

## Comprehensive Progress Report

**Mission:**

The mission of Tupelo Middle School is to produce successful students through engaging lessons in a nurturing, safe, and orderly environment.

**Vision:**

By providing students with a quality education through challenging coursework, career-oriented electives, a variety of fine arts option, and a wide range of athletic programs, Tupelo Middle School will be the best all-around middle school in the state of Mississippi.

**Goals:**

1. Increase student achievement.
2. Provide a safe, secure, and orderly environment.
3. Increase student and teacher attendance.



! = Past Due Objectives

KEY = Key Indicator

Core Function:			District Context and Support for School Improvement			
Effective Practice:			Taking the change process into account			
		DC.1.01	LEA and school have structured support systems for recruitment, placement, induction, and retention of teachers and leaders who have the skills needed for school transformation.(6602)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>Tupelo Public School District Human Resources Department helps to make our district a great place to work by serving approximately 1200 employees. Our employees enjoy competitive compensation coupled with an array of benefits including the PERKS Partners Program and the TPSD Wellness Program. Our employees experience a supportive work environment that fosters professional development and excellence.</p> <ul style="list-style-type: none"> <li>The Tupelo Public School District has coordinated with local businesses and non-profit organizations to develop the PERKS Partners Program. This program offers valuable discounts on products and services to help retain our existing pool of highly effective educators and to help recruit the best educators in the</li> </ul>	Full Implementation 11/11/2018		

		<p>nation.</p> <ul style="list-style-type: none"><li>• The district has partnered with North MS Medical Center Clinics to offer an onsite employee clinic.</li><li>• Employees have a free membership opportunity at the NMMC Wellness Center. This benefit is available to all full-time employees and their family members (ages 13 and over) who are currently covered under our health plan. It is also available to all full-time employees who are eligible for coverage but have elected to use another health care plan.</li><li>• Teacher Leadership Academy: The Teacher Leadership Academy provides comprehensive training modules for teachers who have completed an educational leadership program from an accredited university or who are enrolled in an educational leadership preparation program. The Leadership Academy will allow teachers to complete the program without interfering with their teaching duties during the day. Candidates will complete 8 training modules (2 hours per session) after school. Continuing Education Units may also be obtained for completing the Academy. The Academy includes professional development sessions that incorporate instructional/operational and school leadership, job shadowing experience with high performing administrators, readings, reflective journaling, and a leadership project.</li><li>• The District holds an annual Career Fair to build on our brand, promote the schools, recruit applicants in alignment with board goals, and create an environment that makes administrators accessible.</li><li>• Each school has a mentoring program where first and second year teachers are paired with mentor teachers for guidance and support. Tupelo Middle School's mentoring program coordinator, Misty McRae, holds monthly meetings with mentors/mentees.</li><li>• The school administrators also hold one-on-one conferences with first and second year teachers quarterly to monitor progress.</li><li>• School administrators e-mail first and second year teachers monthly to see if there are any professional needs.</li><li>• At Tupelo Middle School, teachers are given a reflection sheet at the end of each semester to voice their opinions on what's working, what's not working, and any outstanding questions.</li></ul>				
	DC.1.02	LEA and school recruit, screen, select, and evaluate external providers. (6603)	Implementation Status	Assigned To	Target Date	

<b>Initial Assessment:</b>			Tupelo Middle School has contracted with a consultant from an educational improvement firm in order to improve student achievement. This firm: <ul style="list-style-type: none"><li>provides research based instructional support aligned to standards approved by the Mississippi State Board of Education</li><li>delivers instructional documents developed in collaboration with teachers and instructional leaders</li><li>uses accountability standards developed by policy makers to measure the effectiveness of our instructional and leadership services</li></ul>	Limited Development 11/13/2018		
<b>How it will look when fully met:</b>			<ul style="list-style-type: none"><li>Teachers will be fully trained in the implementation of the educational improvement program.</li><li>Evidence of strategies and instructional techniques modeled by the consultant will be evident in all English classrooms.</li><li>There will be evidence of student improvement across multiple data points.</li></ul>		Brock English	05/23/2019
<b>Actions</b>				0 of 1 (0%)		
11/13/18		Teachers will be trained by the consultant of the educational improvement firm in strategies and instructional techniques to improve student achievement.			Brock English	05/23/2019
Notes:						
		DC.1.03	School aligns allocation of resources (money, time, personnel, etc.) to school improvement goals.(6604)	Implementation Status	Assigned To	Target Date

<p><b>Initial Assessment:</b></p>	<ul style="list-style-type: none"> <li>• The hiring of two additional special education teachers (roles) has allowed for inclusion sections in 8th grade science, a state tested course, and for additional support in ELA inclusion classes. Our SPED population increased from 70 students in 2017-2018 to 96 students in 2018-2019.</li> <li>• In order to provide additional supports to close the learning gaps for our SPED students, general tutorial classes were added from 7:30 - 8:00 AM each morning, and ELA and math tutorial classes were redesigned to focus on teaching the power standards and foundational reading/writing skills. The tutorial teachers were scheduled according to their content strengths.</li> <li>• i-Ready was purchased to take the place of both Classworks and STAR. It is used as a benchmark tool, as well as a remediation tool in math and language arts for struggling or at-risk students.</li> <li>• Susan Adam is acting as our educational consultant. She will be on campus working with and observing teachers quarterly. She provides feedback to administrators after observing teaching strategies utilized in the classroom, and she reviews our school data to provide the professional development to assist teachers with planning and action steps.</li> <li>• Wordly Wise is an online vocabulary tool being utilized daily in every homeroom from 7:30 - 8:00 AM to strengthen students' vocabulary skills, which in turn improves their reading comprehension.</li> </ul>	<p>Limited Development 11/11/2018</p>		
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<b>How it will look when fully met:</b>	<ul style="list-style-type: none"> <li>- More defined roles for special education teachers</li> <li>- After school tutoring for special education students</li> <li>- Improved scores on i-Ready</li> <li>- More training from Susan Adam</li> <li>- Full implementation of Wordly Wise</li> </ul>		Talina Knight	12/19/2018
<b>Actions</b>		<b>0 of 1 (0%)</b>		
11/11/18	<ul style="list-style-type: none"> <li>- More defined roles for special education teachers</li> <li>- After school tutoring for special education students</li> <li>- Improved scores on i-Ready</li> <li>- More training from Susan Adam</li> <li>- Full implementation of Wordly Wise</li> </ul>		Talina Knight	12/19/2018
Notes:				

<b>Core Function:</b>			<b>School Leadership and Decision Making</b>			
<b>Effective Practice:</b>			<b>Establish a team structure with specific duties and time for instructional planning</b>			
		LDR.1.06	<b>A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).(6611)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>			<p>Tupelo Middle School has a leadership team that is coordinated by the principal and includes teachers from each subject area, fine arts, and sports. The purpose of the team is to facilitate communication and coordination between the grade levels. The Leadership Team meets twice each month for one hour and operates with agendas, keeps minutes, stays focused, and follows through with plans. The main priority of the team is to ensure student achievement and to exhibit equity and equality with all students.</p> <p><b>Administration:</b></p> <ul style="list-style-type: none"> <li>• Brock English - Principal</li> <li>• Talina Knight - Assistant Principal</li> <li>• Ian Shumpert - Assistant Principal</li> </ul>	Full Implementation 11/13/2018		

**Counselors:**

- Annette Riddle - Lead Counselor
- Wendy Ganaway - Counselor

**Test Coordinator:**

- Misty McRae

**History:**

- Teresa Bernauer - 8th
- LaShanda Garrett - 8th
- Eileen Bailey - 7th

**Math:**

- Sherrie Dickerson - 8th
- Lesley Godown - 7th
- Shasta Long - 7th

**Science:**

- Tia Green - 8th
- Bryan McElroy - 7th

**ELA:**

- Elena Gilliland - 8th
- Carla Brooks - 7th

**Sports:**

- Sam McRae - Athletic Director

**Fine Arts/Special Education**

- Dori Kisner - ICT
- Patricia Ratliff - Special Education
- Yolanda Randle - Media Specialist
- Luke Mason - Communications Director
- Mark Garrett - Foreign Language Director

		<b>LDR.1.08</b>	<b>The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(6613)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>			The school's Leadership Team meets twice a month for an hour to disaggregate the data for behavior, attendance, tardies, English Learners, ELA proficiency, ELA growth, math proficiency, math growth, 8th grade science proficiency, 8th grade science growth, special education proficiency, special education growth and bottom 25 percent.	Limited Development 11/13/2018		
<b>How it will look when fully met:</b>			<ul style="list-style-type: none"> <li>• The Leadership Team (TLT) will use the data to become the ideal decision-making body for planning professional development.</li> <li>• TLT will assess the strengths that are present and prevalent and eliminate the weaknesses indicated by the data.</li> <li>• TLT will focus on data that emphasizes strategies for school-wide improvement to meet adequate yearly progress.</li> <li>• TLT will use data to strengthen teachers' instructional practices through professional development opportunities.</li> <li>• TLT will use data to focus on instructional needs of individual students.</li> </ul>		<b>Lashanda Garrett</b>	<b>03/08/2019</b>
<b>Actions</b>				<b>0 of 3 (0%)</b>		
	11/13/18		Professional Development provided by Susan Adam in Literacy Across Content Areas.		Lashanda Garrett	12/19/2018
<b>Notes:</b>						
	11/13/18		The Leadership Team will use the data to become the ideal decision-making body for planning professional development.		Lashanda Garrett	03/08/2019

Notes: Meetings Dates:

October 26  
November 1  
November 13  
November 15  
December 6  
December 17  
January 7  
January 21  
February 4  
February 20  
March 4  
March 18  
April 3  
April 15  
May 1  
May 20

11/13/18 Three teachers will attend Kagan training during the summer of 2019 in Orlando, FL. A Kagan trainer will follow up with Tupelo Middle School team during the 2019-2020 school year.

Lashanda Garrett

08/01/2019

Notes:

Core Function:			School Leadership and Decision Making			
Effective Practice:			Focus the principal's role on building leadership capacity, achieving learning goals, and improving instruction			
		LDR.2.02	The principal keeps a focus on instructional improvement and student learning outcomes.(6617)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>The administrative staff (principal and AP's) focus on instructional improvement and student learning outcomes in the following ways:</p> <ul style="list-style-type: none"> <li>Monitoring curriculum and classroom instruction</li> <li>Focusing on the mission and goals of the school</li> <li>Implementing departmental PLC's</li> <li>Providing teacher support and development</li> <li>Spending more than 50% of each day in classrooms</li> </ul>	Full Implementation 11/13/2018		
		LDR.2.04	The principal monitors curriculum and classroom instruction regularly. (6619)	Implementation Status	Assigned To	Target Date



<b>Initial Assessment:</b>			<p>Dr. Brock English serves as the principal of Tupelo Middle School as the building's instructional leader; he focuses on rigorous instruction in the school's educational program. He spends 80 percent of each day in classrooms monitoring, observing, and mentoring the teachers. He has extensive knowledge of the curriculum, and he is directly involved in the design and implementation of the instructional program at Tupelo Middle School. Additionally, he is knowledgeable about assessment practices and personally involved with colleagues and teachers in crafting, implementing, and monitoring assessments in the classroom.</p> <ul style="list-style-type: none"> <li>• He meets with the superintendent to analyze data 4-5 times per year.</li> <li>• He attends Professional Learning Communities (PLCs) for each subject area each week.</li> <li>• He meets regularly with the Leadership Team to discuss data, behavior, attendance, professional development needs and to reiterate the roles and responsibilities of the lead teachers.</li> <li>• He is well-versed in what the standards require for each subject area and makes sure it is included in the lesson plans and implemented in the classrooms.</li> <li>• He administers classroom observations in which he completes Teacher Growth Rubrics (TGRs) three times per year for each teacher.</li> </ul>	Full Implementation 11/13/2018		
	LDR.2.08	The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement.(6623)		Implementation Status	Assigned To	Target Date

<p><b>Initial Assessment:</b></p>	<p>The principal offers frequent opportunities for staff to voice constructive criticism of the leadership and culture of the school. Some of these formal channels include The Leadership Team, mentor program, and professional learning communities. There is also a Community Advisory Committee that meets quarterly to discuss school programs such as the Wave Market, Positive Alternative for Continuing Education (PACE) Program, attendance incentives, and Parent Teacher Team (PTT) meetings.</p> <ul style="list-style-type: none"> <li>• Wave Market is a place for students to be provided with supplies needed to enhance their success. Students who qualify for this program also qualify for free/reduced lunch which puts them at risk for not having their most basic needs met. The Wave Market will also provide weekend packets that include personal hygiene items, snacks and school supplies for the identified students.</li> <li>• PACE Program was developed as an alternative learning program geared to meet the academic needs of fifteen to twenty TMS students who are two or more years behind their peers. The aim of PACE is to offer relevant courses/credits to help students transition to Tupelo High School either at the beginning of second semester or at the end of school year. Students who have been identified for possible enrollment at THS second semester have been scheduled in astronomy/environmental science (blended) and physical education/health (blended).</li> <li>• Attendance Incentives include the following: rewarding twelve students every nine-week period with a \$25 gift card, three students in October and November with Visa gift cards, and one student at the end of November with a TV.</li> <li>• PTT meets once a month. The PTT meetings involve the principal sharing school data and discussing incentives (for achievement, behavior, and attendance). The PTT also discusses ways to maintain positive school culture among teachers and students. They provide food for the teachers throughout the year.</li> <li>• Student Leadership Team meets once a semester with the principal to discuss school data, provide feedback on the culture and climate of the school, suggest incentives, reflect on strengths and growth areas.</li> </ul>	<p>Limited Development 11/13/2018</p>		
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<b>How it will look when fully met:</b>			A School Community Council will be established for the purpose of creating a formal channel to share goals, to provide constructive input, and to provide a platform in which parents and staff can voice their opinions, thoughts, and ideas candidly and free from bias and partiality.		Brock English	05/23/2019
<b>Actions</b>				<b>0 of 1 (0%)</b>		
11/13/18			Provide a public forum for stakeholders (parents, staff, community) to voice constructive critiques of the school's progress and to suggest improvements.		Brock English	03/08/2019
<i>Notes:</i>						
		<b>LDR.2.09</b>	<b>Principal establishes a sense of urgency and shared accountability for meeting school improvement objectives.(6624)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>			At the beginning of the school year, the school's vision, mission, values, and goals are disseminated to the school faculty, staff, students, parents, and community members. The goals and action steps are discussed at weekly PLC's, monthly faculty meetings, PTT meetings, and quarterly Community Advisory meetings. Once data is gathered from quarterly benchmark assessments, the principal and each department compare the results to the goals. Teachers are also given a reflection sheet at the end of each semester to give their opinions of what's working, what's not working, and any questions they may have. The results from the reflection sheet are used to guide the vision, mission, values, and goals of the school.	Full Implementation 11/13/2018		

Core Function:			School Leadership and Decision Making			
Effective Practice:			Align classroom observations with evaluation criteria and professional development			
		LDR.3.07	Professional development of individual teachers includes an emphasis on indicators of effective teaching.(6631)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<ul style="list-style-type: none"> <li>All teacher observations are based on the Teacher Growth Rubric that is required by the Mississippi Department of Education for the professional growth system. Support is always available from administrators and staff for teachers needing assistance in any area.</li> <li>Teachers conference with administrators multiple times per year to address personal growth, growth of students, and methods to improve instruction.</li> <li>Student data is monitored and lessons are implemented to address individual student needs.</li> </ul>	Limited Development 11/13/2018		
<i>How it will look when fully met:</i>			<ul style="list-style-type: none"> <li>Teachers will create individualized instructional plans for special education students.</li> <li>Teachers will collaborate to ensure the success of all special education students.</li> <li>Teacher and students' interactions and communications are strong, positive, and promote learning and engagement.</li> <li>Special education students' classroom data and test scores will improve.</li> <li>Office discipline referrals will decrease for special education students.</li> </ul>		Kimberly Hardy	03/07/2019
<i>Actions</i>				0 of 1 (0%)		
	11/13/18	Teachers will be trained specifically in how to meet the various needs of special education students, including how to deal with emotional disabilities, behavior issues, as well as, cognitive and learning disabilities. Tupelo Middle School plans to send three individuals to summer training to assist with engagement and achievement for reluctant learners. Further in-house training will be provided at a later time.			Kimberly Hardy	05/23/2019
<i>Notes:</i>						

		LDR.3.10	School implements strategies and practices to improve school culture and climate.(6634)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>			<ul style="list-style-type: none"> <li>Tupelo Middle School currently has a policy of keeping regular, positive contact with parents and guardians through a school computer program. Teachers are regularly reminded to make positive contact.</li> <li>In order to address student motivation, incentives are offered school-wide and per individual classroom, such as: special activities, special recognition, and donated items for prizes. These are offered for perfect attendance, improvement of test scores, honor roll, as well as, rewards for good behavior.</li> <li>Regularly scheduled parent/teacher conference days are available to foster communication between parents/guardians and teachers.</li> </ul>	Limited Development 11/13/2018		
<b>How it will look when fully met:</b>			<ul style="list-style-type: none"> <li>Teachers will develop learning tasks that are sufficiently challenging for each student, within the reach of the student's abilities, which, in turn, should heighten the student's interest in the task.</li> <li>Teachers will encourage students to set goals that are specific and challenging, but attainable.</li> <li>Teachers will model effective responses to tasks and provide feedback that encourages students to be persistent and stay motivated.</li> <li>Teachers will maintain positive, regular communication with parents, especially families of struggling students.</li> </ul>		Patricia Ratliff	03/08/2019
<b>Actions</b>				<b>0 of 1 (0%)</b>		
	11/13/18		Teachers will provide evidence of learning activities that are individualized for the student, by listing in lesson plans specific names and learning strategies, as well as, motivation strategies for all special education students in all subject areas.		Patricia Ratliff	03/08/2019
<i>Notes:</i>						

<b>Core Function:</b>		<b>Curriculum, Assessment, and Instructional Planning</b>				
<b>Effective Practice:</b>		<b>Engage teachers in aligning instruction with standards and benchmarks</b>				
		PLN.1.01	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(6635)	Implementation Status	Assigned To	Target Date

<b>Initial Assessment:</b>	<ul style="list-style-type: none"> <li>General and special education teachers collaborate twice per month during PLCs to assess student data as well as to make specific plans for special education students using data.</li> <li>Instructional teams from each subject area and grade level create standard-aligned units of instruction. These are reviewed weekly during planning sessions to ensure implementation.</li> <li>Curriculum maps are developed for each grade and subject area.</li> </ul>	Full Implementation 11/13/2018		
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<b>Core Function:</b>	<b>Curriculum, Assessment, and Instructional Planning</b>
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<b>Effective Practice:</b>	<b>Assess student learning frequently with standards-based assessments</b>
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		<b>PLN.4.05</b>	<b>Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.(6648)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
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<b>Initial Assessment:</b>	<ul style="list-style-type: none"> <li>Data sheets are included in teachers' observation binders. This allows administrators to see how teachers have addressed strengths and weaknesses determined by the data.</li> <li>Multiple curriculum/standards-based assessments are given throughout the year in order to assess student learning and help drive instruction.</li> <li>Teachers are required to keep data sheets to track all student data points available, this includes state test scores and quarterly benchmark assessments.</li> <li>Students use a computer program weekly in order to address gaps in instruction and instruct students on their individual level.</li> </ul>	Limited Development 11/13/2018		
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<b>How it will look when fully met:</b>	<ul style="list-style-type: none"> <li>Lessons will be individualized using data from our standards-based computer program and benchmarks, addressing weaknesses in curriculum and instructional strategies. Evidence will be provided in lesson plans.</li> <li>Student test data will show improvement.</li> </ul>		<b>Kimberly Hardy</b>	<b>05/23/2019</b>
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<b>Actions</b>		<b>0 of 1 (0%)</b>		
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11/13/18	Teachers will use our reading computer program and benchmark reports to develop standards-based lessons, in order to address areas in the curriculum that have not been mastered, and address gaps in instruction. Evidence of this action will be found in teacher lesson plans, observed in teacher observations by administrators, and through informal conferencing with teachers.		Kimberly Hardy	05/23/2019
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