Farmersville Independent School District

Tatum Elementary School

2023-2024 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 41 teachers, 14 paraprofessionals, 2 professional support members, 3 student teachers, and 2 administrators.

Campus Profile: Grade Span: PK – 2nd grade

Student Enrollment by Ethnicity:

> Am. Indian – 0.36%
>
> Asian – 0.36%
>
> African American – 1.99%
>
> Hispanic – 47.74%
>
> Native Hawaiian/Other Pacific Islander - 0.36%
>
> White – 44.48%
>
> Two or more races - 4.70%
>
> EcoDis: - 63.29%
>
> Non Eco Dis: 36.61%
>
> Emergent Bilingual: 20.80%

Student Enrollment:

Emergent Bilingual: 20.80%

Gifted – 1.27%

Sp Ed – 17.72%

At Risk - 24.77%

Dyslexia - 2.35%

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 continues to utilize a variety of curriculum resources, including recently implementing Amplify Reading and Eureka Math, both of which are state-approved, High Quality Instructional Materials. Students are assessed via a variety of instruments, including NWEA MAP and mClass. These tools provide teachers and campus administrators with nationally normed data for every student, allowing for on-going, targeted support tailored to the needs of each student.

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): Some students from kindergarten and 1st grade continue to advance to the next grade reading below grade level.   **Root Cause:** Tatum continues to enroll an increased number of Emergent Bilingual and At-Risk students that required more intense, on-going targeted intervention related to reading.

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 MTSS process. MTSS 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 are continuing to become more systematic and rigorous.   **Root Cause:** On-going collaboration among teachers, staff and administration is needed to continue to develop systematic responses to student learning needs.

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: Some students from kindergarten and 1st grade continue to advance to the next grade reading below grade level.
Root Cause 4: Tatum continues to enroll an increased number of Emergent Bilingual and At-Risk students that required more intense, on-going targeted intervention related to reading.
Problem Statement 4 Areas: Student Learning

Problem Statement 5: The reading curriculum and practices are continuing to become more systematic and rigorous.
Root Cause 5: On-going collaboration among teachers, staff and administration is needed to continue to develop systematic responses to student learning needs.
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			
Strategy 1: Ensure each campus has Spanish-speaking personnel to work with students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 1. IMPLEMENTATION - staffing data, schedules	**Nov**	**Jan**	**Mar**	**June**
2. IMPACT - ELL student progress reports **Staff Responsible for Monitoring:** Superintendent; Campus Administrator **Problem Statements:** Demographics 2				
Strategy 2 Details	Reviews			
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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 1. IMPLEMENTATION - staffing data, schedules 2. IMPACT - Student progress reports **Staff Responsible for Monitoring:** Superintendent; Campus Administrator **Problem Statements:** Student Learning 1				

Strategy 3 Details		Reviews			
Strategy 3: Review BOY, MOY, and EOY mCLASS data to monitor student growth.		**Formative**			**Summative**
Strategy's Expected Result/Impact: 1. IMPLEMENTATION - test data, scheduled data analysis meetings 2. IMPACT - Student growth throughout the year **Staff Responsible for Monitoring:** Curriculum Director; Campus Administrator **Problem Statements:** Student Learning 1		**Nov**	**Jan**	**Mar**	**June**

Strategy 4 Details		Reviews			
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.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 1. IMPLEMENTATION - Session sign-in sheets, handouts 2. IMPACT - Increased use of technology in instruction and literacy stations **Staff Responsible for Monitoring:** Technology Director, Instructional Technology Facilitator, Campus Administrator					

Strategy 5 Details		Reviews			
Strategy 5: Utilize the MTSS committee to evaluate mCLASS assessment to determine appropriate interventions or a referral for a Special Education Dyslexia Evaluation.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 1. IMPLEMENTATION - MTSS committee, mClass data 2. IMPACT - Gains in reading skills for identified students **Staff Responsible for Monitoring:** Principal, Assistant Principal, MTSS Committee					

Strategy 6 Details		Reviews			
Strategy 6: Differentiation and accelerated instruction will be provided by: ~Ensuring all teachers are trained for teaching Gifted/Talented ~Encouraging all teachers to attain ESL certification ~Providing resources and training in differentiated instruction		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
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 **Staff Responsible for Monitoring:** Campus Administrator					

Strategy 7 Details		Reviews		
Strategy 7: Provide Bilingual Teachers/Classrooms for Emergent Bilingual students.		**Formative**		**Summative**
Strategy's Expected Result/Impact: IMPLEMENTATION-identified Emergent Bilingual students placed in bilingual kinder, 1st and 2nd grade classrooms IMPACT- effective instruction for Emergent Bilingual learners **Staff Responsible for Monitoring:** Assistant Superintendent, Campus Administrator **Problem Statements:** Demographics 2	**Nov**	**Jan**	**Mar**	**June**

Strategy 8 Details		Reviews		
Strategy 8: Provide a Pre-K program to improve cognitive, health, and social emotional outcomes for 4 year old children.		**Formative**		**Summative**
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	**Nov**	**Jan**	**Mar**	**June**

Strategy 9 Details		Reviews		
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.		**Formative**		**Summative**
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 **Problem Statements:** Demographics 2	**Nov**	**Jan**	**Mar**	**June**

Strategy 10 Details		Reviews		
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.		**Formative**		**Summative**
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	**Nov**	**Jan**	**Mar**	**June**

Strategy 11 Details	Reviews			
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	Formative			Summative
	Nov	**Jan**	**Mar**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: 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
Problem Statement 1: Some students from kindergarten and 1st grade continue to advance to the next grade reading below grade level.   **Root Cause**: Tatum continues to enroll an increased number of Emergent Bilingual and At-Risk students that required more intense, on-going targeted intervention related to reading.

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			
Strategy 1: Special Education staff and teachers will keep data to document the progress of SPED students success in the general education setting.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
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. **Staff Responsible for Monitoring:** Special Education Director, SpEd Staff/Teachers, Campus Administrator **Additional Targeted Support Strategy**				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

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 and SummitK12

Strategy 1 Details	Reviews			
Strategy 1: Ensure each campus has Spanish-speaking personnel to work with students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 1. IMPLEMENTATION: Staffing data, schedules 2. IMPACT - ELL student progress reports	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Superintendent; Campus Administrator **Problem Statements:** Demographics 2				

Strategy 2 Details	Reviews			
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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
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				

Strategy 3 Details	Reviews			
Strategy 3: Bilingual Kindergarten, 1st and 2nd grade classrooms to ensure students receive curriculum instruction in English and Spanish.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
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 **Problem Statements:** Demographics 2				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: 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.

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, Amplify, Reading Levels, Formative Assessments, Progress Reports and Report Cards

Strategy 1 Details	Reviews			
Strategy 1: Monitor formative assessments to ensure student growth/success.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 1. IMPLEMENTATION - documentation of student assessments and lesson plans	**Nov**	**Jan**	**Mar**	**June**
2. IMPACT - Students will receive quality assessments to target instruction needs, leading to increased academic success **Staff Responsible for Monitoring:** Campus Administrator Teacher **Problem Statements:** School Processes & Programs 1				

Strategy 2 Details	Reviews			
Strategy 2: Implement Eureka Math program to provide math support to students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 1. IMPLEMENTATION - Teachers will use this in their classrooms and in the computer lab for students	**Nov**	**Jan**	**Mar**	**June**
2. IMPACT - Students will receive needed services and instruction according to individual needs, leading to increased academic success Program Reports **Staff Responsible for Monitoring:** Teacher Interventionist Campus Administrator				

Strategy 3 Details	Reviews			
Strategy 3: Disaggregation of student data and identifying student needs.	**Formative**			**Summative**
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	**Nov**	**Jan**	**Mar**	**June**

0% No Progress   100% Accomplished   ➡ Continue/Modify   ❌ Discontinue

Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 1: The reading curriculum and practices are continuing to become more systematic and rigorous.   **Root Cause**: On-going collaboration among teachers, staff and administration is needed to continue to develop systematic responses to student learning needs.

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			
Strategy 1: Teachers in need of additional certification will receive information about TExES administration dates and registration requirements.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: IMPLEMENTATION: Communication and flyers regarding TExES administration dates IMPACT: Teachers will have certifications for their position. **Staff Responsible for Monitoring:** Assistant Superintendant; Campus Administrator					
Strategy 2 Details		**Reviews**			
Strategy 2: District administrative personnel will participate in job fairs to bring certified candidates to campus principals to consider for hire.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: IMPLEMENTATION: Documentation of job fair attendance and applications acquired IMPACT: Maintain highly qualified/certified teachers in teaching positions. **Staff Responsible for Monitoring:** Assistant Superintendent					
0% No Progress 100% Accomplished ➡ Continue/Modify ✗ Discontinue					

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	
Strategy 1: Provide on-going professional development in instructional technology and facilitate self-selected professional goals and provide training and support to campus teachers.		**Formative**		**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 1. IMPLEMENTATION - meeting agendas, training notes 2. IMPACT - improved teacher efficiency; increased confidence **Staff Responsible for Monitoring:** Instructional Technology Facilitator					

Strategy 2 Details			Reviews	
Strategy 2: Provide staff development for new teachers at the district level, with continuing support provided by mentor teachers at the campus level.		**Formative**		**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 1. IMPLEMENTATION - PD sign-in sheets, training handouts 2. IMPACT - increased retention rate among first year teachers **Staff Responsible for Monitoring:** Assistant Superintendent, Campus Administrator					

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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.			**Formative**			**Summative**
Strategy's Expected Result/Impact: T-TESS teacher self reports and evaluation			**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Administrator, Teacher						

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

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			
Strategy 1: Provide new teachers a teacher mentor to provided support at the campus level.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 1. IMPLEMENTATION: Teacher and teacher mentor meetings, provide resources 2. IMPACT: Increased retention rate among first year teachers **Staff Responsible for Monitoring:** Mentor Teacher Campus Administrators	**Nov**	**Jan**	**Mar**	**June**
Strategy 2 Details	**Reviews**			
Strategy 2: Provide teachers needed professional development and resources.	**Formative**			**Summative**
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 **Staff Responsible for Monitoring:** Curriculum Director Campus Administrator	**Nov**	**Jan**	**Mar**	**June**
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

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			
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		**Formative**			**Summative**
Strategy's Expected Result/Impact: 1. IMPLEMENTATION: Locks and security cameras installed		**Nov**	**Jan**	**Mar**	**June**
2. IMPACT: Eliminate number of strangers in hallways **Staff Responsible for Monitoring:** Front Office Staff, Campus, Administrator, Police Chief					

Strategy 2 Details		Reviews			
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)		**Formative**			**Summative**
Strategy's Expected Result/Impact: 1. IMPLEMENTATION: Staff development certificates of completion from Region 10 online courses		**Nov**	**Jan**	**Mar**	**June**
2. IMPACT: Immediate and appropriate intervention for students in crisis **Staff Responsible for Monitoring:** Campus Administrators, Teachers/Staff					

Strategy 3 Details		Reviews			
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.		**Formative**			**Summative**
Strategy's Expected Result/Impact: 1. IMPLEMENTATION: Staff development certificates of completion from Region 10 online courses		**Nov**	**Jan**	**Mar**	**June**
2. IMPACT: Immediate and appropriate intervention for students in crisis **Staff Responsible for Monitoring:** Campus Administrators					

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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			

Strategy 1: The district's freedom from bullying policy and procedures are attached to this district improvement plan, per [TEC 11.252].
 	
All teachers will be trained on the topic of bullying, to identify students in crisis, and to provide appropriate intervention.
    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.
    Staff Responsible for Monitoring: Campus Administrators
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			

Strategy 2: All teachers will be trained on the topic of suicide prevention, to identify students in crisis, and to provide appropriate intervention.
    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.
    Staff Responsible for Monitoring: Campus Administrators
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			

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.
    Strategy's Expected Result/Impact: 1. IMPLEMENTATION: Counselor logs, training logs each year for all district staff
    2. IMPACT - reduced number of incidents
    Staff Responsible for Monitoring: Campus Administrators;
Counselors
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**

Strategy 4 Details		Reviews			
Strategy 4: All campus counselors and administrators will be trained on harassment and dating violence each year.		**Formative**			**Summative**
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 **Staff Responsible for Monitoring:** Campus Administrators; Counselors		**Nov**	**Jan**	**Mar**	**June**

Strategy 5 Details		Reviews			
Strategy 5: Counselors and campus administrator will meet with students assigned to ISS/AEP to help develop a plan to decrease the problematic behavior.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: IMPLEMENTATION: Communication logs/documentation and parent contact documentation IMPACT: Reduce the number of students in ISS/AEP **Staff Responsible for Monitoring:** Counselor; Campus Administrator					

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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: 2023-2024 Attendance Data

Strategy 1 Details				Reviews			
Strategy 1: Provide materials/resources to students/parents for absences.				**Formative**			**Summative**
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				**Nov**	**Jan**	**Mar**	**June**

Strategy 2 Details				Reviews			
Strategy 2: Utilize after school and Saturday/Monday school for student credit recovery: ~Saturday or Monday School				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**
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							

Strategy 3 Details				Reviews			
Strategy 3: Provide Homebound services for students that are in need-ensuring students maintain grades/credit for classes.				**Formative**			**Summative**
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				**Nov**	**Jan**	**Mar**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue							

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			
Strategy 1: Students that need summer school for remediation will increase/maintain academic skills for promotion to the next grade level.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
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 **Staff Responsible for Monitoring:** Counselors Campus Principal Teachers				

Strategy 2 Details	Reviews			
Strategy 2: Implement the District Truancy Plan	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: IMPLEMENTATION- attendance records, truancy plan documentation IMPACT- increase attendance rate **Staff Responsible for Monitoring:** Campus and District Administrators				

Strategy 3 Details	Reviews			
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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
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. **Staff Responsible for Monitoring:** Campus and District Administrators, Counselor				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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			
Strategy 1: Ensure each campus has Spanish-speaking personnel to communicate with parents.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 1. IMPLEMENTATION - staffing 2. IMPACT - increased parent involvement of LEP students **Staff Responsible for Monitoring:** Superintendent; Campus Administrators	**Nov**	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
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.	**Formative**			**Summative**
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	**Nov**	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			
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)	**Formative**			**Summative**
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	**Nov**	**Jan**	**Mar**	**June**

Strategy 4 Details		Reviews			
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.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 1. IMPLEMENTATION - Meeting sign in sheets, meeting handouts/parent information 2. IMPACT - collaboration among schools, parents, families, and community increasing student success **Staff Responsible for Monitoring:** Campus Administrator					

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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			
Strategy 1: Provide "The Parent Involvement Connection" information resource in both English and Spanish for parents of elementary students, grades Pre-K-5.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
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 **Staff Responsible for Monitoring:** Campus Administrator					

Strategy 2 Details		Reviews			
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.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 1. IMPLEMENTATION - Meeting sign in sheets, meeting handouts/parent information 2. IMPACT - collaboration among schools, parents, families, and community increasing student success **Staff Responsible for Monitoring:** Campus Administrator					

Strategy 3 Details		Reviews			
Strategy 3: Provide professional development to teachers and support staff on positive parent communication and conducting a effective parent/teacher conference.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 1. IMPLEMENTATION - Staff development sign in sheets and training agenda 2. IMPACT - increased positive interaction among staff and parents -effective interaction with staff and parents **Staff Responsible for Monitoring:** Campus Administrators, Teachers/Staff					

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

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			
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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 1. IMPLEMENTATION: Phone calls home 2. IMPACT: Attendance rate will increase **Staff Responsible for Monitoring:** -Teachers -Office Staff -Administrator				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

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.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 1. IMPLEMENTATION: Teachers 2. IMPACT: Parents are informed of their child's progress regarding strengths and weaknesses	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: -Teachers -Administrator				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

State Compensatory

Budget for Tatum Elementary School

Total SCE Funds: $181,390.83
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

Title I Personnel

Name	Position	Program	FTE
PK Aide	Teacher's Aide	24	1
PK Aide	Teacher's Aide	24	1
Reading Interventionist	Teacher	24	1

Addendums

2022-23 Texas Academic Performance Report (TAPR)

District Name: FARMERSVILLE ISD

Campus Name: TATUM EL

Campus Number: 043904101

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

This campus is not rated on Progress (TAPR).

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

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	94.0%	**93.3%**	90.7%	93.2%	94.0%	-	-	*	92.4%	93.7%	92.9%	94.0%
2020-21	95.0%	97.1%	**99.0%**	*	99.0%	98.9%	-	*	-	*	98.5%	99.0%	99.6%
Chronic Absenteeism													
2021-22	25.7%	18.4%	**18.1%**	38.5%	17.1%	14.5%	-	-	*	28.6%	11.1%	19.8%	14.3%
2020-21	15.0%	6.7%	**0.8%**	0.0%	1.7%	0.0%	-	*	-	*	3.6%	0.0%	0.0%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	96.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	96.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	97.1%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	97.7%	-	-	-	-	-	-	-	-	-	-	-

	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	93.7%	97.7%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	100.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	100.0%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	96.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	94.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	6.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	9.7%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	84.3%	84.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	73.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	91.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	83.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	7.5%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	9.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	83.5%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	71.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	91.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	80.6%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	133	368,686
By Ethnicity:				
African American	-	-	4	45,227
Hispanic	-	-	52	191,125
White	-	-	73	103,171
American Indian	-	-	1	1,159
Asian	-	-	0	18,794
Pacific Islander	-	-	0	569
Two or More Races	-	-	3	8,641
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	12	51,023
Foundation H.S. Program (Endorsement)	-	-	10	14,179
Foundation H.S. Program (DLA)	-	-	111	302,917
Special Education Graduates	-	-	12	32,447
Economically Disadvantaged Graduates	-	-	50	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	5	40,398
At-Risk Graduates	-	-	16	159,689
CTE Completers	-	-	18	107,502

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

Student Information	Membership				Enrollment			
	Campus				Campus			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	515	100.0%	2,109	5,504,150	519	100.0%	2,115	5,518,432
Students by Grade:								
Early Childhood Education	1	0.2%	0.0%	0.3%	5	1.0%	0.2%	0.5%
Pre-Kindergarten	66	12.8%	3.1%	4.4%	66	12.7%	3.1%	4.4%
Pre-Kindergarten: 3-year Old	1	0.2%	0.0%	0.7%	1	0.2%	0.0%	0.7%
Pre-Kindergarten: 4-year Old	65	12.6%	3.1%	3.7%	65	12.5%	3.1%	3.7%
Kindergarten	141	27.4%	6.7%	6.7%	141	27.2%	6.7%	6.7%
Grade 1	150	29.1%	7.1%	7.2%	150	28.9%	7.1%	7.2%
Grade 2	157	30.5%	7.4%	7.2%	157	30.3%	7.4%	7.2%
Grade 3	0	0.0%	6.6%	7.2%	0	0.0%	6.6%	7.1%
Grade 4	0	0.0%	7.6%	7.2%	0	0.0%	7.6%	7.1%
Grade 5	0	0.0%	7.2%	7.2%	0	0.0%	7.1%	7.2%
Grade 6	0	0.0%	6.9%	7.3%	0	0.0%	6.9%	7.2%
Grade 7	0	0.0%	8.3%	7.4%	0	0.0%	8.3%	7.4%
Grade 8	0	0.0%	7.2%	7.7%	0	0.0%	7.1%	7.7%
Grade 9	0	0.0%	8.5%	8.7%	0	0.0%	8.6%	8.7%
Grade 10	0	0.0%	8.7%	7.9%	0	0.0%	8.7%	7.9%
Grade 11	0	0.0%	7.8%	7.0%	0	0.0%	7.8%	7.0%
Grade 12	0	0.0%	6.7%	6.6%	0	0.0%	6.7%	6.6%
Ethnic Distribution:								
African American	16	3.1%	4.5%	12.8%	16	3.1%	4.5%	12.8%
Hispanic	239	46.4%	42.7%	53.0%	239	46.1%	42.6%	52.9%
White	229	44.5%	48.0%	25.6%	232	44.7%	48.0%	25.7%
American Indian	2	0.4%	0.3%	0.3%	2	0.4%	0.3%	0.3%
Asian	1	0.2%	0.6%	5.1%	1	0.2%	0.6%	5.1%
Pacific Islander	3	0.6%	0.1%	0.2%	3	0.6%	0.1%	0.2%
Two or More Races	25	4.9%	3.8%	3.0%	26	5.0%	3.8%	3.0%
Sex:								
Female	242	47.0%	49.1%	48.8%	242	46.6%	49.0%	48.8%
Male	273	53.0%	50.9%	51.2%	277	53.4%	51.0%	51.2%
Economically Disadvantaged	329	63.9%	59.1%	62.1%	330	63.6%	59.1%	62.0%
Non-Educationally Disadvantaged	186	36.1%	40.9%	37.9%	189	36.4%	40.9%	38.0%
Section 504 Students	13	2.5%	9.9%	7.4%	13	2.5%	9.8%	7.4%
EB Students/EL	91	17.7%	14.8%	23.1%	91	17.5%	14.8%	23.0%
Students w/ Disciplinary Placements (2021-22)	0	0.0%	1.1%	1.5%				

Student Information	Membership				Enrollment			
	Campus				Campus			
	Count	Percent	District	State	Count	Percent	District	State
Students w/ Dyslexia	21	4.1%	8.9%	5.5%	21	4.0%	8.9%	5.5%
Foster Care	10	1.9%	0.5%	0.2%	10	1.9%	0.5%	0.2%
Homeless	9	1.7%	0.7%	1.3%	9	1.7%	0.7%	1.3%
Immigrant	2	0.4%	0.9%	2.2%	2	0.4%	0.9%	2.2%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	515	100.0%	52.7%	64.6%	519	100.0%	52.8%	64.6%
Military Connected	3	0.6%	0.4%	3.6%	3	0.6%	0.4%	3.6%
At-Risk	128	24.9%	32.8%	53.3%	128	24.7%	32.8%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	65	12.6%	12.3%	23.2%	65	12.5%	12.3%	23.2%
Career and Technical Education	0	0.0%	35.1%	26.5%	0	0.0%	35.1%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	81.5%	72.3%	0	-	81.4%	72.2%
Gifted and Talented Education	4	0.8%	5.0%	8.2%	4	0.8%	5.0%	8.2%
Special Education	86	16.7%	13.9%	12.6%	90	17.3%	14.2%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	86							
By Type of Primary Disability								
Students with Intellectual Disabilities	25	29.1%	53.1%	44.1%				
Students with Physical Disabilities	36	41.9%	17.7%	20.0%				
Students with Autism	10	11.6%	11.2%	15.5%				
Students with Behavioral Disabilities	7	8.1%	15.3%	18.8%				
Students with Non-Categorical Early Childhood	8	9.3%	2.7%	1.6%				
Mobility (2021-22):								
Total Mobile Students	27	16.3%	11.7%	16.8%				
By Ethnicity:								
African American	4	2.4%	1.1%	3.3%				
Hispanic	13	7.8%	4.2%	8.7%				
White	10	6.0%	6.2%	3.4%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.3%	0.6%				
Count and Percent of Special Ed Students who are Mobile	5	13.9%	13.8%	18.6%				
Count and Percent of EB Students/EL who are Mobile	4	14.3%	11.8%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	14	14.1%	11.9%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	50	13.5%	10.3%	18.1%				

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	1.8%	1.8%	1.5%	13.6%	13.6%	4.5%
Grade 1	1.7%	1.7%	2.5%	5.9%	5.9%	3.6%
Grade 2	-	0.0%	1.6%	-	0.0%	2.0%
Grade 3	-	0.0%	0.8%	-	3.0%	0.9%
Grade 4	-	0.0%	0.5%	-	0.0%	0.5%
Grade 5	-	0.0%	0.3%	-	0.0%	0.4%
Grade 6	-	0.0%	0.3%	-	0.0%	0.4%
Grade 7	-	0.0%	0.4%	-	0.0%	0.5%
Grade 8	-	0.7%	0.4%	-	0.0%	0.5%
Grade 9	-	0.0%	8.7%	-	0.0%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	20.3	20.3	18.7
Grade 1	19.8	19.8	19.1
Grade 2	21.9	21.3	19.1
Grade 3	-	19.9	19.3
Grade 4	-	19.7	19.4
Grade 5	-	18.6	20.8
Grade 6	-	20.5	19.2
Secondary:			
English/Language Arts	-	19.6	16.2
Foreign Languages	-	18.7	18.8
Mathematics	-	18.4	17.5
Science	-	20.3	18.5
Social Studies	-	23.2	18.9

Staff Information	--------- Campus ---------		District	State
	Count/Average	Percent	District	State
Total Staff	47.3	100.0%	100.0%	100.0%
Professional Staff:	35.2	74.5%	62.3%	64.1%
Teachers	30.0	63.5%	47.5%	48.7%
Professional Support	3.2	6.7%	9.5%	10.9%
Campus Administration (School Leadership)	2.0	4.2%	2.9%	3.3%
Educational Aides:	12.1	25.5%	12.0%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	1.0	4,258.0
Part-time Librarians	0.0	n/a	0.0	646.0
Full-time Counselors	0.0	n/a	2.0	13,815.0
Part-time Counselors	1.0	n/a	3.0	1,240.0
Total Minority Staff:	8.1	17.2%	21.1%	53.2%
Teachers by Ethnicity:				
African American	0.0	0.0%	1.5%	11.8%
Hispanic	2.8	9.2%	4.9%	29.6%
White	27.3	90.8%	91.5%	54.9%
American Indian	0.0	0.0%	1.4%	0.3%
Asian	0.0	0.0%	0.7%	2.0%
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%	23.8%	24.4%
Females	30.0	100.0%	76.2%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.7%	2.0%
Bachelors	23.4	77.9%	72.8%	72.2%
Masters	5.7	19.0%	25.8%	25.0%
Doctorate	0.9	3.1%	0.7%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	1.2	4.0%	2.7%	9.7%
1-5 Years Experience	8.3	27.7%	17.2%	26.3%
6-10 Years Experience	9.8	32.5%	22.0%	20.5%
11-20 Years Experience	7.9	26.4%	38.9%	27.2%
21-30 Years Experience	2.8	9.2%	16.3%	13.3%
Over 30 Years Experience	0.1	0.2%	2.8%	2.9%

Staff Information	--------- Campus ---------		District	State
	Count/Average	Percent	District	State
Number of Students per Teacher	17.1	n/a	16.0	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	2.0	3.3	6.1
Average Years Experience of Principals with District	2.0	3.3	5.3
Average Years Experience of Assistant Principals	5.0	5.3	5.2
Average Years Experience of Assistant Principals with District	1.0	3.3	4.4
Average Years Experience of Teachers:	11.1	13.5	11.0
Average Years Experience of Teachers with District:	4.9	5.4	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$54,533	$54,496	$53,300
1-5 Years Experience	$57,294	$58,000	$56,516
6-10 Years Experience	$61,554	$61,772	$59,732
11-20 Years Experience	$68,047	$69,253	$63,389
21-30 Years Experience	$78,019	$77,109	$67,876
Over 30 Years Experience	$80,488	$78,418	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$63,364	$66,810	$60,717
Professional Support	$72,692	$80,334	$72,022
Campus Administration (School Leadership)	$82,250	$86,089	$85,167
Instructional Staff Percent:	n/a	62.1%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

Program Information	----- Campus -----		District	State
	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.2	0.6%	0.7%	5.9%
Career and Technical Education	0.0	0.1%	7.5%	5.4%
Compensatory Education	3.7	12.3%	6.5%	3.2%
Gifted and Talented Education	0.2	0.6%	0.7%	1.7%
Regular Education	22.2	73.9%	70.0%	70.6%
Special Education	3.7	12.5%	10.3%	9.7%
Other	0.0	0.0%	4.3%	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 2021-22 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)