



School Board Monthly Update Report

Date of School Board Meeting: February 2020 Time Frame:								
District Name: TPSD								
School Name: Tupelo Middle School								
School Goals and Progress Towards Goals								
Overall School Goal					1 st Benchmark Assessment Results			
435 - B	Reading	Math	Science			Reading	Math	Science
% Proficient	48%	67%	70%		% Proficient	52%	55%	52%
% Growth of all	60%	70%			% Growth of all	67%	71%	
% Growth of bottom 25%	60%	60%			% Growth of bottom 25%	57%	41%	
2 nd Benchmark Assessment Results					3 rd Benchmark Assessment Results			
	Reading	Math	Science			Reading	Math	Science
% Proficient	51.7%	56.1%	60%		% Proficient			
% Growth of all	64.5%	66.7%			% Growth of all			



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	Aug 2019	Sept 2019	Oct 2019	Nov 2019	Dec 2019	Jan 2020	Feb 2020	March 2020	April 2020	May 2020
School Enrollment	1060	1066	1064	1057	1049	1040				
Student ADA	92.4%	95.1%	94.5	93.6	93.8	91.1				
% of students with 2 or more absences for the month (<i>chronic absences</i>)	28.9%	20%	20%	24.7	47%	28				
Teacher attendance rate	97.5%	95.9%	95.3	95.7	96.8	95.6				
# of discipline referrals	158	238	160	276	189	157				
Allocation of Resources: School Improvement Funding 1003 or SIG- School Improvement Grant Funding										



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Total Allocation	July 2019	September 30, 2019	November 5, 2019	December 20, 2019
Remaining Balance		\$79,008.59	\$35,479.15	\$31,056.53
Describe how the school is addressing areas of challenge presented by data above (leading/lagging indicators)? <i>Discipline – Administration is utilizing overnight required conferences with parents & students to address behavior issues, academic needs and attendance. Also providing student incentives and positive phone calls</i> <i>Wave time (relationships) – A time from 7:30-8:00 each morning for students to build relationships with each another and teachers. Students participate in a variety of games & rotate through stations each day. Also, students use IReady.</i> <i>Part-time certified tutor (19 hours per week) – provide remediation, teach prerequisite skills and interventions. Also focusing on the importance of human interaction by implementing small group instruction based solely on the needs of students and data analysis</i>		Describe how the school is addressing sub-group performance that caused identification (TSI, ATSI). <i>Increase proficiency and growth for all students with an emphasis on special ed performance – Part time tutor in Math & ELA (19 hours) – small group instruction and remediation.</i> <i>Professional development for teachers: Conferences & workshops (Kagan, At Risk Students, Arts Institute, Artist in Residence Program)</i> <i>7th Math & Inclusion teachers – November 2019 – Nashville conference – AMLE19 (new ways to engage students – learn new intervention strategies that help struggling learners catch up).</i> <i>Biweekly meetings to discuss growth areas and areas of concerns, discuss solutions and next steps, and share best practices</i> <i>January 2020 - Conference (Memphis) Triangle of Frustration by Eric Clark (C. Wilson & D. Williams).</i>		
Describe the activities of the P16 Community Engagement Council and their efforts to support school improvement. <i>In process of forming partnerships with community to discuss school improvement (Community and Schools Partnership) and meeting with community leaders and stakeholders to discuss mentorships.</i>				