![Mississippi Department of Education logo — Ensuring a bright future for every child]

Monthly Update Report

Date of School Board Meeting:	**Time Frame: March 2020**
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**	50	53	36
% Growth of all	80	75	U.S. History		**% Growth of all**	65	51	U.S. History
% Growth of bottom 25%	70	75	70		**% Growth of bottom 25%**	66	35	30

2nd Benchmark Assessment Results					Fall MAAP Results			
	Reading	Math	Science			Reading	Math	Science
% Proficient					**% Proficient**	54	47	68
% Growth of all					**% Growth of all**	77	67	U.S. History (Pass Rate)
% Growth of bottom 25%					**% Growth of bottom 25%**	37	67	82

Describe the school's progress towards plan implementation (MS SOARS) Current Step: We are using new literacy materials in our special education tutorials. We have implemented after school tutoring. We are working with our Media Center to expand learning options for special needs and other at risk students. **Next Steps:** We are in the process of hiring a part-time student learning coordinator for our students with special needs.

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	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May
School Enrollment	1934	1932	1926	1920	1937	1853	1846			
Student ADA	93.9%	93.1%	91.6%	91.8%	90%	91.1%	89.3%			
% of students with 2 or more absences for the month (*chronic absences*)	21.6%	25.1%	27.8%	25%	28.6%	21.6%	29.1%			
Teacher attendance rate	98.6%	97.1%	95.5%	94.8%	95.5%	95.5%	94.0%			
# of discipline referrals	153	382	254	222	106	128	290			

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

Total Allocation	July 2019	September 2019	December 2019	March 2020
		12,274.44	27,914.43	40,370.13
Remaining Balance	151,105.00	138,831.56	110,917.13	70,547.00

Describe how the school is addressing areas of challenge presented by data above (leading/lagging indicators)?	Describe how the school is addressing sub-group performance that caused identification (TSI, ATSI).
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 instructional time through a part-time certified tutor, after-school tutoring, and train teachers on literacy interventions.	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.