



Date of School Board Meeting: February 11, 2020				Time Frame: January 2020				
District Name: Tupelo Public School District								
School Name: Rankin Elementary								
School Goals and Progress Towards Goals								
Overall School Goal				1st Benchmark Assessment Results				
	Reading	Math	Science		Reading	Math	Science	
% Proficient	60	70	65		% Proficient	55.7	53.3	34.6
% Growth of all	68	55			% Growth of all	60.3	64.4	
% Growth of bottom 25%	60	55			% Growth of bottom 25%	48.8	36.8	
2nd Benchmark Assessment Results				3rd Benchmark Assessment Results				
	Reading	Math	Science		Reading	Math	Science	
% Proficient	59.3	76	50		% Proficient			
% Growth of all	61.5	70.4			% Growth of all			
% Growth of bottom 25%	45.6	52.6			% Growth of bottom 25%			
<p>Describe the school's progress towards plan implementation (MS SOARS) Current Step: SPED teachers have each planned with Bailey Consultant, Iris Hurt and designed a lesson plan per student based on skills he/she is not mastering. Rankin's intervention time (RISE) has been</p>								



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tailored to meet the needs of all students based on ELA and math growth. Next Steps: We are in the process of hiring a part-time student learning coordinator for our students with special needs.

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May
School Enrollment	376	376	376	374	372	372				
Student ADA	96.88%	96.88%	96.75%	96.72%	95.91%	95.89%				
% of students with 2 or more absences for the month (<i>chronic absences</i>)	4.8%	6.6%	7.1%	6.6%	10.7%	8.4%				
Teacher attendance rate	98.4	95.2	96.6	95	98.2	97				
# of discipline referrals	4	21	21	23	18	19				

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

Total Allocation	February 2020								
	\$50,857.00								
Remaining Balance	\$50,857.00								

Describe how the school is addressing areas of challenge presented by data above (leading/lagging indicators)? The greatest challenge we face based on the 2018-2019 MAAP data is ELA/Math Growth for the lowest performing sub-group. We have started after school tutoring for our lowest performing students and students with disabilities. We have increased support for our Inclusion teachers by using the Bailey consultant, Iris Hurt. We are increasing instructional support for our students with disabilities by purchasing research based materials. We

Describe how the school is addressing sub-group performance that caused identification (TSI, ATSI). Rankin Elementary was identified for ATSI for our special education subgroup in ELA. Our first focus for addressing special education performance is increasing reading proficiency for all students, particularly special education students and the lowest performing 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, after-school



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plan to increase one-on-one instructional time through a part-time certified tutor.

tutoring, and interventions through our part-time student learning coordinator to promote growth in English language arts, math, science, social studies, and college/career readiness. We have also tailored interventions based on data collected throughout the year. Each student with disabilities and lowest performing are being provided targeted standard direct instruction.