

History Log

JACKSON CO SCHOOL DIST (3000) Public District - FY 2020 - School Improvement, 1003(a) - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
<input type="checkbox"/>	3/26/2020 10:22:13 AM	John Strycker	Agreed to "By submitting this automated application, the local education agency representatives assure that the application has been authorized by the board of education of the local education agency, and the undersigned representatives have been duly authorized by formal action of the board to file this application for, and on behalf of, the local education agency, and otherwise to act as the authorized representatives of the local education agency in connection with this application. By submitting this automated application, the local education agency is acknowledging that it understands and agrees to abide by the applicable assurances attached to this application."	C
	3/26/2020 10:22:13 AM	John Strycker	Status changed to 'LEA Superintendent Approved'.	S
	3/26/2020 10:01:42 AM	Sonja Robertson	Status changed to 'MDE School Improvement, 1003(a) Director Approved'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
<input type="checkbox"/>	3/26/2020 10:01:08 AM	Sonja Robertson	Mrs. Williams, Thanks for verifying that VR is not part of the budget for St. Martin Middle. I am preparing to escalate your application forward with the approval. Be well. Sincerely, Sonja	C
	3/23/2020 8:39:13 AM	Sharita Giles	Status changed to 'MDE School Improvement, 1003(a) District Contact Approved'.	S
<input type="checkbox"/>	3/19/2020 3:48:49 PM	Ryan Earley	Agreed to "By submitting this automated application, the local education agency representatives assure that the application has been authorized by the board of education of the local education agency, and the undersigned file this application for, and on behalf of, the local education agency, and otherwise to act as the authorized representatives of the local education agency in connection with this application. By submitting this automated application, the local education agency is acknowledging that it understands and agrees to abide by the applicable assurances attached to this application."	C
	3/19/2020 3:48:49 PM	Ryan Earley	Status changed to 'LEA Business Manager Budget Approved'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
<input type="checkbox"/>	3/19/2020 3:25:05 PM	Kimberly Williams	Agreed to "By submitting this automated application, the local education agency representatives assure that the application has been authorized by the board of education of the local education agency, and the undersigned by representatives have been duly authorized by formal action of the board to file this application for, and on behalf of, the local education agency, and otherwise to act as the authorized representatives of the local education agency in connection with this application. By submitting this automated application, the local education agency is acknowledging that it understands and agrees to abide by the applicable assurances attached to this application."	C
	3/19/2020 3:25:05 PM	Kimberly Williams	Status changed to 'LEA Federal Programs Draft Completed'.	S
	2/27/2020 1:44:20 PM	Sonja Robertson	Status changed to 'MDE School Improvement, 1003(a) District Contact Returned Not Approved'.	S
	2/27/2020 1:44:15 PM	Sonja Robertson	Status changed to 'MDE School Improvement, 1003(a) Director Returned Not Approved'.	S
<input type="checkbox"/>	2/27/2020 1:27:25 PM	Sonja Robertson	Feedback has been provided to the Mrs. Williams via email. Feedback will also be provided in the checklist.	C
	2/19/2020 10:35:38 AM	Sharita Giles	Status changed to 'MDE School Improvement, 1003(a) District Contact Approved'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
<input type="checkbox"/>	2/18/2020 6:54:53 PM	Ryan Earley	Agreed to "By submitting this automated application, the local education agency representatives assure that the application has been authorized by the board of education of the local education agency, and the undersigned by representatives have been duly authorized by formal action of the board to file this application for, and on behalf of, the local education agency, and otherwise to act as the authorized representatives of the local education agency in connection with this application. By submitting this automated application, the local education agency is acknowledging that it understands and agrees to abide by the applicable assurances attached to this application."	C
	2/18/2020 6:54:53 PM	Ryan Earley	Status changed to 'LEA Business Manager Budget Approved'.	S
<input type="checkbox"/>	2/18/2020 6:38:06 PM	Kimberly Williams	Agreed to "By submitting this automated application, the local education agency representatives assure that the application has been authorized by the board of education of the local education agency, and the undersigned by representatives have been duly authorized by formal action of the board to file this application for, and on behalf of, the local education agency, and otherwise to act as the authorized representatives of the local education agency in connection with this application. By submitting this automated application, the local education agency is acknowledging that it understands and agrees to abide by the applicable assurances attached to this application."	C
	2/18/2020 6:38:06 PM	Kimberly Williams	Status changed to 'LEA Federal Programs Draft Completed'.	S
	2/18/2020 4:27:12 PM	Sharita Giles	Status changed to 'MDE School Improvement, 1003(a) District Contact Returned Not Approved'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
<input type="checkbox"/>	2/17/2020 4:05:10 PM	Ryan Earley	Agreed to "By submitting this automated application, the local education agency representatives assure that the application has been authorized by the board of education of the local education agency, and the undersigned by representatives have been duly authorized by formal action of the board to file this application for, and on behalf of, the local education agency, and otherwise to act as the authorized representatives of the local education agency in connection with this application. By submitting this automated application, the local education agency is acknowledging that it understands and agrees to abide by the applicable assurances attached to this application."	C
	2/17/2020 4:05:10 PM	Ryan Earley	Status changed to 'LEA Business Manager Budget Approved'.	S
<input type="checkbox"/>	2/17/2020 3:56:53 PM	Kimberly Williams	Agreed to "By submitting this automated application, the local education agency representatives assure that the application has been authorized by the board of education of the local education agency, and the undersigned by representatives have been duly authorized by formal action of the board to file this application for, and on behalf of, the local education agency, and otherwise to act as the authorized representatives of the local education agency in connection with this application. By submitting this automated application, the local education agency is acknowledging that it understands and agrees to abide by the applicable assurances attached to this application."	C
	2/17/2020 3:56:53 PM	Kimberly Williams	Status changed to 'LEA Federal Programs Draft Completed'.	S
	2/3/2020 1:33:03 PM	Sharita Giles	Status changed to 'MDE School Improvement, 1003(a) District Contact Returned Not Approved'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
<input type="checkbox"/>	12/18/2019 11:39:14 AM	Ryan Earley	Agreed to "By submitting this automated application, the local education agency representatives assure that the application has been authorized by the board of education of the local education agency, and the undersigned by file this application for, and on behalf of, the local education agency, and representatives have been duly authorized by formal action of the board to otherwise to act as the authorized representatives of the local education agency in connection with this application. By submitting this automated application, the local education agency is acknowledging that it understands and agrees to abide by the applicable assurances attached to this application."	C
	12/18/2019 11:39:14 AM	Ryan Earley	Status changed to 'LEA Business Manager Budget Approved'.	S
<input type="checkbox"/>	12/18/2019 11:30:32 AM	Kimberly Williams	Agreed to "By submitting this automated application, the local education agency representatives assure that the application has been authorized by the board of education of the local education agency, and the undersigned by file this application for, and on behalf of, the local education agency, and representatives have been duly authorized by formal action of the board to otherwise to act as the authorized representatives of the local education agency in connection with this application. By submitting this automated application, the local education agency is acknowledging that it understands and agrees to abide by the applicable assurances attached to this application."	C
	12/18/2019 11:30:32 AM	Kimberly Williams	Status changed to 'LEA Federal Programs Draft Completed'.	S
	12/18/2019 11:21:53 AM	Ryan Earley	Status changed to 'LEA Business Manager Budget Returned Not Approved'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
<input type="checkbox"/>	12/18/2019 8:48:10 AM	Kimberly Williams	Agreed to "By submitting this automated application, the local education agency representatives assure that the application has been authorized by the board of education of the local education agency, and the undersigned by representatives have been duly authorized by formal action of the board to file this application for, and on behalf of, the local education agency, and otherwise to act as the authorized representatives of the local education agency in connection with this application. By submitting this automated application, the local education agency is acknowledging that it understands and agrees to abide by the applicable assurances attached to this application."	C
	12/18/2019 8:48:10 AM	Kimberly Williams	Status changed to 'LEA Federal Programs Draft Completed'.	S
	11/20/2019 2:00:55 PM	Kimberly Williams	Status changed to 'Draft Started'.	S
	11/18/2019 5:42:13 PM	Elisha Campbell	Status changed to 'Not Started'.	S

Allocations

JACKSON CO SCHOOL DIST (3000) Public District - FY 2020 - School Improvement, 1003(a) - Rev 0 - Allocations

	(1)	SI 1003(a)	Total
Original		\$318,922.00	\$318,922.00
Reallocated		\$0.00	\$0.00
Additional		\$0.00	\$0.00
Released		\$0.00	\$0.00
Forfeited		\$0.00	\$0.00
Total		\$318,922.00	\$318,922.00

Application Components

JACKSON CO SCHOOL DIST (3000) Public District - FY 2020 - School Improvement, 1003(a) - Rev 0 - District Level Application

This section of the application has three parts:

Part I: District Application for Section 1003 School Improvement Funds

ESSA Section 1003 School Improvement funds are available to school districts with schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI). Districts must submit an application to receive Section 1003 funds. Part I below is the district's application for Section 1003 funds.

Part II: Use of Section 1003 School Improvement Funds

The State Board Approved methodology for dispersing 1003 funds states that, districts receive \$100,000 for each CSI school. If funds remain after CSI schools have been served, districts will receive \$40,000 for each TSI/ATSI school. If there are not enough funds to serve all schools, priority will be given to CSI schools, then TSI/ATSI schools will receive funding proportionally. Section 1003 funds must be used in identified schools to support evidence-based strategies or interventions that meet strong, moderate, or promising levels of evidence. Part II collects information about how districts plan to use Section 1003 funds in identified schools.

Part III: Use of Required Title I, Part A Reservation for CSI, TSI and ATSI Schools (20% of each identified school's Title I, Part A allocation)

Under Mississippi's ESSA State Plan approved by the U.S. Department of Education, a Title I school that is identified for CSI, TSI, or ATSI must reserve 20% of its Title I, Part A allocation to implement evidence-based strategies or interventions that meet strong, moderate, or promising levels of evidence and address the issues that caused the identification. Part III collects information about how identified schools will use this Title I, Part A school-level reservation. Note: all CSI, TSI, and ATSI schools that receive Title I, Part A funds must take this reservation whether they receive Section 1003 funds or not.

Part I: District Application for Section 1003 School Improvement Funds

JACKSON CO SCHOOL DIST (3000) Public District - FY 2020 - School Improvement, 1003(a) - Rev 0 - District Level Application

Please provide a description of how the district will carry out the following responsibilities for CSI and TSI schools receiving Section 1003 School Improvement funds.

* 1. Please describe how the LEA will develop CSI plans for schools that receive Section 1003 funds.
not applicable

2. If the district will receive Section 1003 funds for use in TSI schools (including ATSI schools), please describe how the LEA will support schools developing or implementing TSI/ATSI plans.

As a district level leadership team, the Superintendent, Special Education Director, Business Manager, Curriculum Director, and the Federal Programs/Student Services Director will work together to ensure that schools have all TSI/ATSI schools have the support needed to provide transformational leadership in their buildings, to develop new and existing teacher talents, to implement instructional initiatives, and to shift school culture. The curriculum department will provide instructional coaching support in the schools and act as an advisor for school administration as TSI/ATSI plans are developed and implemented. The business office will provide any cost data needed to evaluate spending options. Overall, JCSD district-level team will provide technical support using our staff to answer questions and guide the process, when necessary.

* 3. Please describe how the district will monitor schools receiving Section 1003 funds. (If the district will receive Section 1003 funds for TSI (including ATSI) schools, this description should address how the district will monitor the implementation of those schools' TSI plans and what additional action the district will take if the TSI plan has been unsuccessfully implemented after a number of years.)

The District Leadership Team will monitor the instructional and fiscal activities of the schools receiving Section 1003a funds. The curriculum department will provide direct support for school teachers and administrators in the way of instructional coaching and advisement as they implement TSI/ATSI plans. The curriculum department will assist schools with unsuccessful TSI plan implementation by providing support and advisement for plan revision. The business office will apply the same procedures used to expend all Title funds with regards to budgets and purchasing procedures. The Superintendent will have all TSI/ATSI school principals submit monthly reports during breakout sessions after the monthly principal meetings to inform the leadership team of progress being made with the

subgroup. The Special Education director and the MET team will comprehensively review students deemed unsuccessful for TST or suspected of a disability and work with school personnel to ensure that the needs of all IDEA students are met within the TSI/ATSI plan. As a team we will review data and recommend adjustments in areas that are not progressing. This will be an ongoing, monthly process.

* 4. Please describe how the district will use a rigorous review process to recruit, screen, select, and evaluate any external partners with whom the district will partner to implement strategies or interventions funded with Section 1003 funds.

The District Leadership team will act as an advisor for school administrators as they choose external partners with whom they will work to provide academic interventions. The Special Education department has a variety of cooperative agreements with many agencies and businesses, and the Special Education director and the MET team is responsible for screening and selecting all external partners for special education students. All stakeholders will be involved in selecting any external supports districtwide. Their input will be most valuable, since their feet are on the ground implementing the TSI/ATSI plans. The District Leadership team, which includes the Special Education Director, will utilize surveys to obtain feedback from school principals and staff members to evaluate the effectiveness of all external partners.

* 5. Please describe how the district will align other Federal, State, and local resources to carry out the activities supported with Section 1003 funds.

The curriculum department will utilize district instructional improvement funds where appropriate and necessary to support the implementation of TSI/ATSI plans. The district will only use 1003a funds to supplement existing spending budgets. The Special Education director, along with the Superintendent, will ensure that all special education teacher units will be equitably distributed based on student needs. Additionally, the district, under the advisement of the Special Education director, will adhere to all IDEA regulations and the Mississippi Department of Education policies. Overall, the district will be creative and flexible and look for ways to make sure all resources support the goals.

* 6. Please describe how the district will, as appropriate, modify any practices and policies to provide operational flexibility that enables full and effective implementation of CSI and TSI plans.

The curriculum department will prioritize the instructional coaches for TSI/ATSI schools so that additional time will be allocated to assist the effective implementation of TSI/ATSI plans. The Special Education director will ensure that he modifies or adjusts sped unit allocations per ATSI/TSI school as needed to implement the school's plan. Moreover, his team will progress monitor IDEA students every nine weeks. The JCSD district-level administrative team will use its authority to remove barriers and allow for school-level autonomies, including budget, staffing, and curriculum. The district will allocate funding and resources based on the needs of our SPED student population and the Special

Education and Curriculum Director will ensure that a system is developed to support, monitor, and sustain school improvement efforts.

* 7. Please describe process used by the school leadership team in collaboration with the district leadership to identify and select the evidence based interventions.

The Federal Programs Director and the Federal Programs Grant Accountant will facilitate a district-wide school-improvement planning session with all school teams. School teams will then go back to their campuses, and begin planning with their SLTs. A culminating meeting will occur with each individual SLT and the FP Director, FP Grant Accountant to finalize spending options for evidence-based interventions. During this meeting budget narratives, research articles, effect size and indicator selections will be discussed in detail.

* Required Assurance. The district assures that each school that receives Section 1003 funds will receive all of the State and local funds it would have received in the absence of Section 1003 funds.

* LEA Approval Certification: The district certifies that the plan and funding application for each school that received Section 1003 funds has been reviewed at the school and district level as well as has received approval from the principal, federal programs director, business manager, superintendent and local school board.

Budget

JACKSON CO SCHOOL DIST (3000) Public District - FY 2020 - School Improvement, 1003(a) - Rev 0 - School Improvement, 1003(a)

Indirect Cost	
Total Contributing to Indirect Cost	\$255,785.90
Indirect Cost Rate	0.57%
Maximum Allowed for Indirect Cost	\$1,449.71

Function Code	Total
1105 - Pre-Kindergarten Programs	\$0.00
1110 - Kindergarten Programs	\$0.00
1120 - Elementary Programs	\$0.00
1130 - Middle-Junior High Programs	\$127,881.80
1140 - High School Programs	\$76,254.00
1190-1199 - Other Regular Programs	\$0.00
1230 - Alternative School Programs	\$0.00
1250 - Title I Programs	\$0.00
1260 - After School Programs	\$0.00
1270 - Remediation Extended School Year	\$0.00
1280 - Supplemental Educ. Services (SES)	\$61,499.20
1290 - Other Special Programs	\$0.00
1295 - Private School Participation	\$0.00

1310-1390 - Adult/Continuing Education	\$0.00
1410-1420 - Summer School Programs	\$0.00
1930-1990 - Other Instructional Programs	\$0.00
2110-2119 - Attendance & Social Work Svcs.	\$0.00
2120-2129 - Guidance Services	\$0.00
2130-2139 - Health Services	\$0.00
2140-2149 - Psychological Services	\$0.00
2150-2159 - Speech Pathology	\$0.00
2160 - School Resource Officer	\$0.00
2190 - Other Support Services - Students	\$0.00
2210-2219 - Improvement of Instruction	\$53,287.00
2220-2229 - Educational Media Services	\$0.00
2330 - Special Area Administration	\$0.00
2500-2599 - Business Services	\$0.00
2610-2699 - Operation and Maintenance	\$0.00
2710-2799 - Student Transportation Services	\$0.00
2800-2899 - Central Support Services (Tech)	\$0.00
3300 - Community Services Operations	\$0.00
3900-3999 - Other Noninstructional	\$0.00
7110 - Indirect Costs Transfers Out	\$0.00
7120 - Other Transfers Out	\$0.00
Total	\$318,922.00

Adjusted Allocation	\$318,922.00
Remaining	\$0.00

Budget Detail

JACKSON CO SCHOOL DIST (3000) Public District - FY 2020 - School Improvement, 1003(a) - Rev 0 - School Improvement, 1003(a)

1130 - Middle-Junior High Programs - \$127,881.80 ▼

Budget Detail	Narrative Description
Total for 1130 - Middle-Junior High Programs:	\$0.00
Total for all other Function Codes:	\$0.00
Total for all Function Codes:	\$0.00
Adjusted Allocation:	\$318,922.00
Remaining:	\$318,922.00

Budget Detail

JACKSON CO SCHOOL DIST (3000) Public District - FY 2020 - School Improvement, 1003(a) - Rev 0 - School Improvement, 1003(a)

1140 - High School Programs - \$76,254.00 ▼

Budget Detail	Narrative Description
Total for 1140 - High School Programs:	\$0.00
Total for all other Function Codes:	\$0.00
Total for all Function Codes:	\$0.00
Adjusted Allocation:	\$318,922.00
Remaining:	\$318,922.00

Budget Detail

JACKSON CO SCHOOL DIST (3000) Public District - FY 2020 - School Improvement, 1003(a) - Rev 0 - School Improvement, 1003(a)

1280 - Supplemental Educ. Services (SES) - \$61,499.20 ▼

Budget Detail	Narrative Description
Total for 1280 - Supplemental Educ. Services (SES):	\$0.00
Total for all other Function Codes:	\$0.00
Total for all Function Codes:	\$0.00
Adjusted Allocation:	\$318,922.00
Remaining:	\$318,922.00

Budget Detail

JACKSON CO SCHOOL DIST (3000) Public District - FY 2020 - School Improvement, 1003(a) - Rev 0 - School Improvement, 1003(a)

2210-2219 - Improvement of Instruction - \$53,287.00 ▼

Budget Detail	Narrative Description
Total for 2210-2219 - Improvement of Instruction:	\$0.00
Total for all other Function Codes:	\$0.00
Total for all Function Codes:	\$0.00
Adjusted Allocation:	\$318,922.00
Remaining:	\$318,922.00

Budget Overview

JACKSON CO SCHOOL DIST (3000) Public District - FY 2020 - School Improvement, 1003(a) - Rev 0 - School Improvement, 1003(a)

Indirect Cost	
Total Contributing to Indirect Cost	\$255,785.90
Indirect Cost Rate	0.57%
Maximum Allowed for Indirect Cost	\$1,449.71

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Function Code	1130 - Middle-Junior High Programs	1140 - High School Programs	1280 - Supplemental Educ. Services (SES)	2210-2219 - Improvement of Instruction	Total
Object Code					
100-199 - Employee Salaries	42,879.62	48,267.00	46,407.00	0.00	137,553.62
200-299 - Employee Benefits	15,484.38	16,900.00	15,092.20	0.00	47,476.58
500-599 - Other Purchased Services	0.00	0.00	0.00	31,900.00	31,900.00

Function Code Object Code	1130 - Middle- Junior High Programs	1140 - High School Programs	1280 - Supplemental Educ. Services (SES)	2210-2219 - Improvement of Instruction	Total
600-699 - Supplies	6,381.70	11,087.00	0.00	0.00	17,468.70
700-799 - Property	63,136.10	0.00	0.00	0.00	63,136.10
800-899 - Other Objects	0.00	0.00	0.00	21,387.00	21,387.00
Total	127,881.80	76,254.00	61,499.20	53,287.00	318,922.00
	Adjusted Allocation				318,922.00
	Remaining				0.00

School Improvement, 1003(a) School Allocations

JACKSON CO SCHOOL DIST (3000) Public District - FY 2020 - School Improvement, 1003(a) - Rev 0 - School Improvement, 1003(a)

Grant Applicant	Current Allocation	Carryover Allocation	Total Allocation	Budget Amount
EAST CENTRAL MIDDLE SCHOOL	\$58,364.00	\$0.00	\$58,364.00	\$58,364.00
ST MARTIN HIGH SCHOOL	\$76,254.00	\$0.00	\$76,254.00	\$76,254.00
ST MARTIN UPPER ELEMENTARY	\$59,983.00	\$0.00	\$59,983.00	\$59,983.00
ST. MARTIN MIDDLE SCHOOL	\$68,747.00	\$0.00	\$68,747.00	\$68,747.00
VANCLEAVE MIDDLE SCHOOL	\$55,574.00	\$0.00	\$55,574.00	\$55,574.00
Total:	\$318,922.00	\$0.00	\$318,922.00	\$318,922.00

Budget

JACKSON CO SCHOOL DIST (3000) Public District - FY 2020 - School Improvement, 1003(a) - Rev 0 - School Improvement, 1003(a) - EAST CENTRAL MIDDLE SCHOOL (30000004) -

Indirect Cost	
Total Contributing to Indirect Cost	\$58,364.00
Indirect Cost Rate	0.57%
Maximum Allowed for Indirect Cost	\$330.78

Function Code	Total
1105 - Pre-Kindergarten Programs	\$0.00
1110 - Kindergarten Programs	\$0.00
1120 - Elementary Programs	\$0.00
1130 - Middle-Junior High Programs	\$58,364.00
1140 - High School Programs	\$0.00
1190-1199 - Other Regular Programs	\$0.00
1230 - Alternative School Programs	\$0.00
1250 - Title I Programs	\$0.00
1260 - After School Programs	\$0.00
1270 - Remediation Extended School Year	\$0.00
1280 - Supplemental Educ. Services (SES)	\$0.00
1290 - Other Special Programs	\$0.00
1295 - Private School Participation	\$0.00

1310-1390 - Adult/Continuing Education	\$0.00
1410-1420 - Summer School Programs	\$0.00
1930-1990 - Other Instructional Programs	\$0.00
2110-2119 - Attendance & Social Work Svcs.	\$0.00
2120-2129 - Guidance Services	\$0.00
2130-2139 - Health Services	\$0.00
2140-2149 - Psychological Services	\$0.00
2150-2159 - Speech Pathology	\$0.00
2160 - School Resource Officer	\$0.00
2190 - Other Support Services - Students	\$0.00
2210-2219 - Improvement of Instruction	\$0.00
2220-2229 - Educational Media Services	\$0.00
2330 - Special Area Administration	\$0.00
2500-2599 - Business Services	\$0.00
2610-2699 - Operation and Maintenance	\$0.00
2710-2799 - Student Transportation Services	\$0.00
2800-2899 - Central Support Services (Tech)	\$0.00
3300 - Community Services Operations	\$0.00
3900-3999 - Other Noninstructional	\$0.00
7110 - Indirect Costs Transfers Out	\$0.00
7120 - Other Transfers Out	\$0.00
Total	\$58,364.00

Adjusted Allocation	\$58,364.00
Remaining	\$0.00

Budget Detail

JACKSON CO SCHOOL DIST (3000) Public District - FY 2020 - School Improvement, 1003(a) - Rev 0 - School Improvement, 1003(a) - EAST CENTRAL MIDDLE SCHOOL (30000004) -

1130 - Middle-Junior High Programs - \$58,364.00 ▼

Budget Detail		Narrative Description
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Function Code:	1130 - Middle-Junior High Programs	Salary for one full time interventionist
Object Code:	100-199 - Employee Salaries	
Location Code:	EAST CENTRAL MIDDLE SCHOOL (30000004)	
Quantity:	1.00	
Cost:	\$42,879.62	
Line Item Total:	\$42,879.62	

Function Code:	1130 - Middle-Junior High Programs	Benefits for 1 one full time interventionist
Object Code:	200-299 - Employee Benefits	
Location Code:	EAST CENTRAL MIDDLE SCHOOL (30000004)	
Quantity:	1.00	
Cost:	\$15,484.38	
Line Item Total:	\$15,484.38	

Total:

Total for 1130 - Middle-Junior High Programs:

\$58,364.00

Total for all other Function Codes:

\$0.00

Total for all Function Codes:

\$58,364.00

Adjusted Allocation:

\$58,364.00

Remaining:

\$0.00

Budget Overview

JACKSON CO SCHOOL DIST (3000) Public District - FY 2020 - School Improvement, 1003(a) - Rev 0 - School Improvement, 1003(a) - EAST CENTRAL MIDDLE SCHOOL (3000004) -

Indirect Cost	
Total Contributing to Indirect Cost	\$58,364.00
Indirect Cost Rate	0.57%
Maximum Allowed for Indirect Cost	\$330.78

Filter by Location: All - \$58,364.00
[\[Download Data\]](#)

Object Code	Function Code	1130 - Middle-Junior High Programs	Total
100-199 - Employee Salaries		42,879.62	42,879.62
200-299 - Employee Benefits		15,484.38	15,484.38
Total		58,364.00	58,364.00
		Adjusted Allocation	58,364.00
		Remaining	0.00

School Improvement, 1003(a) School Allocations

JACKSON CO SCHOOL DIST (3000) Public District - FY 2020 - School Improvement, 1003(a) - Rev 0 - School Improvement, 1003(a) - EAST CENTRAL MIDDLE SCHOOL (3000004) -

Grant Applicant	Current Allocation	Carryover Allocation	Total Allocation	Budget Amount
EAST CENTRAL MIDDLE SCHOOL	\$58,364.00	\$0.00	\$58,364.00	\$58,364.00

Part II: Vision, Mission, Goals

JACKSON CO SCHOOL DIST (3000) Public District - FY 2020 - School Improvement, 1003(a) - Rev 0 - School Improvement, 1003(a) - EAST CENTRAL MIDDLE SCHOOL (30000004) -

My school is an existing CSI school, or an existing ATSI or TSI school based on the same subgroup.

*** Vision of the School:**

*** Mission of the School:**

2024-25 Goals:

ELA: All Subgroups will attain 70% proficiency by 2024-25.

Math: All Subgroups will attain 70% proficiency by 2024-25.

Graduation Rate: All Subgroups will have 90% graduation rate by 2024-25.

Annual Goals

Area	Subgroup	Prior Year Proficiency % MAAP Spring Assessment	Target Proficiency % on MAAP Spring Assessment
ELA	* <input type="text" value="▼"/>	* <input style="width: 50px;" type="text" value="%"/>	* <input style="width: 50px;" type="text" value="%"/>
Math	* <input type="text" value="▼"/>	* <input style="width: 50px;" type="text" value="%"/>	* <input style="width: 50px;" type="text" value="%"/>
Science	* <input type="text" value="▼"/>	* <input style="width: 50px;" type="text" value="%"/>	* <input style="width: 50px;" type="text" value="%"/>

Indicators of Effective Practice - Assessment - As part of your school's comprehensive needs assessment process, the school leadership team must assess each indicator listed below and provide an explanation for the assessment.

Transformational Leadership Indicators of Effective Practice	Assessment of Practice in School	Provide details to explain the reason for the selected assessment of the indicator.
LDR.2.09: Principal establishes a sense of urgency and shared accountability for meeting school improvement objectives.	* <input type="text"/>	*
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.	* <input type="text"/>	*
DC.1.03: School aligns allocation of resources (money, time, personnel, etc.) to school improvement goals.	* <input type="text"/>	*
LDR.1.06: 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).	* <input type="text"/>	*

<p>HS.1.02: The Leadership Team monitors rates of student transfer, dropout, graduation, and post-high school outcome (e.g., student enrollment in college, students in careers) using a longitudinal data system.</p>	<p>*</p> <input type="text"/>	<p>*</p>
<p>HS.1.03: The Leadership team implements, monitors, and analyzes results from an early warning system at the school level using indicators (e.g., attendance, academic, behavior monitoring) to identify students at risk for dropping out of high school.</p>	<p>*</p> <input type="text"/>	<p>*</p>
<p>Talent Development Indicators of Effective Practice</p>	<p>Assessment of Practice in School</p>	<p>Provide details to explain the reason for the selected assessment of the indicator.</p>
<p>HS.2.01: The traditional roles of the principal and other administrators (e.g., management, discipline, security) are distributed to allow adequate time for administrative attention to instruction and student supports.</p>	<p>*</p> <input type="text"/>	<p>*</p>

<p>LDR.3.07: Professional development of individual teachers includes an emphasis on indicators of effective teaching.</p>	<p>*</p>	<p>*</p>
<p>Instructional Transformation Indicators of Effective Practice</p>	<p>Assessment of Practice in School</p>	<p>Provide details to explain the reason for the selected assessment of the indicator.</p>
<p>PLN.4.05: Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.</p>	<p>*</p>	<p>*</p>
<p>PLN.1.01: Instructional Teams develop standards-aligned units of instruction for each subject and grade level.</p>	<p>*</p>	<p>*</p>
<p>HS.4.03: The school provides all students with academic supports (e.g., supplemental interventions) when needed to enable them to succeed in rigorous courses designed for college and career readiness.</p>	<p>*</p>	<p>*</p>
<p>Culture Shift Indicators of Effective Practice</p>	<p>Assessment of Practice in School</p>	<p>Provide details to explain the reason for the selected assessment of the indicator.</p>
<p>LDR.3.10: School implements strategies and practices to improve school climate and culture.</p>	<p>*</p>	<p>*</p>

HS.5.02: The school provides all students with opportunities to learn through nontraditional educational settings (e.g., virtual courses, dual enrollment, service learning, work-based internships).

*

*

Evidence-based Action Plan

The content of my currently approved CSI, TSI, or ATSI Plan will not be modified with this submission.

Use the drop-down and the table below to create an evidence-based action plan. Indicators marked "Funded" will be considered priority and will serve as the priority indicators for your plan implementation.

Indicator of Effective Practice	Funded?	Action Step: What action is being taken to improve outcomes?	Benchmark Indicator: How will you know that the action is successful (must be measurable)?	Position Responsible: What position will monitor implementation of the action step?	Timeframe for Implementation: When will the action step be successfully implemented?

<p>DC.1.03 ▼</p>	<p><input checked="" type="checkbox"/></p>	<p>An interventionist will be employed to perform spill group interventions, assess, analyze data, and meet regularly with the teachers and the leadership team. Interventions will be planned and instruction strategies will be adjusted based on these data meetings and progress monitoring.</p>	<p>This action is successful if our subgroup, Students with Disabilities, shows an increase in ELA proficiency of 6.79%.</p>	<p>Building Level Administrators & Leadership Team</p>	<p>September 30, 2020</p>
<p>LDR.1.06 ▼</p>	<p><input type="checkbox"/></p>	<p>Data will be assessed more frequently. The leadership team and teachers will closely analyze the data with an interventionist and make adjustments to interventions based on student needs.</p>	<p>This action is successful if our subgroup, Students with Disabilities, shows an increase in ELA proficiency of 6.79%.</p>	<p>Building Level Administrators & Leadership Team</p>	<p>September 30, 2020</p>

Part IIA: Use of Section 1003 School Improvement Funds

JACKSON CO SCHOOL DIST (3000) Public District - FY 2020 - School Improvement, 1003(a) - Rev 0 - School Improvement, 1003(a) - EAST CENTRAL MIDDLE SCHOOL (3000004) -

In the chart below, for each school that has been identified for CSI, TSI or ATSI and will be served with Section 1003 School Improvement funds as reflected on Mississippi's list of schools served, describe how Section 1003 funds will be used. Section 1003 School Improvement funds must support evidence-based interventions that meet strong, moderate, or promising evidence levels. For more information about these evidence-based requirements, please see <http://www.mdek12.org/OSI/EBP/defined>. In your narrative for each strategy: 1) provide a brief description of the evidence, 2) cite the source, 3) provide the effect size of the study being used, and 4) address whether this strategy has been implemented within the prior three years, and if so what was the result of implementation.

Improvement Status:

- CSI
- TSI
- ATSI

Strategy (See Key)	Indicator of Effective Practice	If Other, Name Strategy or enter NA	Evidence Level	Narrative Description	Cost
O	DC.1.03	* Interventionist	Strong		\$ 58,364.00

1. NARRATIVE: Research is clear on the benefit of early intensive efforts and the importance of intensive instructional supports; however, understanding which features to intensify is less clear. General intervention features of group size, instructional delivery, and time are areas schools can consider manipulating to intensify instruction. Also, each of these features can vary along a continuum making them easier or more challenging for schools to implement. What is unclear is if implementing very intensive interventions early in school (first grade), which require significantly more school resources, provides accordingly accelerated student learning. This article investigates the role of intensifying instructional time for the most at-risk first graders in schools implementing research-based instructional and assessment practices within multitiered instructional support systems. Results indicate that students receiving more intensive intervention made significantly more progress across a range of early reading measures. Intervention features, limitations, recommendations for practice, and implications for treatment resisters are discussed. 2.SOURCE: <https://doi.org/10.1177/0022219407313586>
3. EFFECT SIZE: Small Group Instruction 0.47 This Strategy has not been implemented before.

Strategy Key

L = Leadership

HQIM = High Quality Instructional Materials

TI = Technology Integration

OJEPD = On-Going, Job-Embedded Professional Development

ILT = Increased Learning Time

ECP = Early Childhood (Pre-K) Programs

O = Other

EBIR = Evidence-based Instructional Resources

Total Title I, Part A Allocation to School: \$0.00

20% of Title I, Part A Allocation to School for Evidence-Based Interventions: \$0.00

Data is pulled from approved Consolidated application. Either Consolidated has not been approved or has no applicable data to pull over.

3/26/2020 3:33:43 PM

Personnel Details (Regular School Year Pre K-12 School Level)

JACKSON CO SCHOOL DIST (3000) Public District - FY 2020 - School Improvement, 1003(a) - Rev 0 - School Improvement, 1003(a) - EAST CENTRAL MIDDLE SCHOOL (3000004) -

Principal Contact Information

* Name

Monique Farrington

* Phone Number

228-588-7009

* Email

mfarrington@jcsd.k12.ms.us

N/A

Regular School-Year Personnel Funded with School Improvement, 1003(a)

	Headcount	FTE
Teachers	1.00	1.00
Paraprofessionals		
Instructional Facilitators		
Resource Specialists		
Guidance Counselors		

Parent Involvement			
After-School/Extended Day Tutors			
PD Stipend Recipients/Participants			
Other:			
Total:	1.00	1.00	1.00

Personnel Details (Summer School Pre K-12 School Level)

JACKSON CO SCHOOL DIST (3000) Public District - FY 2020 - School Improvement, 1003(a) - Rev 0 - School Improvement, 1003(a) - EAST CENTRAL MIDDLE SCHOOL (3000004) -

N/A

Summer School Personnel Funded with School Improvement, 1003(a)

	Headcount	FTE
Teachers	<input type="text"/>	<input type="text"/>
Paraprofessionals	<input type="text"/>	<input type="text"/>
Instructional Facilitators	<input type="text"/>	<input type="text"/>
Resource Specialists	<input type="text"/>	<input type="text"/>
Guidance Counselors	<input type="text"/>	<input type="text"/>
Parent Involvement	<input type="text"/>	<input type="text"/>
PD Stipend Recipients/Participants	<input type="text"/>	<input type="text"/>
Other:	<input type="text"/>	<input type="text"/>
Total:	0.00	0.00

Related Documents

JACKSON CO SCHOOL DIST (3000) Public District - FY 2020 - School Improvement, 1003(a) - Rev 0 - School Improvement, 1003(a) - EAST CENTRAL MIDDLE SCHOOL (30000004) -

Required Documents

This page is currently not accepting Related Documents.

Budget

JACKSON CO SCHOOL DIST (3000) Public District - FY 2020 - School Improvement, 1003(a) - Rev 0 - School Improvement, 1003(a) - ST MARTIN HIGH SCHOOL (3000011) -

Indirect Cost	
Total Contributing to Indirect Cost	\$76,254.00
Indirect Cost Rate	0.57%
Maximum Allowed for Indirect Cost	\$432.18

Function Code	Total
1105 - Pre-Kindergarten Programs	\$0.00
1110 - Kindergarten Programs	\$0.00
1120 - Elementary Programs	\$0.00
1130 - Middle-Junior High Programs	\$0.00
1140 - High School Programs	\$76,254.00
1190-1199 - Other Regular Programs	\$0.00
1230 - Alternative School Programs	\$0.00
1250 - Title I Programs	\$0.00
1260 - After School Programs	\$0.00
1270 - Remediation Extended School Year	\$0.00
1280 - Supplemental Educ. Services (SES)	\$0.00
1290 - Other Special Programs	\$0.00
1295 - Private School Participation	\$0.00

1310-1390 - Adult/Continuing Education	\$0.00
1410-1420 - Summer School Programs	\$0.00
1930-1990 - Other Instructional Programs	\$0.00
2110-2119 - Attendance & Social Work Svcs.	\$0.00
2120-2129 - Guidance Services	\$0.00
2130-2139 - Health Services	\$0.00
2140-2149 - Psychological Services	\$0.00
2150-2159 - Speech Pathology	\$0.00
2160 - School Resource Officer	\$0.00
2190 - Other Support Services - Students	\$0.00
2210-2219 - Improvement of Instruction	\$0.00
2220-2229 - Educational Media Services	\$0.00
2330 - Special Area Administration	\$0.00
2500-2599 - Business Services	\$0.00
2610-2699 - Operation and Maintenance	\$0.00
2710-2799 - Student Transportation Services	\$0.00
2800-2899 - Central Support Services (Tech)	\$0.00
3300 - Community Services Operations	\$0.00
3900-3999 - Other Noninstructional	\$0.00
7110 - Indirect Costs Transfers Out	\$0.00
7120 - Other Transfers Out	\$0.00
Total	\$76,254.00

Adjusted Allocation	\$76,254.00
Remaining	\$0.00

Budget Detail

JACKSON CO SCHOOL DIST (3000) Public District - FY 2020 - School Improvement, 1003(a) - Rev 0 - School Improvement, 1003(a) - ST MARTIN HIGH SCHOOL (3000011) -

1140 - High School Programs - \$76,254.00 ▼

Budget Detail		Narrative Description
Function Code:	1140 - High School Programs	Salary for a full-time math teacher to serve as a math interventionist
Object Code:	100-199 - Employee Salaries	
Location Code:	ST MARTIN HIGH SCHOOL (3000011)	
Quantity:	1.00	
Cost:	\$48,267.00	
Line Item Total:	\$48,267.00	
Function Code:	1140 - High School Programs	Benefits for a full-time math teacher to serve as a math interventionist
Object Code:	200-299 - Employee Benefits	
Location Code:	ST MARTIN HIGH SCHOOL (3000011)	
Quantity:	1.00	
Cost:	\$16,900.00	
Line Item	\$16,900.00	

Total:			Evidence-based intervention software and classroom supplies	\$76,254.00
Function Code:	1140 - High School Programs			
Object Code:	600-699 - Supplies			
Location Code:	ST MARTIN HIGH SCHOOL (3000011)			
Quantity:	1.00			
Cost:	\$11,087.00			
Line Item Total:	\$11,087.00			
Total for 1140 - High School Programs:				\$76,254.00
Total for all other Function Codes:				\$0.00
Total for all Function Codes:				\$76,254.00
Adjusted Allocation:				\$76,254.00
Remaining:				\$0.00

Budget Overview

JACKSON CO SCHOOL DIST (3000) Public District - FY 2020 - School Improvement, 1003(a) - Rev 0 - School Improvement, 1003(a) - ST MARTIN HIGH SCHOOL (3000011) -

Indirect Cost	
Total Contributing to Indirect Cost	\$76,254.00
Indirect Cost Rate	0.57%
Maximum Allowed for Indirect Cost	\$432.18

Filter by Location: All - \$76,254.00
[\[Download Data\]](#)

Object Code	Function Code	1140 - High School Programs	Total
100-199 - Employee Salaries		48,267.00	48,267.00
200-299 - Employee Benefits		16,900.00	16,900.00
600-699 - Supplies		11,087.00	11,087.00
Total		76,254.00	76,254.00
		Adjusted Allocation	76,254.00
		Remaining	0.00

School Improvement, 1003(a) School Allocations

JACKSON CO SCHOOL DIST (3000) Public District - FY 2020 - School Improvement, 1003(a) - Rev 0 - School Improvement, 1003(a) - ST MARTIN HIGH SCHOOL (3000011) -

Grant Applicant	Current Allocation	Carryover Allocation	Total Allocation	Budget Amount
ST MARTIN HIGH SCHOOL	\$76,254.00	\$0.00	\$76,254.00	\$76,254.00

Part II: Vision, Mission, Goals

JACKSON CO SCHOOL DIST (3000) Public District - FY 2020 - School Improvement, 1003(a) - Rev 0 - School Improvement, 1003(a) - ST MARTIN HIGH SCHOOL (3000011) -

My school is an existing CSI school, or an existing ATSI or TSI school based on the same subgroup.

*** Vision of the School:**

*** Mission of the School:**

2024-25 Goals:

ELA: All Subgroups will attain 70% proficiency by 2024-25.

Math: All Subgroups will attain 70% proficiency by 2024-25.

Graduation Rate: All Subgroups will have 90% graduation rate by 2024-25.

Annual Goals

Area	Subgroup	Prior Year Proficiency % MAAP Spring Assessment	Target Proficiency % on MAAP Spring Assessment
ELA	* <input type="text" value="▼"/>	* <input style="width: 50px;" type="text" value="%"/>	* <input style="width: 50px;" type="text" value="%"/>
Math	* <input type="text" value="▼"/>	* <input style="width: 50px;" type="text" value="%"/>	* <input style="width: 50px;" type="text" value="%"/>
Science	* <input type="text" value="▼"/>	* <input style="width: 50px;" type="text" value="%"/>	* <input style="width: 50px;" type="text" value="%"/>

Indicators of Effective Practice - Assessment - As part of your school's comprehensive needs assessment process, the school leadership team must assess each indicator listed below and provide an explanation for the assessment.

Transformational Leadership Indicators of Effective Practice	Assessment of Practice in School	Provide details to explain the reason for the selected assessment of the indicator.
LDR.2.09: Principal establishes a sense of urgency and shared accountability for meeting school improvement objectives.	* <input type="text" value="▼"/>	*
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.	* <input type="text" value="▼"/>	*
DC.1.03: School aligns allocation of resources (money, time, personnel, etc.) to school improvement goals.	* <input type="text" value="▼"/>	*
LDR.1.06: 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).	* <input type="text" value="▼"/>	*

<p>HS.1.02: The Leadership Team monitors rates of student transfer, dropout, graduation, and post-high school outcome (e.g., student enrollment in college, students in careers) using a longitudinal data system.</p>	<p>*</p> <input type="text"/>	<p>*</p>
<p>HS.1.03: The Leadership team implements, monitors, and analyzes results from an early warning system at the school level using indicators (e.g., attendance, academic, behavior monitoring) to identify students at risk for dropping out of high school.</p>	<p>*</p> <input type="text"/>	<p>*</p>
<p>Talent Development Indicators of Effective Practice</p>	<p>Assessment of Practice in School</p>	<p>Provide details to explain the reason for the selected assessment of the indicator.</p>
<p>HS.2.01: The traditional roles of the principal and other administrators (e.g., management, discipline, security) are distributed to allow adequate time for administrative attention to instruction and student supports.</p>	<p>*</p> <input type="text"/>	<p>*</p>

LDR.3.07: Professional development of individual teachers includes an emphasis on indicators of effective teaching.	* <input type="text"/>	*
Instructional Transformation Indicators of Effective Practice	Assessment of Practice in School	Provide details to explain the reason for the selected assessment of the indicator.
PLN.4.05: Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.	* <input type="text"/>	*
PLN.1.01: Instructional Teams develop standards-aligned units of instruction for each subject and grade level.	* <input type="text"/>	*
HS.4.03: The school provides all students with academic supports (e.g., supplemental interventions) when needed to enable them to succeed in rigorous courses designed for college and career readiness.	* <input type="text"/>	*
Culture Shift Indicators of Effective Practice	Assessment of Practice in School	Provide details to explain the reason for the selected assessment of the indicator.
LDR.3.10: School implements strategies and practices to improve school climate and culture.	* <input type="text"/>	*

HS.5.02: The school provides all students with opportunities to learn through nontraditional educational settings (e.g., virtual courses, dual enrollment, service learning, work-based internships).

*

*

Evidence-based Action Plan

The content of my currently approved CSI, TSI, or ATSI Plan will not be modified with this submission.

Use the drop-down and the table below to create an evidence-based action plan. Indicators marked "Funded" will be considered priority and will serve as the priority indicators for your plan implementation.

Indicator of Effective Practice	Funded?	Action Step: What action is being taken to improve outcomes?	Benchmark Indicator: How will you know that the action is successful (must be measurable)?	Position Responsible: What position will monitor implementation of the action step?	Timeframe for Implementation: When will the action step be successfully implemented?
LDR.1.06 ▼	<input type="checkbox"/>	SLT will create a monthly calendar and set regular meetings. Tasks will be assigned to each member of the team. The SLT will set goals and monitor the data. The SLT will adjust goals and action steps as needed.	This action is successful when there is a .5% increase in ELA and Math proficiency for students with disabilities subgroup on the MAAP assessments	School Leadership Team	July 31, 2020

LDR.2.09 ▼	<input type="checkbox"/>	SLT will create a monthly calendar and set regular meetings. Tasks will be assigned to each member of the team. The SLT will set goals and monitor the data. The SLT will adjust goals and action steps as needed.	This action is successful when there is a .5% increase in ELA and Math proficiency for students with disabilities subgroup on the MAAP assessments.	School Leadership Team	July 31, 2020
PLN.4.05 ▼	<input checked="" type="checkbox"/>	TE21 and IXL will be used in English II and Algebra I along with feeder courses to benchmark students and create pacing guides. Students will participate in skills review and self-monitoring of personal data and goals.	This action is successful when there is a .5% increase in ELA and Math proficiency for students with disabilities subgroup on the MAAP assessments.	School Leadership Team	July 31, 2020
LDR.3.10 ▼	<input type="checkbox"/>	All teachers will use School Status for direct communication with parents, and teachers will continue to provide positive feedback along with constructive feedback to parents.	This action is successful when there is a .5% increase in ELA and Math proficiency for students with disabilities subgroup on the MAAP assessments.	School Leadership Team	July 31, 2020

<p>HS.4.03 ▼</p>	<input checked="" type="checkbox"/>	<p>SMHS will hire a full-time, certified math teacher to provide interventions in collaboration with a certified SPED teacher in a support class for students who are currently enrolled in Algebra I. The class will be call Algebra I Intensive. It will provide extended learning opportunities to struggling students both identified and non-identified as SPED.</p>	<p>This action is successful when there is a .5% increase in ELA and Math proficiency for students with disabilities subgroup on the MAAP assessments.</p>	<p>School Leadership Team</p>	<p>July 31, 2020</p>
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Part IIA: Use of Section 1003 School Improvement Funds

JACKSON CO SCHOOL DIST (3000) Public District - FY 2020 - School Improvement, 1003(a) - Rev 0 - School Improvement, 1003(a) - ST MARTIN HIGH SCHOOL (3000011) -

In the chart below, for each school that has been identified for CSI, TSI or ATSI and will be served with Section 1003 School Improvement funds as reflected on Mississippi's list of schools served, describe how Section 1003 funds will be used. Section 1003 School Improvement funds must support evidence-based interventions that meet strong, moderate, or promising evidence levels. For more information about these evidence-based requirements, please see <http://www.mdek12.org/OSI/EBP/defined>. In your narrative for each strategy: 1) provide a brief description of the evidence, 2) cite the source, 3) provide the effect size of the study being used, and 4) address whether this strategy has been implemented within the prior three years, and if so what was the result of implementation.

Improvement Status:

- CSI
- TSI
- ATSI

Strategy (See Key)	Indicator of Effective Practice	If Other, Name Strategy or enter NA	Evidence Level	Narrative Description	Cost
O	HS.4.03	* Interventionist	Moderate	NARRATIVE: The target population for the study were ninth graders who had participated in one of three co teaching models, departmentalized model, interventionist model and specialist model. The departmentalized model used a science-certified special education teacher paired with a mathematics-certified teacher. The Interventionist model paired a general special education teacher along with a	\$ 65,167.00

mathematics-certified teacher. The specialist model used a certified mathematics teacher and a dually-certified special education and mathematics teacher. The researcher conducted a quantitative quasi-experimental study using archival data. The data consisted of pretest and posttest results. The test results were analyzed for two school years to determine growth and trends regarding student performance in Algebra I classes. Middle school students taking advanced Algebra I and students repeating Algebra I were not included in the study. The study focused on ninth graders taking Algebra I. These ninth graders were a combination of students classified as special education students and non-classified students. The yearly total for all students in the study was 187. Out of the students in the study, 123 were not classified with an educational disability and sixty-four were classified as having an educational disability. The results of this study indicate that all co-teaching models created growth for both classified and non-classified students. The most significant results occurred in the interventionist model in which a general special education teacher co-teaches with a certified math teacher. For the 2018-2019 school year, we created Algebra I intensive classes that are taught by our general special education teachers, and we hired a math certified teacher as a tutor to go in these classes and assist the students a few days a week. We plan to build on this by hiring a full-time math certified teacher and implement a true interventionist co-teaching model within the Algebra I intensive classes, which will include students who are identified

<p>EBIR ▼</p>	<p>PLN.4.05 ▼</p>	<p>* IXL</p>	<p>Moderate ▼</p>	<p>as special education students and those who are non-identified students. 2. SOURCE: https://fisherpub.sjfc.edu/cgi/viewcontent.cgi?article=1303&context=education_etd_3. The effect size is 0.60 (Direct Instruction John Hattie) 4. This strategy has been previously implemented. However, the intervention was only instituted for one semester. The actual impact is unknown at this time, however, we have seen an increase in overall math proficiency on instructional programs.</p>	<p>\$ 11,087.00</p>
<p>1. NARRATIVE: This study investigated thousands of public schools in the state of California that used IXL mathematics and English language arts (ELA) between 2012 and 2015. We examined the impact of IXL Math and IXL ELA as measured by the California Assessment of Student Performance and Progress (CAASPP). Analysis required that schools have both pretest and posttest scores, so only schools with valid 2013 Academic Performance Index (API) and 2015 CAASPP test scores were included. IXL usage by the schools in this study ranged from less than one minute per student, per week, to over 100 minutes per student, per week. Our researchers found, even with the wide range in usage, strong positive correlation between IXL usage and schools' performance on the CAASPP in both math and ELA. These findings are statistically significant. Analysis of the data showed that both IXL Math and IXL ELA produced positive and statistically significant effects on student performance, indicating there is a high probability that similar schools using IXL would achieve similar results.</p>					

Measurable percentile gains were also achieved by schools using IXL Math or IXL ELA. The results of the analysis also showed a positive correlation between IXL usage and school performance. In particular, one additional skill mastered per student, per week, would result in a nearly 10-point increase on a school's percent proficiency on the 2015 CAASPP. We plan to purchase the IXL program for our SPED students and our students who are in the bottom 25 percent. We hope that this program will help increase math proficiency. This study investigated thousands of public schools in the state of California that used IXL mathematics and English language arts (ELA) between 2012 and 2015. We examined the impact of IXL Math and IXL ELA as measured by the California Assessment of Student Performance and Progress (CAASPP). Analysis required that schools have both pretest and posttest scores, so only schools with valid 2013 Academic Performance Index (API) and 2015 CAASPP test scores were included. IXL usage by the schools in this study ranged from less than one minute per student, per week, to over 100 minutes per student, per week. Our researchers found, even with the wide range in usage, strong positive correlation between IXL usage and schools' performance on the CAASPP in both math and ELA. These findings are statistically significant. Analysis of the data showed that both IXL Math and IXL ELA produced positive and statistically significant effects on student performance, indicating there is a high probability that similar schools using IXL would achieve similar results. Measurable percentile gains were also

				<p>achieved by schools using IXL Math or IXL ELA. The results of the analysis also showed a positive correlation between IXL usage and school performance. In particular, one additional skill mastered per student, per week, would result in a nearly 10-point increase on a school's percent proficiency on the 2015 CAASPP. We plan to purchase the IXL program for our SPED students and our students who are in the bottom 25 percent. We hope that this program will help increase language and math proficiency. 2. LINK: https://www.ixl.com/research/Impact-of-IXL-in-California.pdf LINK: https://www.ixl.com/membership/IXL-RTI.pdf</p> <p>3. Effect Size: .40 John Hattie (2009) .40 Effect Size for Mathematics programs - Promising. 4. This strategy has been previously implemented. However, the intervention was only instituted for one semester. The actual impact is unknown at this time, however, we have seen an increase in overall math proficiency on instructional programs.</p>	
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Strategy Key

L = Leadership

HQIM = High Quality Instructional Materials

TI = Technology Integration

OJEPD = On-Going, Job-Embedded Professional Development

ILT = Increased Learning Time

ECP = Early Childhood (Pre-K) Programs

O = Other

EBIR = Evidence-based Instructional Resources

Total Title I, Part A Allocation to School: \$0.00

20% of Title I, Part A Allocation to School for Evidence-Based Interventions: \$0.00

Data is pulled from approved Consolidated application. Either Consolidated has not been approved or has no applicable data to pull over.

3/26/2020 3:34:03 PM

Personnel Details (Regular School Year Pre K-12 School Level)

JACKSON CO SCHOOL DIST (3000) Public District - FY 2020 - School Improvement, 1003(a) - Rev 0 - School Improvement, 1003(a) - ST MARTIN HIGH SCHOOL (3000011) -

Principal Contact Information

* Name

Dina Holland

* Phone Number

228-875-8418

* Email

dholland@jcsd.k12.ms.us

N/A

Regular School-Year Personnel Funded with School Improvement, 1003(a)

	Headcount	FTE
Teachers	1.00	1.00
Paraprofessionals		
Instructional Facilitators		
Resource Specialists		
Guidance Counselors		

Parent Involvement			
After-School/Extended Day Tutors			
PD Stipend Recipients/Participants			
Other:			
Total:	1.00	1.00	1.00

Personnel Details (Summer School Pre K-12 School Level)

JACKSON CO SCHOOL DIST (3000) Public District - FY 2020 - School Improvement, 1003(a) - Rev 0 - School Improvement, 1003(a) - ST MARTIN HIGH SCHOOL (3000011) -

N/A

Summer School Personnel Funded with School Improvement, 1003(a)

	Headcount	FTE
Teachers	<input type="text"/>	<input type="text"/>
Paraprofessionals	<input type="text"/>	<input type="text"/>
Instructional Facilitators	<input type="text"/>	<input type="text"/>
Resource Specialists	<input type="text"/>	<input type="text"/>
Guidance Counselors	<input type="text"/>	<input type="text"/>
Parent Involvement	<input type="text"/>	<input type="text"/>
PD Stipend Recipients/Participants	<input type="text"/>	<input type="text"/>
Other:	<input type="text"/>	<input type="text"/>
Total:	0.00	0.00

Related Documents

JACKSON CO SCHOOL DIST (3000) Public District - FY 2020 - School Improvement, 1003(a) - Rev 0 - School Improvement, 1003(a) - ST MARTIN HIGH SCHOOL (3000011) -

Required Documents

This page is currently not accepting Related Documents.

Budget

JACKSON CO SCHOOL DIST (3000) Public District - FY 2020 - School Improvement, 1003(a) - Rev 0 - School Improvement, 1003(a) - ST MARTIN UPPER ELEMENTARY (3000013) -

Indirect Cost	
Total Contributing to Indirect Cost	\$59,983.00
Indirect Cost Rate	0.57%
Maximum Allowed for Indirect Cost	\$339.96

Function Code	Total
1105 - Pre-Kindergarten Programs	\$0.00
1110 - Kindergarten Programs	\$0.00
1120 - Elementary Programs	\$0.00
1130 - Middle-Junior High Programs	\$0.00
1140 - High School Programs	\$0.00
1190-1199 - Other Regular Programs	\$0.00
1230 - Alternative School Programs	\$0.00
1250 - Title I Programs	\$0.00
1260 - After School Programs	\$0.00
1270 - Remediation Extended School Year	\$0.00
1280 - Supplemental Educ. Services (SES)	\$30,096.00
1290 - Other Special Programs	\$0.00
1295 - Private School Participation	\$0.00

1310-1390 - Adult/Continuing Education	\$0.00
1410-1420 - Summer School Programs	\$0.00
1930-1990 - Other Instructional Programs	\$0.00
2110-2119 - Attendance & Social Work Svcs.	\$0.00
2120-2129 - Guidance Services	\$0.00
2130-2139 - Health Services	\$0.00
2140-2149 - Psychological Services	\$0.00
2150-2159 - Speech Pathology	\$0.00
2160 - School Resource Officer	\$0.00
2190 - Other Support Services - Students	\$0.00
2210-2219 - Improvement of Instruction	\$29,887.00
2220-2229 - Educational Media Services	\$0.00
2330 - Special Area Administration	\$0.00
2500-2599 - Business Services	\$0.00
2610-2699 - Operation and Maintenance	\$0.00
2710-2799 - Student Transportation Services	\$0.00
2800-2899 - Central Support Services (Tech)	\$0.00
3300 - Community Services Operations	\$0.00
3900-3999 - Other Noninstructional	\$0.00
7110 - Indirect Costs Transfers Out	\$0.00
7120 - Other Transfers Out	\$0.00
Total	\$59,983.00

Adjusted Allocation	\$59,983.00
Remaining	\$0.00

Budget Detail

JACKSON CO SCHOOL DIST (3000) Public District - FY 2020 - School Improvement, 1003(a) - Rev 0 - School Improvement, 1003(a) - ST MARTIN UPPER ELEMENTARY (3000013) -

1280 - Supplemental Educ. Services (SES) - \$30,096.00 ▼

Budget Detail		Narrative Description
Function Code:	1280 - Supplemental Educ. Services (SES)	ELA tutor, Math tutor, tutoring (small group tutoring)
Object Code:	100-199 - Employee Salaries	
Location Code:	ST MARTIN UPPER ELEMENTARY (3000013)	
Quantity:	1.00	ELA tutor, Math tutor, tutoring (small group tutoring)
Cost:	\$22,572.00	
Line Item Total:	\$22,572.00	
Function Code:	1280 - Supplemental Educ. Services (SES)	ELA tutor, Math tutor, tutoring (small group tutoring)
Object Code:	200-299 - Employee Benefits	
Location Code:	ST MARTIN UPPER ELEMENTARY (3000013)	
Quantity:	1.00	ELA tutor, Math tutor, tutoring (small group tutoring)
Cost:	\$7,524.00	
Line Item Total:	\$7,524.00	

Total:

Total for 1280 - Supplemental Educ. Services (SES):

\$30,096.00

Total for all other Function Codes:

\$29,887.00

Total for all Function Codes:

\$59,983.00

Adjusted Allocation:

\$59,983.00

Remaining:

\$0.00

Budget Detail

JACKSON CO SCHOOL DIST (3000) Public District - FY 2020 - School Improvement, 1003(a) - Rev 0 - School Improvement, 1003(a) - ST MARTIN UPPER ELEMENTARY (3000013) -

2210-2219 - Improvement of Instruction - \$29,887.00 ▼

Budget Detail	Narrative Description
---------------	-----------------------

Function Code:	2210-2219 - Improvement of Instruction	Travel for professional development to improve our climate and school culture.
Object Code:	500-599 - Other Purchased Services	
Location Code:	ST MARTIN UPPER ELEMENTARY (3000013)	
Quantity:	1.00	
Cost:	\$15,000.00	
Line Item Total:	\$15,000.00	

Function Code:	2210-2219 - Improvement of Instruction	Professional development to improve our climate and school culture.
Object Code:	800-899 - Other Objects	
Location Code:	ST MARTIN UPPER ELEMENTARY (3000013)	
Quantity:	1.00	
Cost:	\$14,887.00	
Line Item Total:	\$14,887.00	

Total:

Total for 2210-2219 - Improvement of Instruction:

\$29,887.00

Total for all other Function Codes:

\$30,096.00

Total for all Function Codes:

\$59,983.00

Adjusted Allocation:

\$59,983.00

Remaining:

\$0.00

Budget Overview

JACKSON CO SCHOOL DIST (3000) Public District - FY 2020 - School Improvement, 1003(a) - Rev 0 - School Improvement, 1003(a) - ST MARTIN UPPER ELEMENTARY (3000013) -

Indirect Cost	
Total Contributing to Indirect Cost	\$59,983.00
Indirect Cost Rate	0.57%
Maximum Allowed for Indirect Cost	\$339.96

Filter by Location: All - \$59,983.00
[\[Download Data\]](#)

Object Code	Function Code	1280 - Supplemental Educ. Services (SES)	2210-2219 - Improvement of Instruction	Total
100-199 - Employee Salaries		22,572.00	0.00	22,572.00
200-299 - Employee Benefits		7,524.00	0.00	7,524.00
500-599 - Other Purchased Services		0.00	15,000.00	15,000.00

Function Code Object Code	1280 - Supplemental Educ. Services (SES)	2210-2219 - Improvement of Instruction	Total
800-899 - Other Objects	0.00	14,887.00	14,887.00
Total	30,096.00	29,887.00	59,983.00
	Adjusted Allocation	Adjusted Allocation	59,983.00
		Remaining	0.00

School Improvement, 1003(a) School Allocations

JACKSON CO SCHOOL DIST (3000) Public District - FY 2020 - School Improvement, 1003(a) - Rev 0 - School Improvement, 1003(a) - ST MARTIN UPPER ELEMENTARY (3000013) -

Grant Applicant	Current Allocation	Carryover Allocation	Total Allocation	Budget Amount
ST MARTIN UPPER ELEMENTARY	\$59,983.00	\$0.00	\$59,983.00	\$59,983.00

Part II: Vision, Mission, Goals

JACKSON CO SCHOOL DIST (3000) Public District - FY 2020 - School Improvement, 1003(a) - Rev 0 - School Improvement, 1003(a) - ST MARTIN UPPER ELEMENTARY (3000013) -

My school is an existing CSI school, or an existing ATSI or TSI school based on the same subgroup.

*** Vision of the School:**

*** Mission of the School:**

2024-25 Goals:

ELA: All Subgroups will attain 70% proficiency by 2024-25.

Math: All Subgroups will attain 70% proficiency by 2024-25.

Graduation Rate: All Subgroups will have 90% graduation rate by 2024-25.

Annual Goals

Area	Subgroup	Prior Year Proficiency % MAAP Spring Assessment	Target Proficiency % on MAAP Spring Assessment
ELA	* <input type="text" value="▼"/>	* <input style="width: 50px;" type="text" value="%"/>	* <input style="width: 50px;" type="text" value="%"/>
Math	* <input type="text" value="▼"/>	* <input style="width: 50px;" type="text" value="%"/>	* <input style="width: 50px;" type="text" value="%"/>
Science	* <input type="text" value="▼"/>	* <input style="width: 50px;" type="text" value="%"/>	* <input style="width: 50px;" type="text" value="%"/>

Indicators of Effective Practice - Assessment - As part of your school's comprehensive needs assessment process, the school leadership team must assess each indicator listed below and provide an explanation for the assessment.

Transformational Leadership Indicators of Effective Practice	Assessment of Practice in School	Provide details to explain the reason for the selected assessment of the indicator.
LDR.2.09: Principal establishes a sense of urgency and shared accountability for meeting school improvement objectives.	* <input type="text"/>	*
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.	* <input type="text"/>	*
DC.1.03: School aligns allocation of resources (money, time, personnel, etc.) to school improvement goals.	* <input type="text"/>	*
LDR.1.06: 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).	* <input type="text"/>	*

<p>HS.1.02: The Leadership Team monitors rates of student transfer, dropout, graduation, and post-high school outcome (e.g., student enrollment in college, students in careers) using a longitudinal data system.</p>	<p>*</p> <input type="text"/>	<p>*</p>
<p>HS.1.03: The Leadership team implements, monitors, and analyzes results from an early warning system at the school level using indicators (e.g., attendance, academic, behavior monitoring) to identify students at risk for dropping out of high school.</p>	<p>*</p> <input type="text"/>	<p>*</p>
<p>Talent Development Indicators of Effective Practice</p>	<p>Assessment of Practice in School</p>	<p>Provide details to explain the reason for the selected assessment of the indicator.</p>
<p>HS.2.01: The traditional roles of the principal and other administrators (e.g., management, discipline, security) are distributed to allow adequate time for administrative attention to instruction and student supports.</p>	<p>*</p> <input type="text"/>	<p>*</p>

<p>LDR.3.07: Professional development of individual teachers includes an emphasis on indicators of effective teaching.</p>	<p>*</p> <p><input type="text"/></p>	<p>*</p>
<p>Instructional Transformation Indicators of Effective Practice</p>	<p>Assessment of Practice in School</p>	<p>Provide details to explain the reason for the selected assessment of the indicator.</p>
<p>PLN.4.05: Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.</p>	<p>*</p> <p><input type="text"/></p>	<p>*</p>
<p>PLN.1.01: Instructional Teams develop standards-aligned units of instruction for each subject and grade level.</p>	<p>*</p> <p><input type="text"/></p>	<p>*</p>
<p>HS.4.03: The school provides all students with academic supports (e.g., supplemental interventions) when needed to enable them to succeed in rigorous courses designed for college and career readiness.</p>	<p>*</p> <p><input type="text"/></p>	<p>*</p>
<p>Culture Shift Indicators of Effective Practice</p>	<p>Assessment of Practice in School</p>	<p>Provide details to explain the reason for the selected assessment of the indicator.</p>
<p>LDR.3.10: School implements strategies and practices to improve school climate and culture.</p>	<p>*</p> <p><input type="text"/></p>	<p>*</p>

HS.5.02: The school provides all students with opportunities to learn through nontraditional educational settings (e.g., virtual courses, dual enrollment, service learning, work-based internships).

*

*

Evidence-based Action Plan

The content of my currently approved CSI, TSI, or ATSI Plan will not be modified with this submission.

Use the drop-down and the table below to create an evidence-based action plan. Indicators marked "Funded" will be considered priority and will serve as the priority indicators for your plan implementation.

Indicator of Effective Practice	Funded?	Action Step: What action is being taken to improve outcomes?	Benchmark Indicator: How will you know that the action is successful (must be measurable)?	Position Responsible: What position will monitor implementation of the action step?	Timeframe for Implementation: When will the action step be successfully implemented?

<input type="text" value="DC.1.03"/>	<input checked="" type="checkbox"/>	<p>Low performing students will be offered an opportunity for during and after school tutoring with a certified teacher * professional development including, but not limited to, differentiated instruction, co teaching in an inclusion classroom, and how to improve the school culture/climate for all involved</p>	<p>* Student's initial diagnostic results will be compared to the mid and final diagnostic results in order to be able to measure the effectiveness of provided professional development and small group tutoring</p>	<p>Building Level Administrators & Leadership Team</p>	<p>5/25/2020</p>
<input type="text" value="LDR.3.07"/>	<input checked="" type="checkbox"/>			<p>Building Level Administrators & Leadership Team</p>	<p>5/25/2020</p>

*obtain specific PD for teachers who earn low scores on their observations
*the Bailey group will follow up with individual teachers on co-teaching *the teachers/staff whom attend the national conferences and professional development will come back and collaborate with peers on subject matter learned

The action is considered to be successful when our students in our subgroups shows > or = 5% increase in ELA & Math proficiency on the 2019-2020 Spring MAAP assessment * a decrease in PD needs on the end of the year needs assessment for the teachers *teachers earn a higher score on the end of the year observation in the area where the PD was given

LDR.1.06 ▼	<input checked="" type="checkbox"/>	<p>*obtain specific PD for teachers who earn low scores on their observations</p>	<p>The action is considered to be successful when our students in our subgroups shows > or = 5% increase in ELA & Math proficiency on the 2019-2020 Spring MAAP assessment * a decrease in PD needs on the end of the year needs assessment for the teachers *teachers earn a higher score on the end of the year observation in the area where the PD was given</p>	<p>Building Level Administrators & Leadership Team</p>	<p>5/25/2020</p>
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LDR.3.10 ▼	<input type="checkbox"/>	<p>* send teachers to professional development to national conference on improving the school culture/climate</p> <p>*SLT team will attend conferences to address need to build up school culture and climate *the teachers/staff whom attend the national conferences and professional development will come back and collaborate with peers on subject matter learned</p>	<p>The action is considered to be successful when our students in our subgroups shows > or = 5% increase in ELA & Math proficiency on the 2019-2020 Spring MAAP assessment * a decrease in PD needs on the end of the year needs assessment for the teachers *teachers earn a higher score on the end of the year observation in the area where the PD was given</p>	Building Level Administrators & Leadership Team	5/25/2020
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Part IIA: Use of Section 1003 School Improvement Funds

JACKSON CO SCHOOL DIST (3000) Public District - FY 2020 - School Improvement, 1003(a) - Rev 0 - School Improvement, 1003(a) - ST MARTIN UPPER ELEMENTARY (3000013) -

In the chart below, for each school that has been identified for CSI, TSI or ATSI and will be served with Section 1003 School Improvement funds as reflected on Mississippi's list of schools served, describe how Section 1003 funds will be used. Section 1003 School Improvement funds must support evidence-based interventions that meet strong, moderate, or promising evidence levels. For more information about these evidence-based requirements, please see <http://www.mdek12.org/OSI/EBP/defined>. In your narrative for each strategy: 1) provide a brief description of the evidence, 2) cite the source, 3) provide the effect size of the study being used, and 4) address whether this strategy has been implemented within the prior three years, and if so what was the result of implementation.

Improvement Status:

- CSI
- TSI
- ATSI

Strategy (See Key)	Indicator of Effective Practice	If Other, Name Strategy or enter NA	Evidence Level	Narrative Description	Cost
OJEPD ▾	LDR.3.07 ▾	* PD for School Culture/Climate	Moderate ▾	<p>1. NARRATIVE: Today's educational leaders face complex challenges. Transformation of public schools is essential if educators are going to meet the academic needs of all learners. Reculturing a school is an intricate process that causes fears and challenges, as well as opportunities, in the field of education. Professional learning communities have been at the forefront of reform efforts as a viable means of transforming schools to improve student achievement. A study was conducted to determine if student achievement was impacted as a result of professional learning communities. The findings from the study indicated that the majority of schools implementing professional learning communities increased their Texas Assessment of Knowledge and Skills (TAKS) scores in Mathematics and Reading/English Language Arts. The first step in the study was to identify public high schools in Texas that were functioning as professional learning communities. Each database included schools from all educational levels and from each state. A list was compiled from the database containing Texas public high schools with a student population greater than one thousand. Findings from the study identified 64 Texas public high schools functioning as professional learning communities. The mean length of time the schools were</p>	\$ 23,000.00

learning communities. The mean length of time the schools were

functioning as professional learning communities was 2.5 years. The second step was to collect results from the state mandated Texas Assessment of Knowledge and Skills (TAKS) test in Mathematics and Reading/English Language Arts. TAKS information was collected from the Academic Excellence Indicator System (AEIS) on the Texas Education Agency (TEA) website. Mathematics and Reading/English Language Arts scores were obtained for the 2004-2005 and 2005-2006 school years. The third step was to calculate a change in Mathematics and Reading/English Language Arts TAKS scores for the following school years: (1) 2004 and 2005, (2) 2005 and 2006, and (3) 2004 and 2006. Descriptive statistics were calculated to determine the mean increases or decreases in TAKS scores. Over a three year period from 2004 to 2006, a mean change in TAKS scores was 5.25 points with 42.3% increasing more than 5 points, and some schools increasing up to 18 points. Over the three year period between 2004 and 2006 58 out of the 64 schools improved in their Mathematics TAKS scores. Over a three year period from 2004 to 2006, 98.4% of learning community schools had an increase in TAKS Reading/English Language Arts scores. 2. Link:

<http://www.allthingsplc.info/files/uploads/plcandthepositiveeffects.pdf> 3. Effect Size: 1.57 Collective Teacher Efficacy is the collective belief of teachers in their ability to positively affect students. With an effect size of $d=1.57$ Collective Teacher Efficacy is strongly correlated with student achievement. 4. This strategy has been previously implemented, and teachers have established a sense of community and mutual respect within their classrooms. SMU MAAP ELA & Math scores have increased for the 2018-2019 school year by 5-8% percentage points for all fourth and fifth graders. As teachers have decided to redesign their classrooms into student-centered learning communities, students have been engaged to take on a greater responsibility for their learning.

<input type="text" value="OJEPD"/>	<input type="text" value="LDR.1.06"/>	* PD for School Culture/Climate	<input type="text" value="Moderate"/>	<p>1. As a follow-up to the training provided by JCSD on co-teaching, SMUE will purchase additional site-specific professional development on the implementation of best practices in the SPED Inclusion classrooms. According to Yoon, K.S., Duncan, T., Lee, S.W.Y., Scarloss, B., & Shapley, K., teachers that receive a substantial amount of professional development on student achievement in mathematics, science, and reading and English/language arts can boost their students' achievement by about 21 percentile points. 2. LINK: https://iied.ed.gov/ncee/edlabs/regions/southwest/pdf/REL_2007033.pdf</p> <p>3. Effect size: 54 Yoon, K.S., Duncan, T., Lee, S.W.Y., Scarloss, B., & Shapley, K. (2007). Reviewing the evidence on how teacher professional development affects student achievement (Issues & Answers Report, REL 2007-No. 33). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest. Retrieved from http://ies.ed.gov/ncee/edlabs. 4. This strategy has not been previously implemented</p>	\$ 6,887.00
<input type="text" value="O"/>	<input type="text" value="DC.1.03"/>	* In School Tutoring	<input type="text" value="Moderate"/>	<p>1. SMU will institute an in-school tutoring program to provide small group instruction for struggling learners. Both Math and ELA tutoring will be provided during the school day. Examining the impact of in-district tutoring, Begeny, J., Levy, R., and Field, S. (2018) found that research supported the importance of building relationships among students, teachers, administrators, and community, which in turn established a high level of expectations for all students. The use of in-district tutors was influential in impacting the performance and instructional needs of students due to the development of a teacher-student relationship and on-going communication between the tutor and the teacher regarding student performance and instructional needs. 2. Link: John C. Begeny, Rebecca A. Levy & Stacey A. Field (2018) Using Small-Group Instruction to Improve Students' Reading Fluency: An Evaluation of the Existing Research, Journal of Applied School Psychology, 34:1, 36-64. DOI: 10.1080/15377903.2017.1328628 LINK: https://www.amele.org/portals/0/pdf/rmle/rmle_vol34_no6.pdf 3. Effect Size: .49 John Hattie (2009) effect size .49 effect size for Small Group Learning. 4. This strategy has been previously implemented, and special education student performance on I-Ready benchmark assessments have improved. SMU MAAP ELA & Math scores have increased for the 2018-2019 school year by 5-8% percentage points for all fourth and fifth graders. Students and parents have taken a greater interest in seeking out tutoring in their areas of need, which has positively impacted student achievement.</p>	\$ 30,096.00

Strategy Key

L = Leadership

HQIM = High Quality Instructional Materials

TI = Technology Integration

OJEPD = On-Going, Job-Embedded Professional Development

ILT = Increased Learning Time

ECP = Early Childhood (Pre-K) Programs

O = Other

EBIR = Evidence-based Instructional Resources

JACKSON CO SCHOOL DIST (3000) Public District - FY 2020 - School Improvement, 1003(a) - Rev 0 - School Improvement, 1003(a) - ST MARTIN UPPER ELEMENTARY (3000013) -

1 of 1 Find | Next

Total Title I, Part A Allocation to School: \$227,768.33
 20% of Title I, Part A Allocation to School for Evidence-Based Interventions: \$45,553.67

Strategy	Evidence Level	Narrative	Cost
Effective Interventions for Struggling Learners	Strong	SMU will provide struggling learners with additional tutoring and interventions administered by an instructional interventionist and after-school tutors (\$117,214.86). Moreover, SMU will purchase effective research-based instructional materials to ensure that these learners have access to high quality remedial materials (\$32,257.60).	\$149,472.46

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Personnel Details (Regular School Year Pre K-12 School Level)

JACKSON CO SCHOOL DIST (3000) Public District - FY 2020 - School Improvement, 1003(a) - Rev 0 - School Improvement, 1003(a) - ST MARTIN UPPER ELEMENTARY (3000013) -

Principal Contact Information

* Name
Valerie Martino

* Phone Number
228-818-2849

* Email
vmartino@jcsd.k12.ms.us

N/A

Regular School-Year Personnel Funded with School Improvement, 1003(a)

	Headcount	FTE
Teachers	<input type="text"/>	<input type="text"/>
Paraprofessionals	<input type="text"/>	<input type="text"/>
Instructional Facilitators	<input type="text"/>	<input type="text"/>
Resource Specialists	<input type="text"/>	<input type="text"/>
Guidance Counselors	<input type="text"/>	<input type="text"/>

Parent Involvement			
After-School/Extended Day Tutors			
PD Stipend Recipients/Participants			
Other: In School/After School Tutors	2.00	2.00	2.00
Total:	2.00	2.00	2.00

Personnel Details (Summer School Pre K-12 School Level)

JACKSON CO SCHOOL DIST (3000) Public District - FY 2020 - School Improvement, 1003(a) - Rev 0 - School Improvement, 1003(a) - ST MARTIN UPPER ELEMENTARY (3000013) -

N/A

Summer School Personnel Funded with School Improvement, 1003(a)

	Headcount	FTE
Teachers	<input type="text"/>	<input type="text"/>
Paraprofessionals	<input type="text"/>	<input type="text"/>
Instructional Facilitators	<input type="text"/>	<input type="text"/>
Resource Specialists	<input type="text"/>	<input type="text"/>
Guidance Counselors	<input type="text"/>	<input type="text"/>
Parent Involvement	<input type="text"/>	<input type="text"/>
PD Stipend Recipients/Participants	<input type="text"/>	<input type="text"/>
Other:	<input type="text"/>	<input type="text"/>
Total:	0.00	0.00

Related Documents

JACKSON CO SCHOOL DIST (3000) Public District - FY 2020 - School Improvement, 1003(a) - Rev 0 - School Improvement, 1003(a) - ST MARTIN UPPER ELEMENTARY (3000013) -

Required Documents

This page is currently not accepting Related Documents.

Budget

JACKSON CO SCHOOL DIST (3000) Public District - FY 2020 - School Improvement, 1003(a) - Rev 0 - School Improvement, 1003(a) - ST. MARTIN MIDDLE SCHOOL (3000024) -

Indirect Cost	
Total Contributing to Indirect Cost	\$55,400.00
Indirect Cost Rate	0.57%
Maximum Allowed for Indirect Cost	\$313.99

Function Code	Total
1105 - Pre-Kindergarten Programs	\$0.00
1110 - Kindergarten Programs	\$0.00
1120 - Elementary Programs	\$0.00
1130 - Middle-Junior High Programs	\$18,847.00
1140 - High School Programs	\$0.00
1190-1199 - Other Regular Programs	\$0.00
1230 - Alternative School Programs	\$0.00
1250 - Title I Programs	\$0.00
1260 - After School Programs	\$0.00
1270 - Remediation Extended School Year	\$0.00
1280 - Supplemental Educ. Services (SES)	\$26,500.00
1290 - Other Special Programs	\$0.00
1295 - Private School Participation	\$0.00

1310-1390 - Adult/Continuing Education	\$0.00
1410-1420 - Summer School Programs	\$0.00
1930-1990 - Other Instructional Programs	\$0.00
2110-2119 - Attendance & Social Work Svcs.	\$0.00
2120-2129 - Guidance Services	\$0.00
2130-2139 - Health Services	\$0.00
2140-2149 - Psychological Services	\$0.00
2150-2159 - Speech Pathology	\$0.00
2160 - School Resource Officer	\$0.00
2190 - Other Support Services - Students	\$0.00
2210-2219 - Improvement of Instruction	\$23,400.00
2220-2229 - Educational Media Services	\$0.00
2330 - Special Area Administration	\$0.00
2500-2599 - Business Services	\$0.00
2610-2699 - Operation and Maintenance	\$0.00
2710-2799 - Student Transportation Services	\$0.00
2800-2899 - Central Support Services (Tech)	\$0.00
3300 - Community Services Operations	\$0.00
3900-3999 - Other Noninstructional	\$0.00
7110 - Indirect Costs Transfers Out	\$0.00
7120 - Other Transfers Out	\$0.00
Total	\$68,747.00

Adjusted Allocation	\$68,747.00
Remaining	\$0.00

Budget Detail

JACKSON CO SCHOOL DIST (3000) Public District - FY 2020 - School Improvement, 1003(a) - Rev 0 - School Improvement, 1003(a) - ST. MARTIN MIDDLE SCHOOL (3000024) -

1130 - Middle-Junior High Programs - \$18,847.00 ▼

Budget Detail		Narrative Description
Function Code:	1130 - Middle-Junior High Programs	Software and supplies to support interventions
Object Code:	600-699 - Supplies	
Location Code:	ST. MARTIN MIDDLE SCHOOL (3000024)	
Quantity:	1.00	
Cost:	\$5,500.00	
Line Item Total:	\$5,500.00	
Function Code:	1130 - Middle-Junior High Programs	laptop, laptop cart, VR, and interactive boards
Object Code:	700-799 - Property	
Location Code:	ST. MARTIN MIDDLE SCHOOL (3000024)	
Quantity:	1.00	
Cost:	\$13,347.00	
Line Item	Total:	\$13,347.00

Total:

Total for 1130 - Middle-Junior High Programs:

\$18,847.00

Total for all other Function Codes:

\$49,900.00

Total for all Function Codes:

\$68,747.00

Adjusted Allocation:

\$68,747.00

Remaining:

\$0.00

Budget Detail

JACKSON CO SCHOOL DIST (3000) Public District - FY 2020 - School Improvement, 1003(a) - Rev 0 - School Improvement, 1003(a) - ST. MARTIN MIDDLE SCHOOL (3000024) -

1280 - Supplemental Educ. Services (SES) - \$26,500.00 ▼

Budget Detail		Narrative Description
Function Code:	1280 - Supplemental Educ. Services (SES)	Tutors salaries
Object Code:	100-199 - Employee Salaries	
Location Code:	ST. MARTIN MIDDLE SCHOOL (3000024)	
Quantity:	1.00	Tutor benefits
Cost:	\$19,875.00	
Line Item Total:	\$19,875.00	
Function Code:	1280 - Supplemental Educ. Services (SES)	Tutor benefits
Object Code:	200-299 - Employee Benefits	
Location Code:	ST. MARTIN MIDDLE SCHOOL (3000024)	
Quantity:	1.00	
Cost:	\$6,625.00	
Line Item	\$6,625.00	

Total:

Total for 1280 - Supplemental Educ. Services (SES):

\$26,500.00

Total for all other Function Codes:

\$42,247.00

Total for all Function Codes:

\$68,747.00

Adjusted Allocation:

\$68,747.00

Remaining:

\$0.00

Budget Detail

JACKSON CO SCHOOL DIST (3000) Public District - FY 2020 - School Improvement, 1003(a) - Rev 0 - School Improvement, 1003(a) - ST. MARTIN MIDDLE SCHOOL (3000024) -

2210-2219 - Improvement of Instruction - \$23,400.00 ▼

Budget Detail	Narrative Description
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Function Code:	2210-2219 - Improvement of Instruction	Travel for professional development
Object Code:	500-599 - Other Purchased Services	
Location Code:	ST. MARTIN MIDDLE SCHOOL (3000024)	
Quantity:	1.00	
Cost:	\$16,900.00	
Line Item Total:	\$16,900.00	

Function Code:	2210-2219 - Improvement of Instruction	Professional development
Object Code:	800-899 - Other Objects	
Location Code:	ST. MARTIN MIDDLE SCHOOL (3000024)	
Quantity:	1.00	
Cost:	\$6,500.00	
Line Item Total:	\$6,500.00	

Total:

Total for 2210-2219 - Improvement of Instruction:

\$23,400.00

Total for all other Function Codes:

\$45,347.00

Total for all Function Codes:

\$68,747.00

Adjusted Allocation:

\$68,747.00

Remaining:

\$0.00

Budget Overview

JACKSON CO SCHOOL DIST (3000) Public District - FY 2020 - School Improvement, 1003(a) - Rev 0 - School Improvement, 1003(a) - ST. MARTIN MIDDLE SCHOOL (3000024) -

Indirect Cost	
Total Contributing to Indirect Cost	\$55,400.00
Indirect Cost Rate	0.57%
Maximum Allowed for Indirect Cost	\$313.99

Filter by Location: All - \$68,747.00

[\[Download Data\]](#)

Function Code	1130 - Middle-Junior High Programs	1280 - Supplemental Educ. Services (SES)	2210-2219 - Improvement of Instruction	Total
Object Code				
100-199 - Employee Salaries	0.00	19,875.00	0.00	19,875.00
200-299 - Employee Benefits	0.00	6,625.00	0.00	6,625.00
500-599 - Other Purchased Services	0.00	0.00	16,900.00	16,900.00

Function Code Object Code	1130 - Middle-Junior High Programs	1280 - Supplemental Educ. Services (SES)	2210-2219 - Improvement of Instruction	Total
600-699 - Supplies	5,500.00	0.00	0.00	5,500.00
700-799 - Property	13,347.00	0.00	0.00	13,347.00
800-899 - Other Objects	0.00	0.00	6,500.00	6,500.00
Total	18,847.00	26,500.00	23,400.00	68,747.00
			Adjusted Allocation	68,747.00
			Remaining	0.00

School Improvement, 1003(a) School Allocations

JACKSON CO SCHOOL DIST (3000) Public District - FY 2020 - School Improvement, 1003(a) - Rev 0 - School Improvement, 1003(a) - ST. MARTIN MIDDLE SCHOOL (3000024) -

Grant Applicant	Current Allocation	Carryover Allocation	Total Allocation	Budget Amount
ST. MARTIN MIDDLE SCHOOL	\$68,747.00	\$0.00	\$68,747.00	\$68,747.00

Part II: Vision, Mission, Goals

JACKSON CO SCHOOL DIST (3000) Public District - FY 2020 - School Improvement, 1003(a) - Rev 0 - School Improvement, 1003(a) - ST. MARTIN MIDDLE SCHOOL (3000024) -

My school is an existing CSI school, or an existing ATSI or TSI school based on the same subgroup.

*** Vision of the School:**

*** Mission of the School:**

2024-25 Goals:

ELA: All Subgroups will attain 70% proficiency by 2024-25.

Math: All Subgroups will attain 70% proficiency by 2024-25.

Graduation Rate: All Subgroups will have 90% graduation rate by 2024-25.

Annual Goals

Area	Subgroup	Prior Year Proficiency % MAAP Spring Assessment	Target Proficiency % on MAAP Spring Assessment
ELA	*	%	%
Math	*	%	%
Science	*	%	%

Indicators of Effective Practice - Assessment - As part of your school's comprehensive needs assessment process, the school leadership team must assess each indicator listed below and provide an explanation for the assessment.

Transformational Leadership Indicators of Effective Practice	Assessment of Practice in School	Provide details to explain the reason for the selected assessment of the indicator.
LDR.2.09: Principal establishes a sense of urgency and shared accountability for meeting school improvement objectives.	* <input type="text"/>	*
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.	* <input type="text"/>	*
DC.1.03: School aligns allocation of resources (money, time, personnel, etc.) to school improvement goals.	* <input type="text"/>	*
LDR.1.06: 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).	* <input type="text"/>	*

<p>HS.1.02: The Leadership Team monitors rates of student transfer, dropout, graduation, and post-high school outcome (e.g., student enrollment in college, students in careers) using a longitudinal data system.</p>	<p>*</p> <input type="text"/>	<p>*</p>
<p>HS.1.03: The Leadership team implements, monitors, and analyzes results from an early warning system at the school level using indicators (e.g., attendance, academic, behavior monitoring) to identify students at risk for dropping out of high school.</p>	<p>*</p> <input type="text"/>	<p>*</p>
<p>Talent Development Indicators of Effective Practice</p>	<p>Assessment of Practice in School</p>	<p>Provide details to explain the reason for the selected assessment of the indicator.</p>
<p>HS.2.01: The traditional roles of the principal and other administrators (e.g., management, discipline, security) are distributed to allow adequate time for administrative attention to instruction and student supports.</p>	<p>*</p> <input type="text"/>	<p>*</p>

<p>LDR.3.07: Professional development of individual teachers includes an emphasis on indicators of effective teaching.</p>	<p>*</p> <p><input type="text"/></p>	<p>*</p>
<p>Instructional Transformation Indicators of Effective Practice</p>	<p>Assessment of Practice in School</p>	<p>Provide details to explain the reason for the selected assessment of the indicator.</p>
<p>PLN.4.05: Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.</p>	<p>*</p> <p><input type="text"/></p>	<p>*</p>
<p>PLN.1.01: Instructional Teams develop standards-aligned units of instruction for each subject and grade level.</p>	<p>*</p> <p><input type="text"/></p>	<p>*</p>
<p>HS.4.03: The school provides all students with academic supports (e.g., supplemental interventions) when needed to enable them to succeed in rigorous courses designed for college and career readiness.</p>	<p>*</p> <p><input type="text"/></p>	<p>*</p>
<p>Culture Shift Indicators of Effective Practice</p>	<p>Assessment of Practice in School</p>	<p>Provide details to explain the reason for the selected assessment of the indicator.</p>
<p>LDR.3.10: School implements strategies and practices to improve school climate and culture.</p>	<p>*</p> <p><input type="text"/></p>	<p>*</p>

HS.5.02: The school provides all students with opportunities to learn through nontraditional educational settings (e.g., virtual courses, dual enrollment, service learning, work-based internships).

*

*

Evidence-based Action Plan

The content of my currently approved CSI, TSI, or ATSI Plan will not be modified with this submission.

Use the drop-down and the table below to create an evidence-based action plan. Indicators marked "Funded" will be considered priority and will serve as the priority indicators for your plan implementation.

Indicator of Effective Practice	Funded?	Action Step: What action is being taken to improve outcomes?	Benchmark Indicator: How will you know that the action is successful (must be measurable)?	Position Responsible: What position will monitor implementation of the action step?	Timeframe for Implementation: When will the action step be successfully implemented?
DC.1.03	<input checked="" type="checkbox"/>	* after-school tutoring * professional development for teachers of targeted population * purchase of IXL program * technology for academics	* Student's initial benchmark results and final benchmark results will also be used to measure the effectiveness of increased learning time and small group tutoring.	Building Level Administrators & Leadership Team	5/25/2020

LDR.3.07 ▼	<input checked="" type="checkbox"/>	<p>* send teachers to professional development to national conference on co-teaching and then collaborate with peers on subject matter learned *</p> <p>ATSI team will attend conference to address need to build up school culture and climate</p>	<p>* this action is successful when students show a 5% increase in ELA & Math proficiency for students with disabilities subgroup on the MAAP assessment.</p>	<p>Building Level Administrators & Leadership Team</p> <p>5/25/2020</p>
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Part IIA: Use of Section 1003 School Improvement Funds

JACKSON CO SCHOOL DIST (3000) Public District - FY 2020 - School Improvement, 1003(a) - Rev 0 - School Improvement, 1003(a) - ST. MARTIN MIDDLE SCHOOL (3000024) -

In the chart below, for each school that has been identified for CSI, TSI or ATSI and will be served with Section 1003 School Improvement funds as reflected on Mississippi's list of schools served, describe how Section 1003 funds will be used. Section 1003 School Improvement funds must support evidence-based interventions that meet strong, moderate, or promising evidence levels. For more information about these evidence-based requirements, please see <http://www.mdek12.org/OS/EBP/defined>. In your narrative for each strategy: 1) provide a brief description of the evidence, 2) cite the source, 3) provide the effect size of the study being used, and 4) address whether this strategy has been implemented within the prior three years, and if so what was the result of implementation.

Improvement Status:

- CSI
- TSI
- ATSI

Strategy (See Key)	Indicator of Effective Practice	If Other, Name Strategy or enter NA	Evidence Level	Narrative Description	Cost
TI	DC.1.03	* Technology	Moderate	1. SMMS will purchase laptops with carts, mice, and headphones for student educational usage. These technologies will be used as the vehicle for interventions. Using a pre/post comparative study design, the current study explores a wide range of program impacts over the three years of the project's implementation. Specifically, the current document provides an overview of the project background, implementation, research design and methodology, and a summary of the quantitative results. The study details how teaching and learning practices changed when students and teachers were provided with laptops, wireless learning environments, and additional technology resources. The results found that both the implementation and outcomes of the program were varied across the five 1:1 settings and over the three years of the student laptop implementation. Despite these differences, there was evidence that the types of educational access and opportunities afforded by 1:1 computing through the pilot program led to measurable changes in teacher practices, student achievement, student engagement, and	\$ 13,347.00

<p>EBIR ▼</p>	<p>DC.1.03 ▼</p>	<p>* IXL</p>	<p>Promising ▼</p>	<p>students' research skills. Like studies in New Hampshire (Bebell, 2005), Maine (Silvermail, 2008), Texas (Shapleigh, 2008), and Colorado (Zucker and Hug, 2008), the Massachusetts results from the pilot program suggest that 1:1 computing can dramatically and radically change teaching and learning practices. There is little question that the student and teacher laptops, in addition to the increased professional development, support, and organizational structure provided through the Berkshire Wireless Learning Initiative, truly changed teaching and learning conditions for the majority of students and teachers in these settings. Specifically, after three years of implementation we witnessed a marked change in teaching and learning in the participating schools. The consensus of the participants (school leaders, teachers, and students) was overwhelmingly positive towards these educational opportunities afforded through increased educational technology. 2.Link: https://ejournals.bc.edu/ojs/index.php/jtla/article/viewFile/1607/1462-accessdate=19 3.Effect size:+0.61 to +0.78 4. This strategy has been previously used. The 1 to 1 initiative has given all SPED students access to a chromebook to be used as a vehicle for interventions. Those students who need a way to access the internet at home are allowed to check out a chromebook. This allows parents the opportunity to also become an active partner in their child's education. iReady and USA Test Prep interventions are able to be used during school and under parent supervision. We believe this intervention has helped our special education students to show an increase in proficiency. Comparing our Spring 2019 diagnostic in reading to our Fall 2019 diagnostic, we saw our special education students increase in proficiency from 4.24% to 8.9%. The same comparison in math show a proficiency increase from 3.45% to 10.1%.</p>	<p>\$ 5,500.00</p>
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1. This study investigated thousands of public schools in the state of California that used IXL mathematics and English language arts (ELA) between 2012 and 2015. We examined the impact of IXL Math and IXL ELA as measured by the California Assessment of Student Performance and Progress (CAASPP). Analysis required that schools have both pretest and posttest scores, so only schools with valid 2013 Academic Performance Index (API) and 2015 CAASPP test scores were included. IXL usage by the schools in this study ranged from less than one minute per student, per week, to over 100 minutes per student, per week. Our researchers found, even with the wide range in usage, strong positive correlation between IXL usage and schools' performance on the CAASPP in both math and ELA. These findings are statistically significant. Analysis of the data showed that both IXL Math and IXL ELA produced positive and statistically significant effects on student performance, indicating there is a high probability that similar schools using IXL would achieve similar results. Measurable percentile gains were also achieved by schools using IXL Math or IXL ELA. The results of the analysis also showed a positive correlation between IXL usage and school performance. In particular, one additional skill mastered per student, per week, would result in a nearly 10-point increase on a school's percent proficiency on the 2015 CAASPP. We plan to purchase the IXL program for our SPED students and our students who are in the bottom 25 percent. We hope that this program will help increase math proficiency. 2. LINK: <https://www.ixl.com/research/Impact-of-IXL-in-California.pdf> 3. Effect Size: .40 John Hattie (2009) .40 Effect Size for Mathematics programs 4.IXL has not been implemented at this time. The cost of purchasing this intervention exceeded our initial budgetary allotment. We a pending budget amendment that will cover the budgeted shortfall. We look forward to implementing this program.

ILT

DC:1.03

* In-School Tutoring

Strong

\$ 16,500.00

1. SMMS will provide both during the school day and after-school tutoring. The targeted population for this study consisted of 102 eighth grade students who were designated as "borderline" based on scoring 180-199 on the seventh grade New Jersey Assessment of Skills and Knowledge (NJASK). Of the 102 students who met these criteria, all were purposefully selected to participate in one of the treatment groups, and 43 agreed to participate. Participants were specifically assigned to one of two treatment groups, LA or MA, depending on which area was borderline. In cases where a student scored borderline on both LA and MA, the student was randomly assigned to only one tutoring group. The treatment (tutoring) groups consisted of 43 volunteers (LA = 23; MA = 20). Of the remaining 59 non-volunteers, 37 participants (17 females, 20 males, ages 13 to 15) were randomly selected to serve as the control group. The ethnic breakdown was as follows: 8 Caucasian, 15 Latino, and 14 African American students. The results of this study indicate that borderline students who received school-based tutoring from district teachers performed higher on standardized test scores in the areas of mathematics and language arts than borderline students who did not participate in tutoring. 2. LINK:John C. Begeny, Rebecca A. Levy & Stacey A. Field (2018) Using Small-Group Instruction to Improve Students' Reading Fluency: An Evaluation of the Existing Research, Journal of Applied School Psychology, 34:1, 36-64, DOI: 10.1080/15377903.2017.1328628 https://www.amle.org/portals/0/pdf/rmle/rmle_vol34_no6.pdf 3.Effect Size:.49 4. This strategy has been previously utilized.A reading interventionist was hired to work with special education students who are below grade level in reading. This intervention has attributed to the decrease in students that are below grade level. In April 2019 82.2 % of our students were two or more grade levels below average in reading. In September 2019 we only saw 61.8% of our students two or more grade levels below average. Our second diagnostic test showed a 115% growth of all of our special education students.

OJEPD ▾	LDR.3.07 ▾	* PD for School Culture	Strong ▾	<p>1. SMMS will have a team of Special educations and General Education teachers attend the 2019 Josten's Renaissance conference, which is designed to renew climate and culture within the school. There will also be a train the trainer PD for co-teaching. Collective Teacher Efficacy is the collective belief of teachers in their ability to positively affect students. With an effect size of $d=1.57$ Collective Teacher Efficacy is strongly correlated with student achievement. . 2. LINK: Collective Teacher Efficacy is strongly correlated with student achievement. . http://www.allthingspic.info/files/uploads/plcandthepositiveeffects.pdf</p> <p>3. Effect Size: 1.57 4. This strategy has been utilized in the past. After receiving professional development on improving school culture, our school improvement team implemented various strategies. These efforts attributed to a decrease in chronic absenteeism. The Spring semester of 2019 we saw an average of 25.9% chronically absent. In the first four months of the 2019-2020 school year we saw an average of 15.76% chronically absent.</p>	\$ 23,400.00
Strategy Key					
L = Leadership					
HQIM = High Quality Instructional Materials					
TI = Technology Integration					
OJEPD = On-Going, Job-Embedded Professional Development					
ILT = Increased Learning Time					
ECP = Early Childhood (Pre-K) Programs					
O = Other					
EBIR = Evidence-based Instructional Resources					

Total Title I, Part A Allocation to School: \$0.00

20% of Title I, Part A Allocation to School for Evidence-Based Interventions: \$0.00

Data is pulled from approved Consolidated application. Either Consolidated has not been approved or has no applicable data to pull over.

3/26/2020 3:34:45 PM

Personnel Details (Regular School Year Pre K-12 School Level)

JACKSON CO SCHOOL DIST (3000) Public District - FY 2020 - School Improvement, 1003(a) - Rev 0 - School Improvement, 1003(a) - ST. MARTIN MIDDLE SCHOOL (3000024) -

Principal Contact Information

* Name

April Parkman

* Phone Number

228-818-4833

* Email

aparkman@jcsd.k12.ms.us

N/A

Regular School-Year Personnel Funded with School Improvement, 1003(a)

	Headcount	FTE
Teachers	<input type="text"/>	<input type="text"/>
Paraprofessionals	<input type="text"/>	<input type="text"/>
Instructional Facilitators	<input type="text"/>	<input type="text"/>
Resource Specialists	<input type="text"/>	<input type="text"/>
Guidance Counselors	<input type="text"/>	<input type="text"/>

Parent Involvement			
After-School/Extended Day Tutors			
PD Stipend Recipients/Participants			
Other: In School/After School Tutors	2.00	2.00	2.00
Total:	2.00	2.00	2.00

Personnel Details (Summer School Pre K-12 School Level)

JACKSON CO SCHOOL DIST (3000) Public District - FY 2020 - School Improvement, 1003(a) - Rev 0 - School Improvement, 1003(a) - ST. MARTIN MIDDLE SCHOOL (3000024) -

N/A

Summer School Personnel Funded with School Improvement, 1003(a)

	Headcount	FTE
Teachers	<input type="text"/>	<input type="text"/>
Paraprofessionals	<input type="text"/>	<input type="text"/>
Instructional Facilitators	<input type="text"/>	<input type="text"/>
Resource Specialists	<input type="text"/>	<input type="text"/>
Guidance Counselors	<input type="text"/>	<input type="text"/>
Parent Involvement	<input type="text"/>	<input type="text"/>
PD Stipend Recipients/Participants	<input type="text"/>	<input type="text"/>
Other:	<input type="text"/>	<input type="text"/>
Total:	0.00	0.00

Related Documents

JACKSON CO SCHOOL DIST (3000) Public District - FY 2020 - School Improvement, 1003(a) - Rev 0 - School Improvement, 1003(a) - ST. MARTIN MIDDLE SCHOOL (3000024) -

Required Documents

This page is currently not accepting Related Documents.

Budget

JACKSON CO SCHOOL DIST (3000) Public District - FY 2020 - School Improvement, 1003(a) - Rev 0 - School Improvement, 1003(a) - VANCLEAVE MIDDLE SCHOOL (3000018) -

Indirect Cost	
Total Contributing to Indirect Cost	\$5,784.90
Indirect Cost Rate	0.57%
Maximum Allowed for Indirect Cost	\$32.78

Function Code	Total
1105 - Pre-Kindergarten Programs	\$0.00
1110 - Kindergarten Programs	\$0.00
1120 - Elementary Programs	\$0.00
1130 - Middle-Junior High Programs	\$50,670.80
1140 - High School Programs	\$0.00
1190-1199 - Other Regular Programs	\$0.00
1230 - Alternative School Programs	\$0.00
1250 - Title I Programs	\$0.00
1260 - After School Programs	\$0.00
1270 - Remediation Extended School Year	\$0.00
1280 - Supplemental Educ. Services (SES)	\$4,903.20
1290 - Other Special Programs	\$0.00
1295 - Private School Participation	\$0.00

1310-1390 - Adult/Continuing Education	\$0.00
1410-1420 - Summer School Programs	\$0.00
1930-1990 - Other Instructional Programs	\$0.00
2110-2119 - Attendance & Social Work Svcs.	\$0.00
2120-2129 - Guidance Services	\$0.00
2130-2139 - Health Services	\$0.00
2140-2149 - Psychological Services	\$0.00
2150-2159 - Speech Pathology	\$0.00
2160 - School Resource Officer	\$0.00
2190 - Other Support Services - Students	\$0.00
2210-2219 - Improvement of Instruction	\$0.00
2220-2229 - Educational Media Services	\$0.00
2330 - Special Area Administration	\$0.00
2500-2599 - Business Services	\$0.00
2610-2699 - Operation and Maintenance	\$0.00
2710-2799 - Student Transportation Services	\$0.00
2800-2899 - Central Support Services (Tech)	\$0.00
3300 - Community Services Operations	\$0.00
3900-3999 - Other Noninstructional	\$0.00
7110 - Indirect Costs Transfers Out	\$0.00
7120 - Other Transfers Out	\$0.00
Total	\$55,574.00

Adjusted Allocation	\$55,574.00
Remaining	\$0.00

Budget Detail

JACKSON CO SCHOOL DIST (3000) Public District - FY 2020 - School Improvement, 1003(a) - Rev 0 - School Improvement, 1003(a) - VANCELAIVE MIDDLE SCHOOL (3000018) -

1130 - Middle-Junior High Programs - \$50,670.80 ▼

Budget Detail		Narrative Description
Function Code:	1130 - Middle-Junior High Programs	Supplemental educational supplies necessary to facilitate student interventions.
Object Code:	600-699 - Supplies	
Location Code:	VANCELAIVE MIDDLE SCHOOL (3000018)	
Quantity:	1.00	
Cost:	\$881.70	Teacher laptops for intervention preparation and data analysis.
Line Item Total:	\$881.70	
Function Code:	1130 - Middle-Junior High Programs	
Object Code:	700-799 - Property	
Location Code:	VANCELAIVE MIDDLE SCHOOL (3000018)	
Quantity:	1.00	
Cost:	\$23,138.00	
Line Item	\$23,138.00	

Total:		
Function Code:	1130 - Middle-Junior High Programs	Student computers for tutoring lab. Active Panels for tutoring lab and special education classroom.
Object Code:	700-799 - Property	
Location Code:	VANCLEAVE MIDDLE SCHOOL (3000018)	
Quantity:	1.00	
Cost:	\$19,825.00	
Line Item Total:	\$19,825.00	
Function Code:	1130 - Middle-Junior High Programs	
Object Code:	700-799 - Property	
Location Code:	VANCLEAVE MIDDLE SCHOOL (3000018)	
Quantity:	1.00	
Cost:	\$6,826.10	
Line Item Total:	\$6,826.10	
Total for 1130 - Middle-Junior High Programs:		\$50,670.80
Total for all other Function Codes:		\$4,903.20
Total for all Function Codes:		\$55,574.00

Adjusted Allocation:	\$55,574.00
Remaining:	\$0.00

Budget Detail

JACKSON CO SCHOOL DIST (3000) Public District - FY 2020 - School Improvement, 1003(a) - Rev 0 - School Improvement, 1003(a) - VANCLEAVE MIDDLE SCHOOL (3000018) -

1280 - Supplemental Educ. Services (SES) - \$4,903.20 ▼

Budget Detail		Narrative Description
Function Code:	1280 - Supplemental Educ. Services (SES)	Salaries for certified teachers to provide after school small group instruction/tutoring to Special Education students in the subject areas of math and ELA.
Object Code:	100-199 - Employee Salaries	
Location Code:	VANCLEAVE MIDDLE SCHOOL (3000018)	
Quantity:	1.00	
Cost:	\$3,960.00	Benefits for certified teachers to provide after school small group instruction/tutoring to Special Education students in the subject areas of math and ELA.
Line Item Total:	\$3,960.00	
Function Code:	1280 - Supplemental Educ. Services (SES)	
Object Code:	200-299 - Employee Benefits	
Location Code:	VANCLEAVE MIDDLE SCHOOL (3000018)	
Quantity:	1.00	
Cost:	\$943.20	
Line Item	\$943.20	

Total:

Total for 1280 - Supplemental Educ. Services (SES):

\$4,903.20

Total for all other Function Codes:

\$50,670.80

Total for all Function Codes:

\$55,574.00

Adjusted Allocation:

\$55,574.00

Remaining:

\$0.00

Budget Overview

JACKSON CO SCHOOL DIST (3000) Public District - FY 2020 - School Improvement, 1003(a) - Rev 0 - School Improvement, 1003(a) - VANCLEAVE MIDDLE SCHOOL (3000018) -

Indirect Cost	
Total Contributing to Indirect Cost	\$5,784.90
Indirect Cost Rate	0.57%
Maximum Allowed for Indirect Cost	\$32.78

Filter by Location: All - \$55,574.00
[\[Download Data\]](#)

Object Code	Function Code	1130 - Middle-Junior High Programs	1280 - Supplemental Educ. Services (SES)	Total
100-199 - Employee Salaries		0.00	3,960.00	3,960.00
200-299 - Employee Benefits		0.00	943.20	943.20
600-699 - Supplies		881.70	0.00	881.70
700-799 - Property		49,789.10	0.00	49,789.10

Function Code	1130 - Middle-Junior High Programs	1280 - Supplemental Educ. Services (SES)	Total
Object Code			
Total	50,670.80	4,903.20	55,574.00
	Adjusted Allocation		55,574.00
	Remaining		0.00

School Improvement, 1003(a) School Allocations

JACKSON CO SCHOOL DIST (3000) Public District - FY 2020 - School Improvement, 1003(a) - Rev 0 - School Improvement, 1003(a) - VANCLEAVE MIDDLE SCHOOL (3000018) -

Grant Applicant	Current Allocation	Carryover Allocation	Total Allocation	Budget Amount
VANCLEAVE MIDDLE SCHOOL	\$55,574.00	\$0.00	\$55,574.00	\$55,574.00

Part II: Vision, Mission, Goals

JACKSON CO SCHOOL DIST (3000) Public District - FY 2020 - School Improvement, 1003(a) - Rev 0 - School Improvement, 1003(a) - VANCLEAVE MIDDLE SCHOOL (3000018) -

My school is an existing CSI school, or an existing ATSI or TSI school based on the same subgroup.

*** Vision of the School:**

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens.

*** Mission of the School:**

To provide a safe, positive, nurturing environment, conducive to quality education where in all students have the opportunity to obtain the essential skills necessary to achieve the goals of their choice and to become responsible, productive citizens.

2024-25 Goals:

ELA: All Subgroups will attain 70% proficiency by 2024-25.

Math: All Subgroups will attain 70% proficiency by 2024-25.

Graduation Rate: All Subgroups will have 90% graduation rate by 2024-25.

Annual Goals

Area	Subgroup	Prior Year Proficiency % MAAP Spring Assessment	Target Proficiency % on MAAP Spring Assessment
ELA	* Students with Disabilities ▼	13 %	* 15 %
Math	* Students with Disabilities ▼	18 %	* 20 %
Science	* Students with Disabilities ▼	37.5 %	* 40 %

Indicators of Effective Practice - Assessment - As part of your school's comprehensive needs assessment process, the school leadership team must assess each indicator listed below and provide an explanation for the assessment.

Transformational Leadership Indicators of Effective Practice	Assessment of Practice in School	Provide details to explain the reason for the selected assessment of the indicator.
<p>LDR.2.09: Principal establishes a sense of urgency and shared accountability for meeting school improvement objectives.</p>	<p>* Limited Implementation ▼</p>	<p>* The principal has discussed the urgency of the improvement status with the VMS faculty and staff. The ATSI leadership team is finalizing plans to inform the parents and all stakeholders regarding the improvement plan. Additionally, the VMS ATSI plan is on the JCSD School Board agenda for approval on December 16, 2019.</p>
<p>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.</p>	<p>* Full Implementation ▼</p>	<p>* VMS provides a New Teacher (Employee) Orientation before each new school year starts. This training provides details on expectations, procedures, and protocols. Mentor teachers are assigned to work with each new teacher throughout the year, and they are also present at the orientation.</p>
<p>DC.1.03: School aligns allocation of resources (money, time, personnel, etc.) to school improvement goals.</p>	<p>* Limited Implementation ▼</p>	<p>* VMS has the following resources available: iReady, USA Test Prep, After School Tutoring, an additional special education teaching unit, 1 sped teacher assistant.</p>

<p>LDR.1.06: 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).</p>	<p>* Full Implementation ▼</p>	<p>* VMS has established an ATSI team that meets twice each month. The team includes representation from sped, gen-ed inclusion, admin, counselor, TST coordinator, as well as a rotating chairperson. The rotating chair will represent various departments throughout the year. These meetings began in September 2019.</p>
<p>HS.1.02: The Leadership Team monitors rates of student transfer, dropout, graduation, and post-high school outcome (e.g., student enrollment in college, students in careers) using a longitudinal data system.</p>	<p>* Limited Implementation ▼</p>	<p>* VMS monitors student transfers utilizing the SAM student information system. Transfers to other middle schools is documented in this system and uploaded to MSIS. Dropout, graduation, and post-high school outcomes are not currently monitored.</p>
<p>HS.1.03: The Leadership team implements, monitors, and analyzes results from an early warning system at the school level using indicators (e.g., attendance, academic, behavior monitoring) to identify students at risk for dropping out of high school.</p>	<p>* Full Implementation ▼</p>	

* Attendance is posted in the SAM information system every period. Agendas/Sign in sheets are kept for all staff/leadership/PLC meetings. SAM and School Status systems are utilized for student/parent information. All students in Tier 2 or Tier have scheduled/prescribed interventions that are monitored by classroom teachers (T2) and TST Interventionist and Administration (T3). Behavior Plans, School Wide Josten's Renaissance School Culture/Climate, Academic Goals: teachers and students have data chats to set goals and monitor progress. Monthly attendance is submitted to our truancy officer to escalate any attendance violations. Classroom teachers post current data on students within classrooms. School Status tracks iReady and MAAP data on all students. Teachers are required to keep up to date parent logs, School Status keeps a call history and text history for all parent contact made. VMS has a TST Interventionist for struggling students to monitor data and implement academic plans. Vision/Leadership team meet monthly. Surveys are utilized to gauge school climate/culture. SAM system has a call out messaging system to notify parents of student absences, VMS make personal phone calls home on a daily basis of any student not present.

Provide details to explain the reason for the selected assessment of the indicator.

Assessment of Practice in School

Talent Development Indicators of Effective Practice

<p>HS.2.01: The traditional roles of the principal and other administrators (e.g., management, discipline, security) are distributed to allow adequate time for administrative attention to instruction and student supports.</p>	<p>* Full Implementation ▼</p>	<p>* Utilize instructional calendar for daily announcements and teacher observations. Administrative duties are defined. Collaboration between administration, vision/leadership team, and PLC teams are utilized in weekly meetings. PLC notebook and ATSI notebook records are kept on all meetings with sign in sheets of members participating. VMS grows teacher leaders by offering professional development, training, teacher presentations, and administrative interns are utilized. Teachers are appointed to committees and have a voice in decisions. Lesson plans are checked weekly through the SAM system utilized in all JCSD schools. MSTAR calendar is posted clearly in main office, all formal observations and post conferences are scheduled in a timely manner.</p>
<p>LDR.3.07: Professional development of individual teachers includes an emphasis on indicators of effective teaching.</p>	<p>* Limited Implementation ▼</p>	<p>* Professional development in the area of Effective Co-Teaching is needed. Training has been scheduled for January 3, 2019. VMS will send a team of special and general educators to the training at JCTC. Additionally, using Title II funding, VMS will send teachers to the CEC 2020 Co-Teaching conference in Portland, OR in February 2020.</p>
<p>Instructional Transformation Indicators of Effective Practice</p>	<p>Assessment of Practice in School</p>	<p>Provide details to explain the reason for the selected assessment of the indicator.</p>

<p>PLN.4.05: Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.</p>	<p>* Full Implementation ▼</p>	<p>* VMS schedules a learning strategies class for all 6th and 7th graders to supplement the math and language classes while providing students time to work on computer assisted instruction. Department and team meetings are held to discuss strategies for underperforming students. Student data is tracked through: iReady, USA Test Prep, TE 21 (EADMS). Small group special education interventions will occur during school, as well as during after-school tutoring.</p>
<p>PLN.1.01: Instructional Teams develop standards-aligned units of instruction for each subject and grade level.</p>	<p>* Full Implementation ▼</p>	<p>* Jackson County School District's instructional team meets regularly to develop subject area pacing guides that are implemented district wide. Evidence can be found on the school district's website under Curriculum, Pacing Guides. https://www.jcsd.ms/Page/2948</p>
<p>HS.4.03: The school provides all students with academic supports (e.g., supplemental interventions) when needed to enable them to succeed in rigorous courses designed for college and career readiness.</p>	<p>* Full Implementation ▼</p>	<p>* Students have intervention plans that are either SPED or in the Tier process. Students are grouped during classroom instruction. After school tutoring is offered to all struggling students. Professional development in the areas of curriculum, instruction, classroom management, and co-teaching are offered during staff development. Students with behavioral needs have Behavior Specialist services, behavior plans that involve parents as well as teachers and administration</p>
<p>Culture Shift Indicators of Effective Practice</p>	<p>Assessment of Practice in School</p>	<p>Provide details to explain the reason for the selected assessment of the indicator.</p>

<p>LDR.3.10: School implements strategies and practices to improve school climate and culture.</p>	<p>* Full Implementation ▼</p>	<p>* VMS has previously implemented programs to improve the overall school culture and climate. Examples include, but are not limited to: Student of the Month, behavior reward field trips, end of the year awards ceremonies, state testing reward field trip. In June 2020, the VMS Leadership Team will attend the Model Schools conference. This conference focuses on school culture and climate.</p>
<p>HS.5.02: The school provides all students with opportunities to learn through nontraditional educational settings (e.g., virtual courses, dual enrollment, service learning, work-based internships).</p>	<p>* No Implementation ▼</p>	<p>* not applicable</p>

Evidence-based Action Plan

The content of my currently approved CSI, TSI, or ATSI Plan will not be modified with this submission.

Use the drop-down and the table below to create an evidence-based action plan. Indicators marked "Funded" will be considered priority and will serve as the priority indicators for your plan implementation.

<p>Indicator of Effective Practice</p>	<p>Funded?</p>	<p>Action Step: What action is being taken to improve outcomes?</p>	<p>Benchmark Indicator: How will you know that the action is successful (must be measurable)?</p>	<p>Position Responsible: What position will monitor implementation of the action step?</p>	<p>Timeframe for Implementation: When will the action step be successfully implemented?</p>

DC.1.03 ▼	<input checked="" type="checkbox"/>	<p>*Hire Additional teachers and supplies for After-School Sped Tutoring program, - Provide 1 to 1 technology for sped students (VMS Budget), - Equip sped tutoring lab and sped room with Active Panels and laptops for technology enhanced instruction, - Increased learning time for targeted population with small group instruction, - Provide teachers of targeted population with laptops, - Provide new computers for sped tutoring lab.</p>	<p>This action proves successful when students show a 2% increase in ELA & Math proficiency for the students with disabilities subgroup on the 2020 MAAP assessment.</p>	<p>Building Level Administrators & Leadership Team</p>	<p>5/25/2020</p>
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LDR.3.07 ▼	<input checked="" type="checkbox"/>	<p>* Send ATSI Team to 'Model Schools'- a national conference on high impact practices, and school culture and climate. - Send teachers of targeted population to national co-teaching conference 'CEC 2020' with peer collaboration required upon return.</p>	<p>This action proves successful when students show a 2% increase in ELA & Math proficiency for the students with disabilities subgroup on the 2020 MAAP assessment.</p>	Building Level Administrators & Leadership Team	5/25/2020
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Part IIA: Use of Section 1003 School Improvement Funds

JACKSON CO SCHOOL DIST (3000) Public District - FY 2020 - School Improvement, 1003(a) - Rev 0 - School Improvement, 1003(a) - VANCELEAVE MIDDLE SCHOOL (3000018) -

In the chart below, for each school that has been identified for CSI, TSI or ATSI and will be served with Section 1003 School Improvement funds as reflected on Mississippi's list of schools served, describe how Section 1003 funds will be used. Section 1003 School Improvement funds must support evidence-based interventions that meet strong, moderate, or promising evidence levels. For more information about these evidence-based requirements, please see <http://www.mdek12.org/QS/EBP/defined>. In your narrative for each strategy: 1) provide a brief description of the evidence, 2) cite the source, 3) provide the effect size of the study being used, and 4) address whether this strategy has been implemented within the prior three years, and if so what was the result of implementation.

Improvement Status:

- CSI
- TSI
- ATSI

Strategy (See Key)	Indicator of Effective Practice	If Other, Name Strategy or enter NA	Evidence Level	Narrative Description	Cost
TI	LDR.3.07	* Teacher Laptops	Moderate	VMS will purchase laptops for teachers. The laptops would be utilized for the instruction of students by creating/implementing student intervention assignments for individual students, creating daily/weekly assessments, creating daily assignments, high quality instruction using technology as an instructional tool, as well as, driving instruction through data analysis. Moreover, these laptops will aid in preparation and analysis of interventions and data. Teachers serving our students will utilize these technological tools to facilitate computer software programs that will aid students in acquiring the educational skills necessary to increase their proficiency on state assessments. An increase in student performance on these state assessments will be the indicator that determines the impact of teacher usage of these technological tools as vehicles to aid in implementation and facilitation. 1. Using a pre/post comparative study design, the current study explores a widerange of program impacts over the three years of the project's implementation. Specifically, the current document provides an	\$ 23,138.00

<p>TI</p>	<p>DC.1.03</p>	<p>* Interactive Panels</p>	<p>Moderate</p>	<p>overview of the project background, implementation, research design and methodology, and a summary of the quantitative results. The study details how teaching and learning practices changed when students and teachers were provided with laptops, wireless learning environments, and additional technology resources. The results found that both the implementation and outcomes of the program were varied across the five 1:1 settings and over the three years of the student laptop implementation. Despite these differences, there was evidence that the types of educational access and opportunities afforded by 1:1 computing through the pilot program led to measurable changes in teacher practices, student achievement, student engagement, and students' research skills. Like studies in New Hampshire (Bebell, 2005), Maine (Silvermail, 2008), Texas (Shapleigh, 2008), and Colorado (Zucker and Hug, 2008), the Massachusetts results from the pilot program suggest that 1:1 computing can dramatically and radically change teaching and learning practices. There is little question that the student and teacher laptops, in addition to the increased professional development, support, and organizational structure provided through the Berkshire Wireless Learning Initiative, truly changed teaching and learning conditions for the majority of students and teachers in these settings. Specifically, after three years of implementation we witnessed a marked change in teaching and learning in the participating schools. The consensus of the participants (school leaders, teachers, and students) was overwhelmingly positive towards these educational opportunities afforded through increased educational technology. 2. The source of evidence can be found at: https://ejournals.bc.edu/ojs/index.php/jtla/article/view/File/1607/1462-accessdate=19 3. The effect size ranges from +0.61 to +0.78. 4. This strategy has not been previously implemented.</p>	<p>\$ 6,826.10</p>
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VMS will purchase Active Panels with laptops for the tutoring room, as well as a special education classroom. Our students utilizing the tutoring lab will utilize these interactive panels. 1. Using a pre/post comparative study design, the current study explores a widerange of program impacts over the three years of the project's implementation. Specifically, the current document provides an overview of the project background, implementation, research design and methodology, and a summary of the quantitative results. The study details how teaching and learning practices changed when students and teachers were provided with laptops, wireless learning environments, and additional technology resources. The results found that both the implementation and outcomes of the program were varied across the five 1:1 settings and over the three years of the student laptop implementation. Despite these differences, there was evidence that the types of educational access and opportunities afforded by 1:1 computing through the pilot program led to measurable changes in teacher practices, student achievement, student engagement, and students' research skills. Like studies in New Hampshire (Bebell, 2005), Maine (Silvernail, 2008), Texas (Shapleigh, 2008), and Colorado (Zucker and Hug, 2008), the Massachusetts results from the pilot program suggest that 1:1 computing can dramatically and radically change teaching and learning practices. There is little question that the student and teacher laptops, in addition to the increased professional development, support, and organizational structure provided through the Berkshire Wireless Learning Initiative, truly changed teaching and learning conditions for the majority of students and teachers in these settings. Specifically, after three years of implementation we witnessed a marked change in teaching and learning in the participating schools. The consensus of the participants (school leaders, teachers, and students) was overwhelmingly positive towards these educational opportunities afforded through increased educational technology. 2. The source of evidence can be found at: <https://ejournals.bc.edu/ojs/index.php/jtla/article/viewFile/1607/1462-accessdate=19.3>. The effect size ranges from +0.61 to +0.78. 4. This strategy has not been previously implemented.

TI	▼	DC.1.03	▼	Moderate	<p>VMS will purchase student computers for the tutoring lab as an extension to the after-school tutoring program. Our students utilizing the tutoring lab will utilize the laptops. 1. Using a pre/post comparative study design, the current study explores a widerange of program impacts over the three years of the project's implementation. Specifically, the current document provides an overview of the project background, implementation, research design and methodology, and a summary of the quantitative results. The study details how teaching and learning practices changed when students and teachers were provided with laptops, wireless learning environments, and additional technology resources. The results found that both the implementation and outcomes of the program were varied across the five 1:1 settings and over the three years of the student laptop implementation. Despite these differences, there was evidence that the types of educational access and opportunities afforded by 1:1 computing through the pilot program led to measurable changes in teacher practices, student achievement, student engagement, and students' research skills. Like studies in New Hampshire (Bebell, 2005), Maine (Silvermail, 2008), Texas (Shapleigh, 2008), and Colorado (Zucker and Hug, 2008), the Massachusetts results from the pilot program suggest that 1:1 computing can dramatically and radically change teaching and learning practices. There is little question that the student and teacher laptops, in addition to the increased professional development, support, and organizational structure provided through the Berkshire Wireless Learning Initiative, truly changed teaching and learning conditions for the majority of students and teachers in these settings. Specifically, after three years of implementation we witnessed a marked change in teaching and learning in the participating schools. The consensus of the participants (school leaders, teachers, and students) was overwhelmingly positive towards these educational opportunities afforded through increased educational technology. 2. The source of evidence can be found at: https://ejournals.bc.edu/ojs/index.php/jtla/article/viewFile/1607/1462-accessdate=19 3. The effect size ranges from +0.61 to +0.78. 4. This strategy has not been previously implemented.</p>	<p>\$ 19,825.00</p>
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ILT <input type="button" value="▼"/>	DC.1.03 <input type="button" value="▼"/>	* Tutoring	Strong <input type="button" value="▼"/>	<p>VMS will provide additional teachers for the after-school tutoring program. Teachers will provide additional small group interventions for students. Educational Supplies will also be purchased to supplement the after school tutoring program. 1. The targeted population for this study consisted of 102 eighth grade students who were designated as "borderline" based on scoring 180-199 on the seventh grade New Jersey Assessment of Skills and Knowledge (NJASK). Of the 102 students who met these criteria, all were purposefully selected to participate in one of the treatment groups, and 43 agreed to participate. Participants were specifically assigned to one of two treatment groups, LA or MA, depending on which area was borderline. In cases where a student scored borderline on both LA and MA, the student was randomly assigned to only one tutoring group. The treatment (tutoring) groups consisted of 43 volunteers (LA = 23; MA = 20). Of the remaining 59 non-volunteers, 37 participants (17 females, 20 males, ages 13 to 15) were randomly selected to serve as the control group. The ethnic breakdown was as follows: 8 Caucasian, 15 Latino, and 14 African American students. The results of this study indicate that borderline students who received school-based tutoring from district teachers performed higher on standardized test scores in the areas of mathematics and language arts than borderline students who did not participate in tutoring. 2. The source of evidence can be found at: John C. Begeny, Rebecca A. Levy & Stacey A. Field (2018) Using Small-Group Instruction to Improve Students' Reading Fluency: An Evaluation of the Existing Research, Journal of Applied School Psychology, 34:1, 36-64, DOI: 10.1080/15377903.2017.1328628 LINK: https://www.amle.org/portals/0/pdf/rmie/rmie_vol34_no6.pdf 3. The effect Size is .49-John Hattie (2009) Small Group Learning 4. This strategy has not been previously implemented.</p>	\$ 5,784.90
Strategy Key					
L = Leadership					
HQIM = High Quality Instructional Materials					
TI = Technology Integration					
OJEPD = On-Going, Job-Embedded Professional Development					
ILT = Increased Learning Time					
ECP = Early Childhood (Pre-K) Programs					

O = Other

EBIR = Evidence-based Instructional Resources

Total Title I, Part A Allocation to School: \$0.00

20% of Title I, Part A Allocation to School for Evidence-Based Interventions: \$0.00

Data is pulled from approved Consolidated application. Either Consolidated has not been approved or has no applicable data to pull over.

3/26/2020 3:35:04 PM

Personnel Details (Regular School Year Pre K-12 School Level)

JACKSON CO SCHOOL DIST (3000) Public District - FY 2020 - School Improvement, 1003(a) - Rev 0 - School Improvement, 1003(a) - VANCLEAVE MIDDLE SCHOOL (3000018) -

Principal Contact Information

* Name

Karen Glass

* Phone Number

228-826-5902

* Email

kglass@jcsd.k12.jcsd.ms.us

N/A

Regular School-Year Personnel Funded with School Improvement, 1003(a)

	Headcount	FTE
Teachers	<input type="text"/>	<input type="text"/>
Paraprofessionals	<input type="text"/>	<input type="text"/>
Instructional Facilitators	<input type="text"/>	<input type="text"/>
Resource Specialists	<input type="text"/>	<input type="text"/>
Guidance Counselors	<input type="text"/>	<input type="text"/>

Parent Involvement			
After-School/Extended Day Tutors	11.00	11.00	11.00
PD Stipend Recipients/Participants			
Other:			
Total:	11.00	11.00	11.00

Personnel Details (Summer School Pre K-12 School Level)

JACKSON CO SCHOOL DIST (3000) Public District - FY 2020 - School Improvement, 1003(a) - Rev 0 - School Improvement, 1003(a) - VANCLEAVE MIDDLE SCHOOL (3000018) -

N/A

Summer School Personnel Funded with School Improvement, 1003(a)

	Headcount	FTE
Teachers	<input type="text"/>	<input type="text"/>
Paraprofessionals	<input type="text"/>	<input type="text"/>
Instructional Facilitators	<input type="text"/>	<input type="text"/>
Resource Specialists	<input type="text"/>	<input type="text"/>
Guidance Counselors	<input type="text"/>	<input type="text"/>
Parent Involvement	<input type="text"/>	<input type="text"/>
PD Stipend Recipients/Participants	<input type="text"/>	<input type="text"/>
Other:	<input type="text"/>	<input type="text"/>
Total:	0.00	0.00

Related Documents



JACKSON CO SCHOOL DIST (3000) Public District - FY 2020 - School Improvement, 1003(a) - Rev 0 - School Improvement, 1003(a) - VANCLEAVE MIDDLE SCHOOL (3000018) -

Required Documents

This page is currently not accepting Related Documents.

Related Documents

JACKSON CO SCHOOL DIST (3000) Public District - FY 2020 - School Improvement, 1003(a) - Rev 0 - Assurances

Optional Documents		
Type	Document Template	Document/Link
Board Approval Signature Page [Upload up to 1 document(s)]	 Board Approval Signature	 LOCAL SCHOOL BOARD APPROVAL SIGNATURE FORM

JACKSON CO SCHOOL DIST (3000) Public District - FY 2020 - School Improvement, 1003(a) - Rev 0 - School Improvement, 1003(a) Checklist

This checklist is a means of communication between the MDE and LEAs regarding the allowability and allocability of the items submitted in the funding application. Please follow the steps below to ensure that the funding application contains items that are in compliance with program requirements.

- After the LEA submits the application, the MDE will review the application and mark each section as OK, Not Applicable, or Attention Needed. If the application contains no items that are marked as Attention Needed, the application will be approved.
- If the application contains items that are marked as Needs Attention, the application will be returned to the LEA with a status of not approved. The LEA will review the checklist for items that are marked Attention Needed and make the necessary changes to those items. Only the checked items in the sections marked Attention Needed are to be corrected and/or explained. Each section marked Attention Needed also has a place where the MDE may provide notes to explain items needing attention. The LEA should check for notes and additional comments.
- Once the LEA has made the necessary adjustments, the LEA will resubmit the application for approval. If the MDE determines that the item has been corrected, Attention Needed will be changed to OK by the MDE Reviewer. If the items needing attention still have not been corrected, the application will be returned again to the LEA with a status of Not Approved.
- Applications that contain no items that are marked Attention Needed will be approved.

Checklist Description ([Collapse All](#) [Expand All](#))

<input type="checkbox"/>	1. Allocation	OK ▼	Sharita Giles	2/3/2020 10:27:28 AM
	1. Allocations - Allocation total for each school and the LEA is accurate.			
<input type="checkbox"/>	2. Part I: District Application and Budget	OK ▼	Sharita Giles	2/19/2020 10:34:55 AM
	1. Application- The district's narrative provided sufficient detail of how the district will carry out responsibilities for CSI, TSI, and ATSI schools that receive 1003 funding for each of the items (1-7).			
	2. Please describe how the LEA will develop CSI plans for schools that receive Section 1003 funds.			
	3. If the district will receive Section 1003 funds for use in TSI schools (including ATSI schools), please describe how the LEA will support schools developing or implementing TSI plans. Note: if the district will not receive Section 1003 funds for its TSI schools, this element does not have to be addressed.			
	4. Please describe how the district will monitor schools receiving Section 1003 funds. (If the district will receive Section 1003 funds for TSI (including ATSI) schools, this description should address how the district will monitor the implementation of those schools' TSI plans and what additional action the district will take if the TSI plan has been unsuccessfully implemented after a number of years)			
	5. Please describe how the district will use a rigorous review process to recruit, screen, select, and evaluate any external partners with whom the district will partner to implement strategies or interventions funded with Section 1003 funds.			
	6. Please describe how the district will align other Federal, State, and local resources to carry out the activities supported with Section 1003 funds.			
	7. Please describe how the district will, as appropriate, modify and practices and policies to provide operational flexibility that enables full and effective implementation of CSI and TSI plans.			
	8. Please describe process used by the school leadership team in collaboration with the district leadership to identify and select the evidence-based interventions.			
<input type="checkbox"/>	3. Part II: Vision, Mission,Goals	OK ▼	Sharita Giles	2/19/2020 10:34:55 AM
	1. The vision and mission of each school is clearly articulated/stated. a.) Vision b.) Mission			

	2. Annual goals and subgroups are accurately identified.	
	3. Targeted proficiencies on MAAP assessments in ELA, Math, and Science are identified, reasonable, and attainable.	
	4. Indicators of Effective practices are assessed and an explanation is provided for the assessment.	
	5. Transformational Leadership Indicators of Effective Practice LDR.2.09: Principal establishes a sense of urgency and shared accountability for meeting school improvement objectives. 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. DC.1.03: School aligns allocations of resources (money, time, personnel, etc.) to school improvement goals. LDR.1.06: 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).	
	6. Transformational Leadership Indicators of Effective Practice HS.1.02: The Leadership Team monitors rates of student transfer, dropout, graduation, and post-high school outcome (e.g., student enrollment in college, students in careers) using a longitudinal data system. HS.1.03: The Leadership Team implements, monitors, and analyzes results from an early warning system at the school level using indicators (e.g. attendance, academic, behavior monitoring) to identify students at risk for dropping out of high school.	
	7. Talent Development Indicators of Effective Practice HS.2.01: The traditional roles of the principal and other administrators (e.g. management, discipline, security) are distributed to allow adequate time for administrative attention to instruction and students supports. LDR.3.07: Professional development of individual teachers includes an emphasis on indicators of effective teaching.	
	8. Instructional Transformation Indicators of Effective Practice PLN.4.05: Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies. PLN.1.01: Instructional Teams develop standards-aligned units of instruction for each subject and grade level. HS.4.03: The school provides all students with academic supports (e.g. supplemental interventions) when needed to enable them to succeed in rigorous courses designed for college and career readiness.	
	9. Culture Shift Indicators of Effective Practice LDR.3.10: School implements strategies and practices to improve school climate and culture. HS.5.02: The school provides all students with opportunities to learn through nontraditional educational settings (e.g. virtual courses, dual enrollment, service learning, work-based internships).	
	10. Evidenced-based action plan has been created with all components addressed and funded indicators have been identified. a.) Funded interventions have been identified b.) Action steps are provided c.) Benchmark Indicator has been identified d.) Position responsible has been identified e.) Timeframe for implementation has been identified and aligns with plan implementation (Period of Availability: Obligation 09/30/21: Liquidation 12/08/21).	
-	4. Part II: A Use of 1003 Funds <div style="float: right; text-align: right;"> <input type="text" value="OK"/> </div>	Sharita Giles 3/20/2020 5:18:10 PM
	1. Identification- School improvement status has been identified by clicking the appropriate identification for the school	
	2. The intervention strategies are evidenced based and meet strong, moderate, or promising evidence level (the appropriate evidence level has been selected). a.) A brief description of the evidence has been provided. b.) The source has been cited. c.) The effect size of the study being used has been provided. d.) The response addressed whether the strategy has been implemented within the prior three years.	
	3. The cost of the evidence-based intervention has been provided and aligns with the 1003 budget.	
-	5. Part III: Use of Required Title I, Part A Reservation for CSI, TSI and ATSI Schools <div style="float: right; text-align: right;"> <input type="text" value="OK"/> </div>	Sharita Giles 2/19/2020 10:34:55 AM
	1. 20% of the identified school's Title I allocation has been populated from the approved Consolidated application	

 **6. Personnel Details**

OK 

Sharita 2/19/2020
Giles 10:34:55
AM

- | | |
|--|--|
| 1. School information has been provided. Current information for Principal has been provided. | |
| 2. Regular School Year: School Level Personnel is accurately provided for each school, if applicable (Headcount and Full Time Equivalent equal to the amount paid from 1003 funds). For example: 100%=1, 50%=.50, 25%=.25, 20%=.20 | |
| 3. Summer School: School Level Personnel is accurately provided for each school, if applicable (Headcount and Full Time Equivalent equal to the amount paid from 1003 funds). For example: 100%=1, 50%=.5, 25%=.25, 20%=.20 | |