

Farmersville Independent School District
Tatum Elementary School
2024-2025 Campus Improvement Plan



Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Achievement	4
District Culture and Climate	5
Staff Quality, Recruitment, and Retention	6
Curriculum, Instruction, and Assessment	7
Family and Community Engagement	8
District Organization	9
Technology	10
Demographics	11
Student Learning	12
School Processes & Programs	13
Perceptions	14
Priority Problem Statements	15
Comprehensive Needs Assessment Data Documentation	16
Goals	18
Goal 1: Maintain a TEA District "A" rating through successful student performance on the state STAAR tests (Reading/ELAR, Mathematics, Science, and Social Studies)	18
Goal 2: Qualified and highly effective personnel will be recruited, developed, and retained.	25
Goal 3: All students will be educated in learning environments that are safe and conducive to learning.	29
Goal 4: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.	32
Goal 5: The district will increase the number of students graduating college, career, and/or military ready.	34
Goal 6: Tatum Elementary will meet or exceed the recommended attendance rate of 96%.	37
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. ..	38
State Compensatory	39
Budget for Tatum Elementary School	39
Addendums	40

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:

Student Enrollment (551 total students) by Ethnicity:

Am. Indian – 0.36%

Asian – 0.36%

African American – 2.2%

Hispanic – 47.7%

Native Hawaiian/Other Pacific Islander - 0.36%

White – 44.5%

Two or more races - 4.5%

EcoDis: - 63.5%

Non Eco Dis: 36.61%

Emergent Bilingual: 20.80%

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.

PK, Kinder and First grade have moved to a skills based report card.

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
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

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
- RDA data

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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- 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

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Teacher/Student Ratio
- 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
- T-TESS data

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. Strategy's Expected Result/Impact: 1. IMPLEMENTATION - staffing data, schedules 2. IMPACT - ELL student progress reports Staff Responsible for Monitoring: Superintendent; Campus Administrator	Formative			Summative
	Nov	Jan	Mar	June
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. Strategy's Expected Result/Impact: 1. IMPLEMENTATION - staffing data, schedules 2. IMPACT - Student progress reports Staff Responsible for Monitoring: Superintendent; Campus Administrator	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Review BOY, MOY, and EOY mCLASS data to monitor student growth. 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	Formative			Summative
	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. 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	Formative			Summative
	Nov	Jan	Mar	June
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. 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	Formative			Summative
	Nov	Jan	Mar	June
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 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	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Provide Bilingual Teachers/Classrooms for Emergent Bilingual students. 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	Formative			Summative
	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. 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	Formative			Summative
	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. 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	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
Strategy 10: Teachers of "transition grade" (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	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
Strategy 11: Students in "transition grades" (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
<div>  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 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. 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	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></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 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. Strategy's Expected Result/Impact: 1. IMPLEMENTATION: Staffing data, schedules 2. IMPACT - ELL student progress reports Staff Responsible for Monitoring: Superintendent; Campus Administrator	Formative			Summative
	Nov	Jan	Mar	June
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. 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	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Bilingual Kindergarten, 1st and 2nd 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	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </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, Amplify, Reading Levels, Formative Assessments, Progress Reports and Report Cards

Strategy 1 Details	Reviews			
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	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Implement Eureka Math 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: Teacher Interventionist Campus Administrator	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
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	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify







Discontinue

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. 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	Formative			Summative
	Nov	Jan	Mar	June
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. 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	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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			
Strategy 1: Provide on-going professional development in instructional technology and facilitate self-selected professional goals and provide training and support to campus teachers. 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	Formative			Summative
	Nov	Jan	Mar	June
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. 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	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  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><div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✖</div><div>Discontinue</div></div></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			
Strategy 1: Provide new teachers a teacher mentor to provided support at the campus level. 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	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide teachers needed professional development and resources. 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	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

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 Strategy's Expected Result/Impact: 1. IMPLEMENTATION: Locks and security cameras installed 2. IMPACT: Eliminate number of strangers in hallways Staff Responsible for Monitoring: Front Office Staff, Campus, Administrator, Police Chief	Formative			Summative
	Nov	Jan	Mar	June
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) 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, Teachers/Staff	Formative			Summative
	Nov	Jan	Mar	June
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. 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
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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. 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	Formative			Summative
	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. 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	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  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: 2023-2024 Attendance Data

Strategy 1 Details	Reviews			
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	Formative			Summative
	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 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	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
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	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ 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 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. 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	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Implement the District Truancy Plan Strategy's Expected Result/Impact: IMPLEMENTATION- attendance records, truancy plan documentation IMPACT- increase attendance rate Staff Responsible for Monitoring: Campus and District Administrators	Formative			Summative
	Nov	Jan	Mar	June
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. 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	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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			
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	Formative			Summative
	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. 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	Formative			Summative
	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) 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	Formative			Summative
	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. 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	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress <div>  Accomplished <div>  Continue/Modify <div>  Discontinue </div> </div> </div> </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			
Strategy 1: Provide "The Parent Involvement Connection" information resource in both English and Spanish for parents of elementary students, grades Pre-K-5. 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	Formative			Summative
	Nov	Jan	Mar	June
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. 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	Formative			Summative
	Nov	Jan	Mar	June
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. 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	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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			
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. Strategy's Expected Result/Impact: 1. IMPLEMENTATION: Phone calls home 2. IMPACT: Attendance rate will increase Staff Responsible for Monitoring: -Teachers -Office Staff -Administrator	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></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><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

State Compensatory

Budget for Tatum Elementary School

Total SCE Funds: \$1,323,534.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Detailed SCE breakdown available on Farmersville ISD District Improvement Plan. Funding amount listed on Campus Improvement Plans is the District total for SCE funds.

Addendums

2023-24 Texas Academic Performance Report (TAPR)

District Name: FARMERSVILLE ISD

Campus Name: TATUM EL

Campus Number: 043904101

This page is intentionally blank.

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

This campus is not rated on STAAR 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).

Texas Education Agency
2023-24 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													
2022-23	93.3%	95.3%	95.1%	93.2%	95.1%	95.5%	-	*	*	94.1%	94.3%	94.7%	95.5%
2021-22	92.2%	94.0%	93.3%	90.7%	93.2%	94.0%	-	-	*	92.4%	93.7%	92.9%	94.0%
Chronic Absenteeism													
2022-23	20.3%	11.0%	9.1%	13.3%	8.8%	8.6%	-	*	*	13.3%	12.8%	11.6%	8.6%
2021-22	25.7%	18.4%	18.1%	38.5%	17.1%	14.5%	-	-	*	28.6%	11.1%	19.8%	14.3%
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2021-22	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2021-22	2.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.6%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	100.0%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	97.1%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 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	93.2%	97.1%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.7%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.7%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.7%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2023	90.3%	97.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	89.7%	96.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2023	4.3%	12.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	3.7%	6.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2023-24 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 2023	84.3%	82.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	84.3%	84.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	88.6%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	88.0%	91.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2022-23	4.4%	12.4%	-	-	-	-	-	-	-	-	-	-	-
2021-22	3.9%	7.5%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2022-23	82.5%	79.6%	-	-	-	-	-	-	-	-	-	-	-
2021-22	82.3%	83.5%	-	-	-	-	-	-	-	-	-	-	-
Texas First DLA Graduates (Annual Rate)													
2022-23	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2022-23	86.8%	92.0%	-	-	-	-	-	-	-	-	-	-	-
2021-22	86.0%	91.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 Graduation Profile (TAPR)
TATUM EL (043904101) - FARMERSVILLE ISD - COLLIN COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2022-23 Annual Graduates)				
Total Graduates	-	-	137	377,367
By Ethnicity:				
African American	-	-	7	46,822
Hispanic	-	-	55	197,333
White	-	-	67	103,009
American Indian	-	-	1	1,181
Asian	-	-	2	19,151
Pacific Islander	-	-	0	574
Two or More Races	-	-	5	9,297
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	270
Foundation H.S. Program (No Endorsement)	-	-	11	49,278
Foundation H.S. Program (Endorsement)	-	-	17	16,475
Foundation H.S. Program (DLA)	-	-	109	310,689
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	0	222
Special Education Graduates	-	-	15	34,589
Economically Disadvantaged Graduates	-	-	70	206,367
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	9	50,229
At-Risk Graduates	-	-	51	168,430
CTE Completers	-	-	45	116,959

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

Texas Education Agency
2023-24 Student Information (TAPR)
TATUM EL (043904101) - FARMERSVILLE ISD - COLLIN COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	551	100.0%	2,234	5,517,464	553	100.0%	2,236	5,531,236
Students by Grade								
Early Childhood Education	9	1.6%	0.4%	0.3%	11	2.0%	0.5%	0.5%
Pre-Kindergarten	68	12.3%	3.0%	4.5%	68	12.3%	3.0%	4.5%
Pre-Kindergarten: 3-year Old	1	0.2%	0.0%	0.8%	1	0.2%	0.0%	0.8%
Pre-Kindergarten: 4-year Old	67	12.2%	3.0%	3.7%	67	12.1%	3.0%	3.7%
Kindergarten	154	27.9%	6.9%	6.5%	154	27.8%	6.9%	6.5%
Grade 1	164	29.8%	7.3%	7.0%	164	29.7%	7.3%	7.0%
Grade 2	156	28.3%	7.0%	7.3%	156	28.2%	7.0%	7.3%
Ethnic Distribution								
African American	12	2.2%	4.4%	12.8%	12	2.2%	4.4%	12.8%
Hispanic	263	47.7%	43.8%	53.2%	263	47.6%	43.7%	53.2%
White	245	44.5%	46.5%	25.0%	247	44.7%	46.6%	25.0%
American Indian	2	0.4%	0.2%	0.3%	2	0.4%	0.2%	0.3%
Asian	2	0.4%	0.7%	5.4%	2	0.4%	0.7%	5.4%
Pacific Islander	2	0.4%	0.1%	0.2%	2	0.4%	0.1%	0.2%
Two or More Races	25	4.5%	4.3%	3.1%	25	4.5%	4.2%	3.1%
Sex								
Female	256	46.5%	48.9%	48.9%	257	46.5%	48.9%	48.8%
Male	295	53.5%	51.1%	51.1%	296	53.5%	51.1%	51.2%
Other Student Cohorts								
Economically Disadvantaged	350	63.5%	60.2%	62.3%	350	63.3%	60.1%	62.2%
Non-Educationally Disadvantaged	201	36.5%	39.8%	37.7%	203	36.7%	39.9%	37.8%
Section 504 Students	16	2.9%	10.5%	7.2%	16	2.9%	10.5%	7.2%
EB Students/EL	114	20.7%	17.3%	24.4%	114	20.6%	17.3%	24.3%
Students w/ Disciplinary Placements (2022-23)	1	0.2%	1.8%	1.9%				
Students w/ Dyslexia	13	2.4%	9.4%	6.0%	13	2.4%	9.4%	6.0%
Foster Care	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Homeless	8	1.5%	0.9%	1.4%	8	1.4%	0.9%	1.4%
Immigrant	1	0.2%	1.0%	2.9%	1	0.2%	1.0%	2.9%
Migrant	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Title I	551	100.0%	53.7%	65.7%	553	100.0%	53.8%	65.7%
Military Connected	3	0.5%	0.7%	3.9%	3	0.5%	0.7%	3.9%
At-Risk	142	25.8%	31.6%	53.2%	142	25.7%	31.5%	53.2%
Students by Instructional Program								
Bilingual/ESL Education	93	16.9%	14.8%	24.5%	93	16.8%	14.8%	24.4%
Career and Technical Education	0	0.0%	40.1%	26.9%	-	-	-	-

Texas Education Agency
2023-24 Student Information (TAPR)
TATUM EL (043904101) - FARMERSVILLE ISD - COLLIN COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Career and Technical Education (9-12 grades only)	0	0.0%	81.3%	73.3%	-	-	-	-
Gifted and Talented Education	8	1.5%	5.0%	8.5%	8	1.4%	5.0%	8.5%
Special Education	97	17.6%	14.7%	13.9%	99	17.9%	14.8%	14.0%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	97							
Students with Intellectual Disabilities	24	24.7%	51.1%	45.7%				
Students with Physical Disabilities	42	43.3%	17.9%	18.9%				
Students with Autism	18	18.6%	14.6%	16.2%				
Students with Behavioral Disabilities	*	*	13.4%	17.6%				
Students with Non-Categorical Early Childhood	**	**	3.0%	1.7%				
Mobility (2022-23)								
Total Mobile Students	55	16.0%	13.1%	16.1%				
African American	6	1.7%	1.1%	3.4%				
Hispanic	18	5.2%	4.6%	8.5%				
White	28	8.2%	6.5%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.5%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	3	0.9%	0.7%	0.5%				
Special Ed Students who are Mobile	13	16.5%	17.5%	17.6%				
Count and Percent of EB Students/EL who are Mobile	7	12.1%	11.3%	16.3%				
Count and Percent of Econ Dis Students who are Mobile	28	14.3%	12.5%	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	51	14.0%	13.1%	18.1%				

	Non-Special Education Rates			Special Education Rates		
Student Information	Campus	District	State	Campus	District	State
Retention Rates by Grade						
Kindergarten	2.7%	2.7%	1.3%	0.0%	0.0%	3.9%
Grade 1	2.7%	2.7%	2.1%	9.1%	9.1%	3.3%
Grade 2	0.8%	0.8%	1.3%	2.8%	2.8%	1.6%

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

Texas Education Agency
2023-24 Student Information (TAPR)
TATUM EL (043904101) - FARMERSVILLE ISD - COLLIN COUNTY

Class Size Information	Campus	District	State
Elementary			
Kindergarten	21.6	21.6	18.4
Grade 1	19.2	19.2	18.8
Grade 2	20.7	20.7	19.1

Texas Education Agency
2023-24 Staff Information (TAPR)
TATUM EL (043904101) - FARMERSVILLE ISD - COLLIN COUNTY

	Campus			
Staff Information	Count/Average	Percent	District	State
Total Staff	47.3	100.0%	100.0%	100.0%
Professional Staff	36.2	76.5%	62.6%	63.9%
Teachers	31.2	66.0%	46.7%	48.3%
Professional Support	3.0	6.3%	9.4%	11.1%
Campus Administration (School Leadership)	2.0	4.2%	3.3%	3.3%
Educational Aides	11.1	23.5%	11.7%	11.4%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	0.0	4,187.0
Part-time Librarians	0.0	n/a	1.0	651.0
Full-time Counselors	1.0	n/a	3.0	13,870.0
Part-time Counselors	0.0	n/a	3.0	1,172.0
Total Minority Staff	9.3	19.6%	22.1%	54.4%
Teachers by Ethnicity				
African American	0.0	0.0%	1.4%	12.6%
Hispanic	5.6	17.8%	8.1%	30.1%
White	25.7	82.2%	89.1%	53.4%
American Indian	0.0	0.0%	0.7%	0.3%
Asian	0.0	0.0%	0.7%	2.1%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.0%	1.3%
Teachers by Sex				
Males	0.0	0.0%	27.8%	24.5%
Females	31.2	100.0%	72.2%	75.5%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	0.8%	2.5%
Bachelors	26.0	83.2%	67.6%	71.7%
Masters	5.2	16.8%	31.5%	24.9%
Doctorate	0.0	0.0%	0.0%	0.8%
Teachers by Years of Experience				
Beginning Teachers	0.9	3.0%	2.7%	8.7%
1-5 Years Experience	9.3	29.6%	19.5%	27.4%
6-10 Years Experience	8.1	26.0%	20.5%	20.2%
11-20 Years Experience	9.5	30.6%	35.5%	27.1%
21-30 Years Experience	3.3	10.6%	18.4%	13.7%
Over 30 Years Experience	0.1	0.2%	3.4%	3.0%
Number of Students per Teacher	17.7	n/a	16.3	14.7

Texas Education Agency
2023-24 Staff Information (TAPR)
TATUM EL (043904101) - FARMERSVILLE ISD - COLLIN COUNTY

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	1.0	2.8	6.0
Average Years Experience of Principals with District	1.0	2.8	5.1
Average Years Experience of Assistant Principals	1.0	5.0	5.1
Average Years Experience of Assistant Principals with District	1.0	4.0	4.3
Average Years Experience of Teachers	10.7	13.8	11.1
Average Years Experience of Teachers with District	5.5	5.6	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	\$56,744	\$56,744	\$54,272
1-5 Years Experience	\$59,661	\$59,768	\$58,185
6-10 Years Experience	\$62,384	\$63,340	\$61,494
11-20 Years Experience	\$69,475	\$71,529	\$65,219
21-30 Years Experience	\$78,032	\$80,649	\$69,723
Over 30 Years Experience	\$83,677	\$82,609	\$74,014
Average Actual Salaries (regular duties only)			
Teachers	\$65,287	\$69,209	\$62,474
Professional Support	\$83,389	\$84,814	\$73,783
Campus Administration (School Leadership)	\$80,078	\$91,334	\$86,738
Instructional Staff Percent	n/a	61.2%	65.0%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,970.1

	Campus			
Program Information	Count	Percent	District	State
Teachers by Program (population served)				
Bilingual/ESL Education	0.2	0.7%	0.7%	6.0%
Career and Technical Education	0.0	0.0%	9.2%	5.5%
Compensatory Education	3.4	11.0%	6.0%	3.1%
Gifted and Talented Education	0.4	1.3%	0.7%	1.6%
Regular Education	24.3	78.0%	68.7%	69.8%
Special Education	2.8	9.0%	10.2%	10.3%
Other	0.0	0.0%	4.6%	3.7%

- 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.

Texas Education Agency
2023-24 Staff Information (TAPR)
TATUM EL (043904101) - FARMERSVILLE ISD - COLLIN COUNTY

Link to: [PEIMS Financial Standard Reports 2022-23 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)