MISSISSIPPI DEPARTMENT OF EDUCATION

Ensuring a bright future for every child

Monthly Update Report

Date of School Board Meeting:				Time Frame: September 2019			
District Name: Tupelo Public School District							
School Name: Tupelo High School							

School Goals and Progress Towards Goals

Overall School Goal					1st Benchmark Assessment Results			
	Reading	Math	Science			Reading	Math	Science
% Proficient	60	60	70		**% Proficient**			
% Growth of all	80	75			**% Growth of all**			
% Growth of bottom 25%	70	75			**% Growth of bottom 25%**			
2nd Benchmark Assessment Results					3rd Benchmark Assessment Results			
	Reading	Math	Science			Reading	Math	Science
% Proficient					**% Proficient**			
% Growth of all					**% Growth of all**			
% Growth of bottom 25%					**% Growth of bottom 25%**			

Describe the school's progress towards plan implementation (MS SOARS) Current Step: We have ordered books and other literacy materials to stock special education classroom libraries for tutorial and remediation purposes. Next Steps: We will increase instructional time for at-risk students, particularly special education students through small group and after-school tutoring.

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	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May
School Enrollment	1934									
Student ADA	93.9%									
% of students with 2 or more absences for the month (*chronic absences*)	21.6%									
Teacher attendance rate	98.6%									
# of discipline referrals	153									

Allocation of Resources: School Improvement Funding 1003 or SIG- School Improvement Grant Funding

Total Allocation	July 2019	September 2019	December 2019	March 2020
		4,782.44		
Remaining Balance	151,105.00	146,323.56		

Describe how the school is addressing areas of challenge presented by data above (leadindg/lagging indicators)? The greatest challenge we face based on the 2018-2019 MAAP data is ELA Growth for the lowest performing sub-group. We have changed our approach to this subgroup by placing at-risk students in a compensatory English course while they are taking English II. We are also increasing literacy support for special education students in their tutorial classes and purchasing research based high quality materials. We plan to increase instuctional time through a part-time certified tutor and after-school tutoring and train teachers on literacy interventions.	Describe how the school is addressing sub-group performance that caused identification (TSI, ATSI). Tupelo High School was identified for ATSI for our special education sub-group. Our first focus for addressing special education performance is increasing reading proficiency for all students, particularly special education students. We believe if our special education students improve in reading, then they will improve in all academic areas. Next, we will increase instructional time through small group and after-school tutoring to promote growth in English language arts, math, science, social studies, and college/career readiness.