheduled data analysis meetings 2. IMPACT - Student growth throughout the year</p> <p>Staff Responsible for Monitoring: Curriculum Director; Campus Administrator</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 4 Details	Reviews			
<p>Strategy 4: Provide support for teachers integrating new technology tools into instruction (including interactive whiteboards, Chromebooks, and web-based instructional tools) through individual, campus-wide, and district-wide professional development opportunities, along with a web-based collection of resources.</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - Session sign-in sheets, handouts 2. IMPACT - Increased use of technology in instruction and literacy stations</p> <p>Staff Responsible for Monitoring: Technology Director, Instructional Technology Facilitator, Campus Administrator</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Utilize the RTI committee to evaluate mCLASS assessment to determine appropriate interventions or a referral for a Special Education Dyslexia Evaluation.</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - RTI committee, mClass data 2. IMPACT - Gains in reading skills for identified students</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, RTI Committee</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Differentiation and accelerated instruction will be provided by:</p> <p>~Ensuring all teachers are trained for teaching Gifted/Talented ~Encouraging all teachers to attain ESL certification ~Providing resources and training in differentiated instruction</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - documentation of teacher training/ certification and available resources 2. IMPACT - Students will receive needed services and instruction according to individual needs, leading to increased academic success</p> <p>Staff Responsible for Monitoring: Campus Administrator</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Provide Bilingual Teachers/Classrooms for Emergent Bilingual students.</p> <p>Strategy's Expected Result/Impact: IMPLEMENTATION-identified Emergent Bilingual students placed in bilingual kinder and 1st grade classrooms IMPACT- effective instruction for Emergent Bilingual learners</p> <p>Staff Responsible for Monitoring: Assistant Superintendent, Campus Administrator</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
<p>Strategy 8: Provide a Pre-K program to improve cognitive, health, and social emotional outcomes for 4 year old children. Strategy's Expected Result/Impact: IMPLEMENTATION- class enrollment, guideline check list IMPACT- Readiness skills of preschool students, early intervention Staff Responsible for Monitoring: District Administration, Campus Administrator</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
<p>Strategy 9: Provide tutorials during school year and summer school for students who are failing, at risk of failing, need remediation, and not meeting growth expectations for formative assessments. Strategy's Expected Result/Impact: IMPLEMENTATION: Attendance sheets for tutorials and summer school, student academic data on formative and summative assessments IMPACT: Students will receive effective and timely assistance to meet individual needs, increasing student academic success. Staff Responsible for Monitoring: Campus Administrator, Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
<p>Strategy 10: Teachers of "transition grade" (Kindergarten, 1st, and 2nd) will provide information to teachers at the receiving schools, to ensure appropriate educational services and placement. Strategy's Expected Result/Impact: IMPLEMENTATION: Student data sheets IMPACT: Students receive needed services from the first day in the new grade Staff Responsible for Monitoring: Campus Administrator, Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
<p>Strategy 11: Students in "transition grades" (K and 2nd) will participate in campus visit and orientation for the new grade to become familiar with the teachers and logistics of the new school and schedule. Strategy's Expected Result/Impact: IMPLEMENTATION: Scheduled campus visits IMPACT: Students will have information and confidence to be successful from the first day in the new grade. Staff Responsible for Monitoring: Campus Administrator</p>	Formative			Summative
	Nov	Jan	Mar	June
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Goal 1: Maintain a TEA District "A" rating through successful student performance on the state STAAR tests (Reading/ELAR, Mathematics, Science, and Social Studies)

Performance Objective 2: At least 30% of our Early Education SPED students will be served in the general education setting.





Evaluation Data Sources: ARD meeting documentation

Strategy 1 Details	Reviews			
<p>Strategy 1: Special Education staff and teachers will keep data to document the progress of SPED students success in the general education setting.</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION : Review students IEP, staffings, strategic scheduling of support staff 2. IMPACT: SPED students are receiving same instruction as their peers.</p> <p>Staff Responsible for Monitoring: Special Education Director, SpEd Staff/Teachers, Campus Administrator</p> <p>Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Maintain a TEA District "A" rating through successful student performance on the state STAAR tests (Reading/ELAR, Mathematics, Science, and Social Studies)

Performance Objective 3: Increase ESL passing rate on formative assessments and English Language Proficiency Status percentage.





Evaluation Data Sources: TELPAS

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure each campus has Spanish-speaking personnel to work with students. Strategy's Expected Result/Impact: 1. IMPLEMENTATION: Staffing data, schedules 2. IMPACT - ELL student progress reports Staff Responsible for Monitoring: Superintendent; Campus Administrator</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize Eduphoria and Frontline systems to house and track students' test scores (TELPAS, etc.) and accommodations data, and to ensure teachers' access to it. Teachers update accommodations usage within the Eduphoria and Frontline system. Strategy's Expected Result/Impact: 1. IMPLEMENTATION: Student data is entered into the system and accessed / updated by teachers. 2. IMPACT: Student accommodations allow for student success in classwork and assessments. Staff Responsible for Monitoring: ESL Coordinator</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Bilingual Kindergarten and 1st grade classrooms to ensure students receive curriculum instruction in English and Spanish. Strategy's Expected Result/Impact: IMPLEMENTATION: Certified bilingual teachers. IMPACT: Students will receive and understand curriculum in the language they understand. Staff Responsible for Monitoring: Campus Administrator, Bilingual Teachers, District ESL Coordinator</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 1: Maintain a TEA District "A" rating through successful student performance on the state STAAR tests (Reading/ELAR, Mathematics, Science, and Social Studies)

Performance Objective 4: Increase Reading/Literacy skills improving student progress/growth.





Evaluation Data Sources: Saxon Phonics, Heggerty-Phonemic Awareness, HMH curriculum, Reading Levels, Formative Assessments, Progress Reports and Report Cards

Strategy 1 Details	Reviews			
<p>Strategy 1: Monitor formative assessments to ensure student growth/success. Strategy's Expected Result/Impact: 1. IMPLEMENTATION - documentation of student assessments and lesson plans 2. IMPACT - Students will receive quality assessments to target instruction needs, leading to increased academic success Staff Responsible for Monitoring: Campus Administrator Teacher</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement iStation Math computer program to provide math support to students. Strategy's Expected Result/Impact: 1. IMPLEMENTATION - Teachers will use this in their classrooms and in the computer lab for students 2. IMPACT - Students will receive needed services and instruction according to individual needs, leading to increased academic success Program Reports Staff Responsible for Monitoring: Computer Lab Instructor Teacher Campus Administrator</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Disaggregation of student data and identifying student needs. Strategy's Expected Result/Impact: 1. IMPLEMENTATION - documentation of student data and teacher training/certification 2. IMPACT - Teacher will obtain student data that can address strengths and weakness which will result academic growth and success. Staff Responsible for Monitoring: Teacher Campus Administrator District Curriculum Director</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Qualified and highly effective personnel will be recruited, developed, and retained.

Performance Objective 1: Maintain that all core academic subject area classes are taught by highly qualified teachers.





Evaluation Data Sources: Personnel documentation
Teacher certificates

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers in need of additional certification will receive information about TExES administration dates and registration requirements.</p> <p>Strategy's Expected Result/Impact: IMPLEMENTATION: Communication and flyers regarding TExES administration dates IMPACT: Teachers will have certifications for their position.</p> <p>Staff Responsible for Monitoring: Assistant Superintendant; Campus Administrator</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: District administrative personnel will participate in job fairs to bring certified candidates to campus principals to consider for hire.</p> <p>Strategy's Expected Result/Impact: IMPLEMENTATION: Documentation of job fair attendance and applications acquired IMPACT: Maintain highly qualified/certified teachers in teaching positions.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent</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: Qualified and highly effective personnel will be recruited, developed, and retained.

Performance Objective 2: Continue to work on increasing teacher retention rate.





Evaluation Data Sources: Exit interviews, HR data

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide on-going professional development in instructional technology and facilitate self-selected professional goals and provide training and support to campus teachers.</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - meeting agendas, training notes 2. IMPACT - improved teacher efficiency; increased confidence</p> <p>Staff Responsible for Monitoring: Instructional Technology Facilitator</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide staff development for new teachers at the district level, with continuing support provided by mentor teachers at the campus level.</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - PD sign-in sheets, training handouts 2. IMPACT - increased retention rate among first year teachers</p> <p>Staff Responsible for Monitoring: Assistant Superintendent, Campus Administrator</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: Qualified and highly effective personnel will be recruited, developed, and retained.

Performance Objective 3: Provide research based professional development in the area of student assessment and targeted instruction.





Evaluation Data Sources: Professional development agenda and teacher certificates

Strategy 1 Details	Reviews			
Strategy 1: Implement T-TESS program for evaluating teacher instruction. Strategy's Expected Result/Impact: T-TESS teacher self reports and evaluation Staff Responsible for Monitoring: Campus Administrator, Teacher	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: Qualified and highly effective personnel will be recruited, developed, and retained.

Performance Objective 4: Provide support to new teachers through teacher mentors.





Evaluation Data Sources: Mentor Program monitoring

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide new teachers a teacher mentor to provided support at the campus level.</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION: Teacher and teacher mentor meetings, provide resources 2. IMPACT: Increased retention rate among first year teachers</p> <p>Staff Responsible for Monitoring: Mentor Teacher Campus Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide teachers needed professional development and resources.</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - PD sign-in sheets, training handouts 2. IMPACT - increased retention rate among first year teachers and knowledge of needed content area</p> <p>Staff Responsible for Monitoring: Curriculum Director Campus Administrator</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: All students will be educated in learning environments that are safe and conducive to learning.

Performance Objective 1: Practice procedures in place for emergencies to ensure staff and student safety.

Evaluation Data Sources: Campus drill reports





Strategy 1 Details	Reviews			
<p>Strategy 1: Monitor security of doors at all campuses, with public entry granted with authorization of front office staff and security checks for public admittance into classrooms and student-occupied areas</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION: Locks and security cameras installed 2. IMPACT: Eliminate number of strangers in hallways</p> <p>Staff Responsible for Monitoring: Front Office Staff, Campus, Administrator, Police Chief</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All teachers and staff will be trained in matters of student health and safety, including suicide prevention, sexual abuse, sex trafficking, seizure awareness, concussions, and maltreatment of children, and bullying prevention. (all safety training required by TEA)</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION: Staff development certificates of completion from Region 10 online courses 2. IMPACT: Immediate and appropriate intervention for students in crisis</p> <p>Staff Responsible for Monitoring: Campus Administrators, Teachers/Staff</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Per the Texas Behavior Support Initiative (TBSI), the state-level training mandated by Senate Bill 1196 and the Texas Administrative Code 89.1053, teachers will be trained in the use of restraints, time-out, and other behavior interventions and supports.</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION: Staff development certificates of completion from Region 10 online courses 2. IMPACT: Immediate and appropriate intervention for students in crisis</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative			Summative
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Goal 3: All students will be educated in learning environments that are safe and conducive to learning.

Performance Objective 2: Implement drug and violence prevention programs.

Evaluation Data Sources: School activities (Red Ribbon Week)
 Discipline Report
 School Police Report





Strategy 1 Details	Reviews			
<p>Strategy 1: The district's freedom from bullying policy and procedures are attached to this district improvement plan, per [TEC 11.252].</p> <p>All teachers will be trained on the topic of bullying, to identify students in crisis, and to provide appropriate intervention.</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION: Staff development certificates of completion from Region 10 online courses 2. IMPACT: Immediate and appropriate intervention for students in crisis.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All teachers will be trained on the topic of suicide prevention, to identify students in crisis, and to provide appropriate intervention.</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION: Staff development certificates of completion from Region 10 online courses 2. IMPACT: Immediate and appropriate intervention for students in crisis.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Administrators and counselors will be trained in conflict resolution and violence prevention, and will meet with and provide de-escalation techniques to help students resolve conflicts in a non-violent manner.</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION: Counselor logs, training logs each year for all district staff 2. IMPACT - reduced number of incidents</p> <p>Staff Responsible for Monitoring: Campus Administrators; Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: All campus counselors and administrators will be trained on harassment and dating violence each year.</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION: Region 10 certificates or sign in logs from each campus 2. IMPACT: Appropriate response to incidents; reduced number of incidents</p> <p>Staff Responsible for Monitoring: Campus Administrators; Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Counselors and campus administrator will meet with students assigned to ISS/AEP to help develop a plan to decrease the problematic behavior.</p> <p>Strategy's Expected Result/Impact: IMPLEMENTATION: Communication logs/documentation and parent contact documentation IMPACT: Reduce the number of students in ISS/AEP</p> <p>Staff Responsible for Monitoring: Counselor; Campus Administrator</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: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Performance Objective 1: Monitor attendance and student performance.





Evaluation Data Sources: 2021-2022 Attendance Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide materials/resources to students/parents for absences. Strategy's Expected Result/Impact: 1. IMPLEMENTATION: Videos, web resources, and other materials provided for students 2. IMPACT: Decrease in number of students with incomplete work Staff Responsible for Monitoring: Campus Administration; Technology Department; Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize after school and Saturday/Monday school for student credit recovery: ~Saturday or Monday School Strategy's Expected Result/Impact: IMPLEMENTATION: Students making up time missed IMPACT: Reduce the number of students with unexcused absences and incomplete work Staff Responsible for Monitoring: Campus Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide Homebound services for students that are in need-ensuring students maintain grades/credit for classes. Strategy's Expected Result/Impact: IMPLEMENTATION: Meetings, documentation, homebound program information provided IMPACT: Insure students are getting services and credit for completion of grade. Staff Responsible for Monitoring: Counselor, Campus Administrator</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Performance Objective 2: Provide summer school for remediation.

Evaluation Data Sources: Summer school student attendance documentation and curriculum/lesson plans





Strategy 1 Details	Reviews			
<p>Strategy 1: Students that need summer school for remediation will increase/maintain academic skills for promotion to the next grade level.</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - parent, teacher and administrator meeting minutes and student academic data 2. IMPACT - increase academic skills and promotion to next grade level</p> <p>Staff Responsible for Monitoring: Counselors Campus Principal Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement the District Truancy Plan</p> <p>Strategy's Expected Result/Impact: IMPLEMENTATION- attendance records, truancy plan documentation IMPACT- increase attendance rate</p> <p>Staff Responsible for Monitoring: Campus and District Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Students at risk due to neglect, foster care or homelessness will receive counseling and assistance with school means and school related fees-as needed.</p> <p>Strategy's Expected Result/Impact: IMPLEMENTATION- PEIMS documentation (homelessness, At-Risk) Free and Reduced Meal applications and documentation IMPACT- increase attendance rate, student academic growth and school participation in activities.</p> <p>Staff Responsible for Monitoring: Campus and District Administrators, Counselor</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 5: The district will increase the number of students graduating college, career, and/or military ready.

Performance Objective 1: 100% of families of LEP students will have communication provided in their home language.

Evaluation Data Sources: Documentation of home-school communication





Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure each campus has Spanish-speaking personnel to communicate with parents. Strategy's Expected Result/Impact: 1. IMPLEMENTATION - staffing 2. IMPACT - increased parent involvement of LEP students Staff Responsible for Monitoring: Superintendent; Campus Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Conduct meetings and provide information for parents of elementary Emergent Bilingual students, with native language support, to share information about the program and ways to promote English development at home. Strategy's Expected Result/Impact: 1. IMPLEMENTATION - meeting attendance and minutes/handouts 2. IMPACT - increased parent involvement of LEP students Staff Responsible for Monitoring: ESL Coordinator</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Parents have the option to have school and district technology communication translated - school and district website, Facebook and teacher/parent communication apps (SchoolStatus) Strategy's Expected Result/Impact: IMPLEMENTATION- continue to communicate through technology IMPACT- increased communication and knowledge with parents and school staff Staff Responsible for Monitoring: Instructional Technology Director, Teachers/Staff, Campus Administrator</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Conduct an annual Title 1 parent, family and community involvement meeting to discuss program policy, sharing information and answering questions to ensure participation and knowledge of district and campus educational expectations.</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - Meeting sign in sheets, meeting handouts/parent information</p> <p>2. IMPACT - collaboration among schools, parents, families, and community increasing student success</p> <p>Staff Responsible for Monitoring: Campus Administrator</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 5: The district will increase the number of students graduating college, career, and/or military ready.

Performance Objective 2: 100% of Title 1 students will have school-parent compacts. Identifying the schools responsibilities, the parents responsibilities and the students responsibilities.





Evaluation Data Sources: Documentation of school-parent communication and meetings signed school-parent compacts.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide "The Parent Involvement Connection" information resource in both English and Spanish for parents of elementary students, grades Pre-K-5.</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - newsletters sent home 2. IMPACT - parents knowledgeable of strategies / activities to be used at home to impact academic success</p> <p>Staff Responsible for Monitoring: Campus Administrator</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Conduct an annual Title 1 parent, family and community involvement meeting to discuss program policy, sharing information and answering questions to ensure participation and knowledge of district and campus educational expectations.</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - Meeting sign in sheets, meeting handouts/parent information</p> <p>2. IMPACT - collaboration among schools, parents, families, and community increasing student success</p> <p>Staff Responsible for Monitoring: Campus Administrator</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide professional development to teachers and support staff on positive parent communication and conducting a effective parent/teacher conference.</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - Staff development sign in sheets and training agenda</p> <p>2. IMPACT - increased positive interaction among staff and parents -effective interaction with staff and parents</p> <p>Staff Responsible for Monitoring: Campus Administrators, Teachers/Staff</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 6: Tatum Elementary will meet or exceed the recommended attendance rate of 96%.

Performance Objective 1: Teachers, Office Staff, and Administrators will continue to contact absent student parents to document reason for absence.





Evaluation Data Sources: attendance reports
documentation of parent contact

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will share information from parents regarding their child's absence with the office staff so it can be documented. Office staff will contact parents daily on absences and notify teachers and administrator, as well as document on attendance spreadsheet.</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION: Phone calls home 2. IMPACT: Attendance rate will increase</p> <p>Staff Responsible for Monitoring: -Teachers -Office Staff -Administrator</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 7: Tatum Elementary will emphasize parental and community involvement, ensuring that parents will be full partners with educators in the education of their children.

Performance Objective 1: Teachers will communicate with parents about students academic growth.

Evaluation Data Sources: parent conferences (phone, in person, or zoom)
 academic assessment information sent home
 Grade level newsletters with weekly academic goals

Strategy 1 Details	Reviews			
Strategy 1: Teachers will have parent conferences to meet with parents and go over their child's progress. Strategy's Expected Result/Impact: 1. IMPLEMENTATION: Teachers 2. IMPACT: Parents are informed of their child's progress regarding strengths and weaknesses Staff Responsible for Monitoring: -Teachers -Administrator	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 Tatum Elementary School

Total SCE Funds: \$116,931.61

Total FTEs Funded by SCE: 3.579

Brief Description of SCE Services and/or Programs

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Personnel for Tatum Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
2nd Grade Teacher	Teacher	0.07
Classroom Aide	Aide	1
Classroom Aide	Aide	1
Classroom Aide	Aide	1
PK Teacher	Teacher	0.509

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
PK Aide	Teacher's Aide	24	1
PK Aide	Teacher's Aide	24	1
Reading Interventionist	Teacher	24	1

2021-22 Texas Academic Performance Report (TAPR)

District Name: FARMERSVILLE ISD

Campus Name: TATUM EL

Campus Number: 043904101

2022 Accountability Rating: C

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
TATUM EL (043904101) - FARMERSVILLE ISD - COLLIN COUNTY

This campus is not rated on STAAR Performance (TAPR).

Texas Education Agency
2021-22 Progress (TAPR)
TATUM EL (043904101) - FARMERSVILLE ISD - COLLIN COUNTY

This campus is not rated on Progress (TAPR).

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
TATUM EL (043904101) - FARMERSVILLE ISD - COLLIN COUNTY

This campus is not rated on Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR).

Texas Education Agency
2021-22 STAAR Participation (TAPR)
TATUM EL (043904101) - FARMERSVILLE ISD - COLLIN COUNTY

This campus is not rated on STAAR Participation (TAPR).

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
TATUM EL (043904101) - FARMERSVILLE ISD - COLLIN COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2020-21	95.0%	97.1%	99.0%	*	99.0%	98.9%	-	*	-	*	98.5%	99.0%	99.6%
2019-20	98.3%	98.9%	98.6%	*	99.0%	98.4%	-	*	-	*	98.1%	98.2%	99.4%
Chronic Absenteeism													
2020-21	15.0%	6.7%	0.8%	0.0%	1.7%	0.0%	-	*	-	*	3.6%	0.0%	0.0%
2019-20	6.7%	4.7%	5.1%	0.0%	3.9%	6.8%	-	*	-	*	5.0%	8.6%	0.0%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	2.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	90.3%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	3.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	100.0%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	100.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
TATUM EL (043904101) - FARMERSVILLE ISD - COLLIN COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.0%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	2.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	98.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.6%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	98.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	96.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	9.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	5.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
TATUM EL (043904101) - FARMERSVILLE ISD - COLLIN COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021	81.9%	73.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	88.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	83.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	93.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	9.3%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	5.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	71.3%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	87.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	80.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	92.4%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Graduation Profile (TAPR)
TATUM EL (043904101) - FARMERSVILLE ISD - COLLIN COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	129	358,842
By Ethnicity:				
African American	-	-	3	44,018
Hispanic	-	-	47	183,306
White	-	-	72	103,898
American Indian	-	-	0	1,195
Asian	-	-	3	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	4	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	0	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	25	56,281
Foundation H.S. Program (Endorsement)	-	-	12	13,582
Foundation H.S. Program (DLA)	-	-	92	287,316
Special Education Graduates	-	-	20	31,028
Economically Disadvantaged Graduates	-	-	52	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	1	32,809
At-Risk Graduates	-	-	19	155,884
CTE Completers	-	-	6	99,076

Texas Education Agency
2021-22 College, Career, and Military Readiness (CCMR) (TAPR)
TATUM EL (043904101) - FARMERSVILLE ISD - COLLIN COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
TATUM EL (043904101) - FARMERSVILLE ISD - COLLIN COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
TATUM EL (043904101) - FARMERSVILLE ISD - COLLIN COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Student Information (TAPR)
TATUM EL (043904101) - FARMERSVILLE ISD - COLLIN COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	364	100.0%	2,018	5,402,928	371	100.0%	2,025	5,427,370
Students by Grade:								
Early Childhood Education	5	1.4%	0.2%	0.3%	11	3.0%	0.5%	0.4%
Pre-Kindergarten	74	20.3%	3.7%	4.1%	74	19.9%	3.7%	4.1%
Pre-Kindergarten: 3-year Old	21	5.8%	1.0%	0.6%	21	5.7%	1.0%	0.6%
Pre-Kindergarten: 4-year Old	53	14.6%	2.6%	3.5%	53	14.3%	2.6%	3.5%
Kindergarten	135	37.1%	6.7%	6.8%	136	36.7%	6.7%	6.8%
Grade 1	150	41.2%	7.4%	7.1%	150	40.4%	7.4%	7.1%
Grade 2	0	0.0%	6.3%	7.1%	0	0.0%	6.3%	7.1%
Grade 3	0	0.0%	7.4%	7.1%	0	0.0%	7.4%	7.1%
Grade 4	0	0.0%	6.9%	7.1%	0	0.0%	6.9%	7.1%
Grade 5	0	0.0%	6.7%	7.2%	0	0.0%	6.7%	7.2%
Grade 6	0	0.0%	8.4%	7.4%	0	0.0%	8.3%	7.4%
Grade 7	0	0.0%	7.2%	7.7%	0	0.0%	7.2%	7.7%
Grade 8	0	0.0%	8.0%	7.9%	0	0.0%	8.0%	7.8%
Grade 9	0	0.0%	8.7%	8.8%	0	0.0%	8.6%	8.8%
Grade 10	0	0.0%	8.2%	7.6%	0	0.0%	8.2%	7.5%
Grade 11	0	0.0%	7.1%	7.2%	0	0.0%	7.1%	7.2%
Grade 12	0	0.0%	7.0%	6.7%	0	0.0%	7.0%	6.7%
Ethnic Distribution:								
African American	19	5.2%	4.5%	12.8%	19	5.1%	4.5%	12.8%
Hispanic	163	44.8%	42.6%	52.8%	163	43.9%	42.4%	52.7%
White	164	45.1%	48.3%	26.3%	171	46.1%	48.5%	26.3%
American Indian	2	0.5%	0.3%	0.3%	2	0.5%	0.3%	0.3%
Asian	1	0.3%	0.8%	4.8%	1	0.3%	0.8%	4.8%
Pacific Islander	1	0.3%	0.0%	0.2%	1	0.3%	0.0%	0.2%
Two or More Races	14	3.8%	3.5%	2.9%	14	3.8%	3.5%	2.9%
Sex:								
Female	176	48.4%	50.4%	48.9%	178	48.0%	50.4%	48.8%
Male	188	51.6%	49.6%	51.1%	193	52.0%	49.6%	51.2%
Economically Disadvantaged								
Economically Disadvantaged	243	66.8%	53.4%	60.7%	243	65.5%	53.2%	60.6%
Non-Educationally Disadvantaged	121	33.2%	46.6%	39.3%	128	34.5%	46.8%	39.4%
Section 504 Students	4	1.1%	8.6%	7.4%	4	1.1%	8.5%	7.4%
EB Students/EL	61	16.8%	14.7%	21.7%	61	16.4%	14.7%	21.7%

Texas Education Agency
2021-22 Student Information (TAPR)
TATUM EL (043904101) - FARMERSVILLE ISD - COLLIN COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Students w/ Disciplinary Placements (2020-21)	0	0.0%	0.7%	0.6%				
Students w/ Dyslexia	2	0.5%	6.9%	5.0%	2	0.5%	6.9%	5.0%
Foster Care	7	1.9%	0.6%	0.3%	7	1.9%	0.6%	0.3%
Homeless	11	3.0%	0.7%	1.1%	11	3.0%	0.7%	1.1%
Immigrant	2	0.5%	0.7%	2.0%	2	0.5%	0.7%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	364	100.0%	45.3%	64.3%	371	100.0%	45.5%	64.3%
Military Connected	5	1.4%	0.5%	3.3%	5	1.3%	0.5%	3.3%
At-Risk	85	23.4%	23.2%	53.5%	85	22.9%	23.1%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	46	12.6%	14.0%	21.9%	46	12.4%	13.9%	21.8%
Career and Technical Education	0	0.0%	41.4%	25.8%				
Career and Technical Education (9-12 grades only)	0	0.0%	85.8%	71.0%				
Gifted and Talented Education	2	0.5%	4.9%	8.0%	2	0.5%	4.9%	8.0%
Special Education	56	15.4%	13.5%	11.6%	63	17.0%	13.8%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	56							
By Type of Primary Disability								
Students with Intellectual Disabilities	6	10.7%	48.5%	43.0%				
Students with Physical Disabilities	35	62.5%	24.3%	20.8%				
Students with Autism	7	12.5%	11.0%	14.7%				
Students with Behavioral Disabilities	*	*	14.3%	20.0%				
Students with Non-Categorical Early Childhood	**	**	1.8%	1.5%				
Mobility (2020-21):								
Total Mobile Students	17	13.2%	12.3%	13.6%				
By Ethnicity:								
African American	2	1.6%	0.9%	2.5%				
Hispanic	8	6.2%	4.7%	6.6%				
White	7	5.4%	6.2%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.3%				
Pacific Islander	0	0.0%	0.1%	0.0%				
Two or More Races	0	0.0%	0.5%	0.5%				
Count and Percent of Special Ed Students who are Mobile	2	7.1%	20.0%	15.7%				
Count and Percent of EB Students/EL who are Mobile	4	16.0%	8.7%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	8	11.6%	13.7%	15.0%				

Texas Education Agency
2021-22 Student Information (TAPR)
TATUM EL (043904101) - FARMERSVILLE ISD - COLLIN COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Student Attrition (2020-21):								
Total Student Attrition	23	11.4%	13.0%	18.9%				

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.9%	0.9%	1.9%	9.1%	9.1%	5.2%
Grade 1	3.3%	3.3%	2.9%	0.0%	0.0%	4.2%
Grade 2	-	2.7%	1.7%	-	0.0%	2.2%
Grade 3	-	0.0%	1.0%	-	0.0%	1.0%
Grade 4	-	1.0%	0.7%	-	0.0%	0.7%
Grade 5	-	0.8%	0.5%	-	0.0%	0.7%
Grade 6	-	0.8%	0.6%	-	0.0%	0.6%
Grade 7	-	0.0%	0.7%	-	0.0%	0.7%
Grade 8	-	0.0%	0.6%	-	0.0%	0.8%
Grade 9	-	0.7%	10.5%	-	14.3%	14.1%

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	22.4	22.4	18.7
Grade 1	22.1	22.1	18.7
Grade 2	-	18.6	18.6
Grade 3	-	21.1	18.7
Grade 4	-	20.9	18.8
Grade 5	-	18.7	20.2
Grade 6	-	23.5	19.2
Secondary:			
English/Language Arts	-	18.0	16.3
Foreign Languages	-	19.8	18.4
Mathematics	-	19.6	17.5

Texas Education Agency
2021-22 Student Information (TAPR)
TATUM EL (043904101) - FARMERSVILLE ISD - COLLIN COUNTY

Class Size Information	Campus	District	State
Science	-	20.4	18.5
Social Studies	-	20.9	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
TATUM EL (043904101) - FARMERSVILLE ISD - COLLIN COUNTY

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	38.3	100.0%	100.0%	100.0%
Professional Staff:	28.1	73.5%	62.3%	64.1%
Teachers	19.9	52.0%	48.6%	49.3%
Professional Support	7.3	19.0%	8.2%	10.7%
Campus Administration (School Leadership)	1.0	2.6%	3.2%	2.9%
Educational Aides:	10.1	26.5%	11.9%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	1.0	4,194.0
Part-time Librarians	0.0	n/a	0.0	607.0
Full-time Counselors	0.0	n/a	2.0	13,550.0
Part-time Counselors	1.0	n/a	2.0	1,176.0
Total Minority Staff:	8.3	21.8%	20.9%	52.1%
Teachers by Ethnicity:				
African American	0.0	0.0%	1.6%	11.2%
Hispanic	1.9	9.3%	4.5%	28.9%
White	18.0	90.7%	91.7%	56.4%
American Indian	0.0	0.0%	1.5%	0.3%
Asian	0.0	0.0%	0.7%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.0%	1.2%
Teachers by Sex:				
Males	0.0	0.0%	26.5%	24.1%
Females	19.9	100.0%	73.5%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.4%
Bachelors	16.1	81.0%	76.7%	72.6%
Masters	2.9	14.4%	22.6%	25.2%
Doctorate	0.9	4.7%	0.7%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	1.5%	7.9%
1-5 Years Experience	7.4	37.0%	19.6%	26.7%
6-10 Years Experience	6.8	34.2%	26.4%	20.6%
11-20 Years Experience	4.7	23.8%	35.7%	28.6%
21-30 Years Experience	1.0	5.1%	15.2%	13.2%

Texas Education Agency
2021-22 Staff Information (TAPR)
TATUM EL (043904101) - FARMERSVILLE ISD - COLLIN COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	0.0	0.0%	1.5%	2.9%
Number of Students per Teacher	18.3	n/a	16.3	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	1.0	8.3	6.3
Average Years Experience of Principals with District	1.0	8.3	5.4
Average Years Experience of Assistant Principals	0.0	4.0	5.5
Average Years Experience of Assistant Principals with District	0.0	4.0	4.8
Average Years Experience of Teachers:			
Average Years Experience of Teachers:	9.4	12.4	11.1
Average Years Experience of Teachers with District:	5.5	5.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$53,114	\$51,054
1-5 Years Experience	\$55,356	\$55,595	\$54,577
6-10 Years Experience	\$60,361	\$60,025	\$57,746
11-20 Years Experience	\$66,158	\$66,643	\$61,377
21-30 Years Experience	\$73,205	\$74,768	\$65,949
Over 30 Years Experience	-	\$75,552	\$71,111
Average Actual Salaries (regular duties only):			
Teachers	\$60,540	\$63,893	\$58,887
Professional Support	\$74,007	\$77,221	\$69,505
Campus Administration (School Leadership)	\$83,000	\$87,400	\$84,990
Instructional Staff Percent:	n/a	62.2%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.9%	6.2%
Career and Technical Education	0.0	0.0%	8.6%	5.2%
Compensatory Education	4.7	23.8%	7.7%	3.0%
Gifted and Talented Education	0.2	0.9%	0.7%	1.7%
Regular Education	12.1	61.0%	66.1%	70.8%

Texas Education Agency
2021-22 Staff Information (TAPR)
TATUM EL (043904101) - FARMERSVILLE ISD - COLLIN COUNTY

Program Information	----- Campus -----		District	State
	Count	Percent		
Special Education	2.9	14.4%	10.7%	9.6%
Other	0.0	0.0%	5.3%	3.5%

- Indicates there is no data for the item.
- * Indicates results are masked due to small numbers.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2020-21 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)