

History Log

**JACKSON CO SCHOOL DIST (3000) Public District - FY 2021 - School Improvement, 1003(a) - Rev 5 - History Log**

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	9/20/2022 2:56:41 PM	Shakina Patterson	Status changed to 'MDE School Improvement, 1003(a) Director Approved'.	S
	9/20/2022 11:59:28 AM	Sonja Robertson	Status changed to 'MDE School Improvement, 1003(a) District Contact Approved'.	S
	9/9/2022 10:17:43 AM	Ryan Earley	Status changed to 'LEA Business Manager Budget Approved'.	S
	9/9/2022 10:05:39 AM	Kimberly Williams	Status changed to 'LEA Federal Programs Revision Completed'.	S
	9/8/2022 4:06:30 PM	Shakina Patterson	Status changed to 'MDE School Improvement, 1003(a) District Contact Returned Not Approved'.	S
<input type="checkbox"/>	9/8/2022 4:06:12 PM	Shakina Patterson	The district should upload the correct revision form so that the application can be reviewed and approved.	C
	9/6/2022 4:05:55 PM	Ryan Earley	Status changed to 'LEA Business Manager Budget Approved'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	9/6/2022 3:54:35 PM	Kimberly Williams	Status changed to 'LEA Federal Programs Revision Completed'.	S
	9/2/2022 1:08:17 PM	Kristina Schoon- Rocco	Status changed to 'Revision Started'.	S

Allocations

**JACKSON CO SCHOOL DIST (3000) Public District - FY 2021 - School Improvement, 1003(a) - Rev 5 - Allocations**

	(1)	SI 1003(a)	Total
<b>Original</b>		\$302,303.00	\$302,303.00
<b>Reallocated</b>		\$0.00	\$0.00
<b>Additional</b>		\$0.00	\$0.00
<b>Released</b>		\$0.00	\$0.00
<b>Forfeited</b>		\$0.00	\$0.00
<b>Total</b>		\$302,303.00	\$302,303.00

Application Components

**JACKSON CO SCHOOL DIST (3000) Public District - FY 2021 - School Improvement, 1003(a) - Rev 5 - 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 2021 - School Improvement, 1003(a) - Rev 5 - 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 2021 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a)**

Indirect Cost	
Total Contributing to Indirect Cost	\$291,987.58
Indirect Cost Rate	0.57%
Maximum Allowed for Indirect Cost	\$1,654.89

Function Code	Total
1105 - Pre-Kindergarten Programs	\$0.00
1110 - Kindergarten Programs	\$0.00
1120 - Elementary Programs	\$44,533.16
1130 - Middle-Junior High Programs	\$175,425.00
1140 - High School Programs	\$70,770.00
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)	\$11,574.84
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
<b>Total</b>	<b>\$302,303.00</b>

Adjusted Allocation	\$302,303.00
Remaining	\$0.00

Budget Detail

**JACKSON CO SCHOOL DIST (3000) Public District - FY 2021 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a)**

1120 - Elementary Programs - \$44,533.16 ▼

Budget Detail	Narrative Description
Total for 1120 - Elementary Programs:	\$0.00
Total for all other Function Codes:	\$0.00
Total for all Function Codes:	\$0.00
Adjusted Allocation:	\$302,303.00
Remaining:	\$302,303.00

Budget Detail

**JACKSON CO SCHOOL DIST (3000) Public District - FY 2021 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a)**

1130 - Middle-Junior High Programs - \$175,425.00 ▼

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:	\$302,303.00
Remaining:	\$302,303.00

Budget Detail

**JACKSON CO SCHOOL DIST (3000) Public District - FY 2021 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a)**

1140 - High School Programs - \$70,770.00 ▼

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:	\$302,303.00
Remaining:	\$302,303.00

Budget Detail

**JACKSON CO SCHOOL DIST (3000) Public District - FY 2021 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a)**

1280 - Supplemental Educ. Services (SES) - \$11,574.84 ▼

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:	\$302,303.00
Remaining:	\$302,303.00



Budget Overview

**JACKSON CO SCHOOL DIST (3000) Public District - FY 2021 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a)**

Indirect Cost	
Total Contributing to Indirect Cost	\$291,987.58
Indirect Cost Rate	0.57%
Maximum Allowed for Indirect Cost	\$1,654.89

[\[Download Data\]](#)

Function Code	1120 - Elementary Programs	1130 - Middle-Junior High Programs	1140 - High School Programs	1280 - Supplemental Educ. Services (SES)	Total
<b>Object Code</b>					
<b>100-199 - Employee Salaries</b>	35,662.00	130,759.04	43,549.00	8,154.36	218,124.40
<b>200-299 - Employee Benefits</b>	8,871.16	34,350.54	16,565.14	3,420.48	63,207.32
<b>600-699 - Supplies</b>	0.00	0.00	10,655.86	0.00	10,655.86
<b>700-799 - Property</b>	0.00	10,315.42	0.00	0.00	10,315.42

Function Code	1120 - Elementary Programs	1130 - Middle-Junior High Programs	1140 - High School Programs	1280 - Supplemental Educ. Services (SES)	Total
Object Code					
<b>Total</b>	44,533.16	175,425.00	70,770.00	11,574.84	302,303.00
	<b>Adjusted Allocation</b>				302,303.00
	<b>Remaining</b>				0.00

Budget Overview Plus/Minus

**JACKSON CO SCHOOL DIST (3000) Public District - FY 2021 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a)**

Indirect Cost	
Total Contributing to Indirect Cost	\$291,987.58
Indirect Cost Rate	0.57%
Maximum Allowed for Indirect Cost	\$1,654.89

Function Code	1120 - Elementary Programs	1130 - Middle-Junior High Programs	1140 - High School Programs	1280 - Supplemental Educ. Services (SES)	Total
<b>Object Code</b>					
<b>100-199 - Employee Salaries</b>	35,662.00	130,759.04 -\$5,000.00	43,549.00	8,154.36	218,124.40 -\$5,000.00
<b>200-299 - Employee Benefits</b>	8,871.16	34,350.54 -\$430.84	16,565.14	3,420.48	63,207.32 -\$430.84
<b>600-699 - Supplies</b>	0.00	0.00	10,655.86	0.00	10,655.86
<b>700-799 - Property</b>	0.00	10,315.42 +\$5,430.84	0.00	0.00	10,315.42 +\$5,430.84

Function Code	1120 - Elementary Programs	1130 - Middle-Junior High Programs	1140 - High School Programs	1280 - Supplemental Educ. Services (SES)	Total
Object Code					
<b>Total</b>	44,533.16	175,425.00	70,770.00	11,574.84	302,303.00
	<b>Adjusted Allocation</b>				302,303.00
	<b>Remaining</b>				0.00

School Improvement, 1003(a) School Allocations

**JACKSON CO SCHOOL DIST (3000) Public District - FY 2021 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a)**

<b>Grant Applicant</b>	<b>Current Allocation</b>	<b>Carryover Allocation</b>	<b>Total Allocation</b>	<b>Budget Amount</b>
EAST CENTRAL MIDDLE SCHOOL	\$55,770.00	\$0.00	\$55,770.00	\$55,770.00
ST MARTIN HIGH SCHOOL	\$70,770.00	\$0.00	\$70,770.00	\$70,770.00
ST MARTIN UPPER ELEMENTARY	\$56,108.00	\$0.00	\$56,108.00	\$56,108.00
ST. MARTIN MIDDLE SCHOOL	\$66,027.00	\$0.00	\$66,027.00	\$66,027.00
VANCLEAVE MIDDLE SCHOOL	\$53,628.00	\$0.00	\$53,628.00	\$53,628.00
<b>Total:</b>	<b>\$302,303.00</b>	<b>\$0.00</b>	<b>\$302,303.00</b>	<b>\$302,303.00</b>

Budget

**JACKSON CO SCHOOL DIST (3000) Public District - FY 2021 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a) - EAST CENTRAL MIDDLE SCHOOL (30000004) -**

Indirect Cost	
Total Contributing to Indirect Cost	\$50,339.16
Indirect Cost Rate	0.57%
Maximum Allowed for Indirect Cost	\$285.30

Function Code	Total
1105 - Pre-Kindergarten Programs	\$0.00
1110 - Kindergarten Programs	\$0.00
1120 - Elementary Programs	\$0.00
1130 - Middle-Junior High Programs	\$55,770.00
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
<b>Total</b>	<b>\$55,770.00</b>

Adjusted Allocation	\$55,770.00
Remaining	\$0.00

Budget Detail

**JACKSON CO SCHOOL DIST (3000) Public District - FY 2021 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a) - EAST CENTRAL MIDDLE SCHOOL (30000004) -**

1130 - Middle-Junior High Programs - \$55,770.00 ▼

Budget Detail		Narrative Description
<b>Function Code:</b>	1130 - Middle-Junior High Programs	Salary for one full time interventionist (FTE - 1)
<b>Object Code:</b>	100-199 - Employee Salaries	
<b>Location Code:</b>	EAST CENTRAL MIDDLE SCHOOL (30000004)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$40,400.00	
<b>Line Item Total:</b>	\$40,400.00	
<b>Function Code:</b>	1130 - Middle-Junior High Programs	Benefits for 1 one full time interventionist (FTE - 1)
<b>Object Code:</b>	200-299 - Employee Benefits	
<b>Location Code:</b>	EAST CENTRAL MIDDLE SCHOOL (30000004)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$9,939.16	
<b>Line Item</b>	\$9,939.16	

<b>Total:</b>			
<b>Function Code:</b>	1130 - Middle-Junior High Programs		technology needs
<b>Object Code:</b>	700-799 - Property		
<b>Location Code:</b>	EAST CENTRAL MIDDLE SCHOOL (3000004)		
<b>Quantity:</b>	1.00		
<b>Cost:</b>	\$5,430.84		
<b>Line Item Total:</b>	\$5,430.84		
<b>Total for 1130 - Middle-Junior High Programs:</b>			\$55,770.00
<b>Total for all other Function Codes:</b>			\$0.00
<b>Total for all Function Codes:</b>			\$55,770.00
<b>Adjusted Allocation:</b>			\$55,770.00
<b>Remaining:</b>			\$0.00

Budget Overview

**JACKSON CO SCHOOL DIST (3000) Public District - FY 2021 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a) - EAST CENTRAL MIDDLE SCHOOL (3000004) -**

Indirect Cost	
Total Contributing to Indirect Cost	\$50,339.16
Indirect Cost Rate	0.57%
Maximum Allowed for Indirect Cost	\$285.30

Filter by Location: All - \$55,770.00   
[\[Download Data\]](#)

Object Code	Function Code	1130 - Middle-Junior High Programs	Total
100-199 - Employee Salaries		40,400.00	40,400.00
200-299 - Employee Benefits		9,939.16	9,939.16
700-799 - Property		5,430.84	5,430.84
<b>Total</b>		<b>55,770.00</b>	<b>55,770.00</b>
		<b>Adjusted Allocation</b>	<b>55,770.00</b>
		<b>Remaining</b>	<b>0.00</b>

Budget Overview Plus/Minus

**JACKSON CO SCHOOL DIST (3000) Public District - FY 2021 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a) - EAST CENTRAL MIDDLE SCHOOL (3000004) -**

Indirect Cost	
Total Contributing to Indirect Cost	\$50,339.16
Indirect Cost Rate	0.57%
Maximum Allowed for Indirect Cost	\$285.30

Filter by Location: All - \$55,770.00

Object Code	Function Code	1130 - Middle-Junior High Programs	Total
<b>100-199 - Employee Salaries</b>		40,400.00 -\$5,000.00	40,400.00 -\$5,000.00
<b>200-299 - Employee Benefits</b>		9,939.16 -\$430.84	9,939.16 -\$430.84
<b>700-799 - Property</b>		5,430.84 +\$5,430.84	5,430.84 +\$5,430.84
<b>Total</b>		55,770.00	55,770.00
		<b>Adjusted Allocation</b>	55,770.00
		<b>Remaining</b>	0.00



School Improvement, 1003(a) School Allocations

JACKSON CO SCHOOL DIST (3000) Public District - FY 2021 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a) - EAST CENTRAL MIDDLE SCHOOL (3000004) -

Grant Applicant	Current Allocation	Carryover Allocation	Total Allocation	Budget Amount
EAST CENTRAL MIDDLE SCHOOL	\$55,770.00	\$0.00	\$55,770.00	\$55,770.00

Part II: Vision, Mission, Goals

**JACKSON CO SCHOOL DIST (3000) Public District - FY 2021 - School Improvement, 1003(a) - Rev 5 - 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	* Select... ▼	* %	* %
Math	* Select... ▼	* %	* %
Science	* Select... ▼	* %	* %

**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="Select..."/>	*
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="Select..."/>	*
DC.1.03: School aligns allocation of resources (money, time, personnel, etc.) to school improvement goals.	* <input type="text" value="Select..."/>	*
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="Select..."/>	*

<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>* <input type="text" value="Select..."/></p>	<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>* <input type="text" value="Select..."/></p>	<p>*</p>
<p><b>Talent Development Indicators of Effective Practice</b></p>	<p><b>Assessment of Practice in School</b></p>	<p><b>Provide details to explain the reason for the selected assessment of the indicator.</b></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>* <input type="text" value="Select..."/></p>	<p>*</p>

<p>LDR.3.07: Professional development of individual teachers includes an emphasis on indicators of effective teaching.</p>	<p>* Select... ▼</p>	<p>*</p>
<p><b>Instructional Transformation Indicators of Effective Practice</b></p>	<p><b>Assessment of Practice in School</b></p>	<p><b>Provide details to explain the reason for the selected assessment of the indicator.</b></p>
<p>PLN.4.05: Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.</p>	<p>* Select... ▼</p>	<p>*</p>
<p>PLN.1.01: Instructional Teams develop standards-aligned units of instruction for each subject and grade level.</p>	<p>* Select... ▼</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>* Select... ▼</p>	<p>*</p>
<p><b>Culture Shift Indicators of Effective Practice</b></p>	<p><b>Assessment of Practice in School</b></p>	<p><b>Provide details to explain the reason for the selected assessment of the indicator.</b></p>

LDR.3.10: School implements strategies and practices to improve school climate and culture.	* Select... ▼	*
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).	* Select... ▼	*

### 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 small 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 &amp; Leadership Team</p>	<p>September 30, 2021</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 &amp; Leadership Team</p>	<p>September 30, 2021</p>

PLN.1.01 ▼	<input checked="" type="checkbox"/>	<p>Laptops with carts, headphones, interactive boards, graphing calculators, and tablets will be purchased to ensure that all students have access to computer-based interventions as needed.</p>	<p>This action is successful if our subgroup, Students with Disabilities, shows an increase in ELA proficiency of 6.79%.</p>	Building Level Administrators & Leadership Team  September 30, 2022
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Part IIA: Use of Section 1003 School Improvement Funds

**JACKSON CO SCHOOL DIST (3000) Public District - FY 2021 - School Improvement, 1003(a) - Rev 5 - 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 ▾		\$ 50,339.16

<p>TI ▼</p>	<p>PLN.1.01 ▼</p>	<p>* Technology</p>	<p>Moderate ▼</p>	<p>1. NARRATIVE: Research is clear on the benefit of early intervention 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: <a href="https://doi.org/10.1177/0022219407313586">https://doi.org/10.1177/0022219407313586</a> 3. EFFECT SIZE: Small Group Instruction 0.47 4. This Strategy has not been implemented before, even though it was approved in the FY20 application. This is due to the FY20 Section1003 funding application being approved on 3/26/2020 during the COVID-19 pandemic and the Jackson County School District was closed by an Executive Order from the Governor of the State of Mississippi.</p>	<p>\$ 5,430.84</p>
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1. NARRATIVE: 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 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. SOURCE: <https://ejournals.bc.edu/ojs/index.php/jtla/article/viewFile/1607/1462-accessdate=19> 3. EFFECT SIZE: Interactive Video Methods .052 4. This strategy has been implemented before, but state assessments student score reports have not been received due to COVID-19.

**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.

9/20/2022 8:07:00 PM

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

**JACKSON CO SCHOOL DIST (3000) Public District - FY 2021 - School Improvement, 1003(a) - Rev 5 - 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	<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: Interventionist	1.00	1.00	1.00
<b>Total:</b>	<b>1</b>	<b>1.00</b>	<b>1.00</b>

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

**JACKSON CO SCHOOL DIST (3000) Public District - FY 2021 - School Improvement, 1003(a) - Rev 5 - 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"/>
<b>Total:</b>	<input type="text" value="0"/>	<input type="text"/>

Related Documents

JACKSON CO SCHOOL DIST (3000) Public District - FY 2021 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a) - EAST CENTRAL MIDDLE SCHOOL (3000004) -

Optional Documents		
Type	Document Template	Document/Link
Revision Form Revised on 01/25/2021 for SI 1003 	 <a href="#">Revision Form</a>	 <a href="#">Revision Form Revised on 01/25/2021 for SI 1003</a>  <a href="#">SIG FY21 Revision 4 ECMS</a>  <a href="#">FY21 SIG revision 5</a>

Budget

**JACKSON CO SCHOOL DIST (3000) Public District - FY 2021 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a) - ST MARTIN HIGH SCHOOL (3000011) -**

Indirect Cost	
Total Contributing to Indirect Cost	\$70,770.00
Indirect Cost Rate	0.57%
Maximum Allowed for Indirect Cost	\$401.10

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	\$70,770.00
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
<b>Total</b>	<b>\$70,770.00</b>

Adjusted Allocation	\$70,770.00
Remaining	\$0.00

Budget Detail

**JACKSON CO SCHOOL DIST (3000) Public District - FY 2021 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a) - ST MARTIN HIGH SCHOOL (3000011) -**

1140 - High School Programs - \$70,770.00 ▼

Budget Detail		Narrative Description
<b>Function Code:</b>	1140 - High School Programs	Salary for one full time interventionist (FTE - 1)
<b>Object Code:</b>	100-199 - Employee Salaries	
<b>Location Code:</b>	ST MARTIN HIGH SCHOOL (3000011)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$43,549.00	
<b>Line Item Total:</b>	\$43,549.00	
<b>Function Code:</b>	1140 - High School Programs	Salary for one full time interventionist (FTE - 1)
<b>Object Code:</b>	200-299 - Employee Benefits	
<b>Location Code:</b>	ST MARTIN HIGH SCHOOL (3000011)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$16,565.14	
<b>Line Item</b>	\$16,565.14	

<b>Total:</b>									
<b>Function Code:</b>	1140 - High School Programs								
<b>Object Code:</b>	600-699 - Supplies								
<b>Location Code:</b>	ST MARTIN HIGH SCHOOL (3000011)								
<b>Quantity:</b>									
<b>Cost:</b>									
<b>Line Item Total:</b>									
									\$70,770.00
<b>Total for 1140 - High School Programs:</b>									\$70,770.00
<b>Total for all other Function Codes:</b>									\$0.00
<b>Total for all Function Codes:</b>									\$70,770.00
<b>Adjusted Allocation:</b>									\$70,770.00
<b>Remaining:</b>									\$0.00

Evidence-based intervention software and classroom supplies



Budget Overview

**JACKSON CO SCHOOL DIST (3000) Public District - FY 2021 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a) - ST MARTIN HIGH SCHOOL (3000011) -**

Indirect Cost	
Total Contributing to Indirect Cost	\$70,770.00
Indirect Cost Rate	0.57%
Maximum Allowed for Indirect Cost	\$401.10

Filter by Location: All - \$70,770.00   
[\[Download Data\]](#)

Object Code	Function Code	1140 - High School Programs	Total
100-199 - Employee Salaries		43,549.00	43,549.00
200-299 - Employee Benefits		16,565.14	16,565.14
600-699 - Supplies		10,655.86	10,655.86
<b>Total</b>		<b>70,770.00</b>	<b>70,770.00</b>
		<b>Adjusted Allocation</b>	<b>70,770.00</b>
		<b>Remaining</b>	<b>0.00</b>

Budget Overview Plus/Minus

**JACKSON CO SCHOOL DIST (3000) Public District - FY 2021 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a) - ST MARTIN HIGH SCHOOL (3000011) -**

Indirect Cost	
Total Contributing to Indirect Cost	\$70,770.00
Indirect Cost Rate	0.57%
Maximum Allowed for Indirect Cost	\$401.10

Filter by Location: All - \$70,770.00 ▼

Object Code	Function Code	1140 - High School Programs	Total
100-199 - Employee Salaries		43,549.00	43,549.00
200-299 - Employee Benefits		16,565.14	16,565.14
600-699 - Supplies		10,655.86	10,655.86
<b>Total</b>		<b>70,770.00</b>	<b>70,770.00</b>
		<b>Adjusted Allocation</b>	<b>70,770.00</b>
		<b>Remaining</b>	<b>0.00</b>

School Improvement, 1003(a) School Allocations

**JACKSON CO SCHOOL DIST (3000) Public District - FY 2021 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a) - ST MARTIN HIGH SCHOOL (3000011) -**

<b>Grant Applicant</b>	<b>Current Allocation</b>	<b>Carryover Allocation</b>	<b>Total Allocation</b>	<b>Budget Amount</b>
ST MARTIN HIGH SCHOOL	\$70,770.00	\$0.00	\$70,770.00	\$70,770.00

Part II: Vision, Mission, Goals

**JACKSON CO SCHOOL DIST (3000) Public District - FY 2021 - School Improvement, 1003(a) - Rev 5 - 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	* Select... ▼	* %	* %
Math	* Select... ▼	* %	* %
Science	* Select... ▼	* %	* %

**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="Select..."/>	*
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="Select..."/>	*
DC.1.03: School aligns allocation of resources (money, time, personnel, etc.) to school improvement goals.	* <input type="text" value="Select..."/>	*
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="Select..."/>	*

<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>* <input type="text" value="Select..."/></p>	<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>* <input type="text" value="Select..."/></p>	<p>*</p>
<p><b>Talent Development Indicators of Effective Practice</b></p>	<p><b>Assessment of Practice in School</b></p>	<p><b>Provide details to explain the reason for the selected assessment of the indicator.</b></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>* <input type="text" value="Select..."/></p>	<p>*</p>

<p>LDR.3.07: Professional development of individual teachers includes an emphasis on indicators of effective teaching.</p>	<p>* Select... ▼</p>	<p>*</p>
<p><b>Instructional Transformation Indicators of Effective Practice</b></p>	<p><b>Assessment of Practice in School</b></p>	<p><b>Provide details to explain the reason for the selected assessment of the indicator.</b></p>
<p>PLN.4.05: Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.</p>	<p>* Select... ▼</p>	<p>*</p>
<p>PLN.1.01: Instructional Teams develop standards-aligned units of instruction for each subject and grade level.</p>	<p>* Select... ▼</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>* Select... ▼</p>	<p>*</p>
<p><b>Culture Shift Indicators of Effective Practice</b></p>	<p><b>Assessment of Practice in School</b></p>	<p><b>Provide details to explain the reason for the selected assessment of the indicator.</b></p>

LDR.3.10: School implements strategies and practices to improve school climate and culture.	* Select... ▼	*
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).	* Select... ▼	*

### 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>LDR.1.06 ▼</p>	<input type="checkbox"/>	<p>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.</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, 2021</p>
<p>LDR.2.09 ▼</p>	<input type="checkbox"/>	<p>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.</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, 2021</p>

PLN.4.05 ▼	<input checked="" type="checkbox"/>	IXL will be used in English II long 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, 2021
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, 2021

<p>HS.4.03 ▼</p>	<p><input checked="" type="checkbox"/></p>	<p>SMHS will hire a full-time, certified ELA intervention teacher to provide interventions in collaboration with a certified SPED teacher in a support class for students. The class 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, 2021</p>
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Part IIA: Use of Section 1003 School Improvement Funds

**JACKSON CO SCHOOL DIST (3000) Public District - FY 2021 - School Improvement, 1003(a) - Rev 5 - 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	\$ 60,114.14

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

EBIR ▼	PLN.4.05 ▼	* IXL	Moderate ▼	<p>implement a true interventionist co-teaching model within the Algebra I intensive classes, which will include students who are identified as special education students and those who are non-identified students. 2. SOURCE: <a href="https://fisherpub.sjfc.edu/cgi/viewcontent.cgi?article=1303&amp;context=education_etd_3">https://fisherpub.sjfc.edu/cgi/viewcontent.cgi?article=1303&amp;context=education_etd_3</a>. 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>\$ 10,655.86</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</p>					

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. 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 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>

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.

**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.

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

**JACKSON CO SCHOOL DIST (3000) Public District - FY 2021 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a) - ST MARTIN HIGH SCHOOL (3000011) -**

**Principal Contact Information**

\* Name

Dina Holland

\* Phone Number

228-875-84

\* Email

dholland@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: Interventionist	1.00	1.00	1.00
<b>Total:</b>	<b>1</b>	<b>1.00</b>	<b>1.00</b>

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

**JACKSON CO SCHOOL DIST (3000) Public District - FY 2021 - School Improvement, 1003(a) - Rev 5 - 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"/>
<b>Total:</b>	<input type="text" value="0"/>	<input type="text"/>

Related Documents

JACKSON CO SCHOOL DIST (3000) Public District - FY 2021 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a) - ST MARTIN HIGH SCHOOL (3000011) -

Optional Documents		
Type	Document Template	Document/Link
Revision Form Revised on 01/25/2021 for SI 1003 	 <a href="#">Revision Form</a>	 <a href="#">Revision Form Revised on 01/25/2021 for SI 1003</a>

Budget

**JACKSON CO SCHOOL DIST (3000) Public District - FY 2021 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a) - ST MARTIN UPPER ELEMENTARY (3000013) -**

Indirect Cost	
Total Contributing to Indirect Cost	\$56,108.00
Indirect Cost Rate	0.57%
Maximum Allowed for Indirect Cost	\$318.00

Function Code	Total
1105 - Pre-Kindergarten Programs	\$0.00
1110 - Kindergarten Programs	\$0.00
1120 - Elementary Programs	\$44,533.16
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)	\$11,574.84
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
<b>Total</b>	<b>\$56,108.00</b>



Adjusted Allocation	\$56,108.00
Remaining	\$0.00

Budget Detail

**JACKSON CO SCHOOL DIST (3000) Public District - FY 2021 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a) - ST MARTIN UPPER ELEMENTARY (3000013) -**

1120 - Elementary Programs - \$44,533.16 ▼

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

<b>Function Code:</b>	1120 - Elementary Programs	Salary for one full time interventionist (FTE - 1)
<b>Object Code:</b>	100-199 - Employee Salaries	
<b>Location Code:</b>	ST MARTIN UPPER ELEMENTARY (3000013)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$35,662.00	
<b>Line Item Total:</b>	\$35,662.00	

<b>Function Code:</b>	1120 - Elementary Programs	Benefits for one full time interventionist (FTE - 1)
<b>Object Code:</b>	200-299 - Employee Benefits	
<b>Location Code:</b>	ST MARTIN UPPER ELEMENTARY (3000013)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$8,871.16	
<b>Line Item</b>	\$8,871.16	

**Total:**

**Total for 1120 - Elementary Programs:**

\$44,533.16

**Total for all other Function Codes:**

\$11,574.84

**Total for all Function Codes:**

\$56,108.00

**Adjusted Allocation:**

\$56,108.00

**Remaining:**

\$0.00

Budget Detail

**JACKSON CO SCHOOL DIST (3000) Public District - FY 2021 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a) - ST MARTIN UPPER ELEMENTARY (3000013) -**

1280 - Supplemental Educ. Services (SES) - \$11,574.84 ▼

Budget Detail		Narrative Description
<b>Function Code:</b>	1280 - Supplemental Educ. Services (SES)	Salaries for ELA tutor, Math tutor, tutoring (small group tutoring) (2.5 FTE)
<b>Object Code:</b>	100-199 - Employee Salaries	
<b>Location Code:</b>	ST MARTIN UPPER ELEMENTARY (3000013)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$8,154.36	
<b>Line Item Total:</b>	\$8,154.36	
<b>Function Code:</b>	1280 - Supplemental Educ. Services (SES)	Benefits for ELA tutor, Math tutor, tutoring (small group tutoring) (2.5 FTE)
<b>Object Code:</b>	200-299 - Employee Benefits	
<b>Location Code:</b>	ST MARTIN UPPER ELEMENTARY (3000013)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$3,420.48	
<b>Line Item Total:</b>	\$3,420.48	

**Total:**

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

\$11,574.84

**Total for all other Function Codes:**

\$44,533.16

**Total for all Function Codes:**

\$56,108.00

**Adjusted Allocation:**

\$56,108.00

**Remaining:**

\$0.00

Budget Overview

**JACKSON CO SCHOOL DIST (3000) Public District - FY 2021 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a) - ST MARTIN UPPER ELEMENTARY (3000013) -**

Indirect Cost	
Total Contributing to Indirect Cost	\$56,108.00
Indirect Cost Rate	0.57%
Maximum Allowed for Indirect Cost	\$318.00

Filter by Location: All - \$56,108.00   
[\[Download Data\]](#)

Object Code	Function Code	1120 - Elementary Programs	1280 - Supplemental Educ. Services (SES)	Total
100-199 - Employee Salaries		35,662.00	8,154.36	43,816.36
200-299 - Employee Benefits		8,871.16	3,420.48	12,291.64
<b>Total</b>		44,533.16	11,574.84	56,108.00
		<b>Adjusted Allocation</b>		56,108.00
		<b>Remaining</b>		0.00

Budget Overview Plus/Minus

**JACKSON CO SCHOOL DIST (3000) Public District - FY 2021 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a) - ST MARTIN UPPER ELEMENTARY (3000013) -**

Indirect Cost	
Total Contributing to Indirect Cost	\$56,108.00
Indirect Cost Rate	0.57%
Maximum Allowed for Indirect Cost	\$318.00

Filter by Location: All - \$56,108.00

Object Code	Function Code	1120 - Elementary Programs	1280 - Supplemental Educ. Services (SES)	Total
100-199 - Employee Salaries		35,662.00	8,154.36	43,816.36
200-299 - Employee Benefits		8,871.16	3,420.48	12,291.64
<b>Total</b>		44,533.16	11,574.84	56,108.00
		<b>Adjusted Allocation</b>		56,108.00
		<b>Remaining</b>		0.00

School Improvement, 1003(a) School Allocations

**JACKSON CO SCHOOL DIST (3000) Public District - FY 2021 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a) - ST MARTIN UPPER ELEMENTARY (3000013) -**

<b>Grant Applicant</b>	<b>Current Allocation</b>	<b>Carryover Allocation</b>	<b>Total Allocation</b>	<b>Budget Amount</b>
ST MARTIN UPPER ELEMENTARY	\$56,108.00	\$0.00	\$56,108.00	\$56,108.00



Part II: Vision, Mission, Goals

**JACKSON CO SCHOOL DIST (3000) Public District - FY 2021 - School Improvement, 1003(a) - Rev 5 - 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	* Select... ▼	* %	* %
Math	* Select... ▼	* %	* %
Science	* Select... ▼	* %	* %

**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="Select..."/>	*
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="Select..."/>	*
DC.1.03: School aligns allocation of resources (money, time, personnel, etc.) to school improvement goals.	* <input type="text" value="Select..."/>	*
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="Select..."/>	*

<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>* <input type="text" value="Select..."/></p>	<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>* <input type="text" value="Select..."/></p>	<p>*</p>
<p><b>Talent Development Indicators of Effective Practice</b></p>	<p><b>Assessment of Practice in School</b></p>	<p><b>Provide details to explain the reason for the selected assessment of the indicator.</b></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>* <input type="text" value="Select..."/></p>	<p>*</p>

<p>LDR.3.07: Professional development of individual teachers includes an emphasis on indicators of effective teaching.</p>	<p>* <input type="text" value="Select..."/></p>	<p>*</p>
<p><b>Instructional Transformation Indicators of Effective Practice</b></p>	<p><b>Assessment of Practice in School</b></p>	<p><b>Provide details to explain the reason for the selected assessment of the indicator.</b></p>
<p>PLN.4.05: Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.</p>	<p>* <input type="text" value="Select..."/></p>	<p>*</p>
<p>PLN.1.01: Instructional Teams develop standards-aligned units of instruction for each subject and grade level.</p>	<p>* <input type="text" value="Select..."/></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>* <input type="text" value="Select..."/></p>	<p>*</p>
<p><b>Culture Shift Indicators of Effective Practice</b></p>	<p><b>Assessment of Practice in School</b></p>	<p><b>Provide details to explain the reason for the selected assessment of the indicator.</b></p>

LDR.3.10: School implements strategies and practices to improve school climate and culture.	* Select... ▼	*
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).	* Select... ▼	*

### 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 small 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>The action is considered to be successful when our students in our subgroups shows &gt; or = 5% increase in ELA &amp; Math proficiency on the 2020-2021 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 &amp; Leadership Team</p>	<p>6/11/2021</p>
Empty space for additional content					

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. The action is considered to be successful when our students in our subgroups show &gt; or = 5% increase in ELA &amp; Math proficiency on the 2020-2021 Spring MAAP assessment</p>	Building Level Administrators & Leadership Team	6/1/2021
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Part IIA: Use of Section 1003 School Improvement Funds

**JACKSON CO SCHOOL DIST (3000) Public District - FY 2021 - School Improvement, 1003(a) - Rev 5 - 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
O ▾	DC.1.03 ▾	* Interventionist	Moderate ▾		\$ 44,533.16



1. NARRATIVE: Research is clear on the benefit of early intervention 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 4. This Strategy has not been implemented before, even though it was approved in the FY20 application. This is due to the FY20 Section1003 funding application being approved on 3/26/2020 during the COVID-19 pandemic and the Jackson County School District was closed by an Executive Order from the Governor of the State of Mississippi.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. SMU will institute 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.amle.org/portals/0/pdf/rmle/rmle\\_vol34\\_no6.pdf](https://www.amle.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 20-21 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.

\$ 7,154.36

Moderate ▼

\* In School Tutoring

DC.1.03 ▼

▼

ILT ▼	DC.1.03 ▼	* After School Tutoring	Moderate ▼	<p>1. SMU will institute after-school tutoring program to provide small group instruction for struggling learners. Both Math and ELA tutoring will be provided after 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 &amp; 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: <a href="https://www.amle.org/portals/0/pdf/rmle/rmle_vol34_no6.pdf">https://www.amle.org/portals/0/pdf/rmle/rmle_vol34_no6.pdf</a></p> <p>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 &amp; Math scores have increased for the 20-21 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>	\$ 4,420.48
<b>Strategy Key</b>					
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 2021 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a) - ST MARTIN UPPER ELEMENTARY (3000013) -

1 of 1 Find | Next

Total Title I, Part A Allocation to School: \$171,347.00  
 20% of Title I, Part A Allocation to School for Evidence-Based Interventions: \$34,269.40

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 instructional paraprofessionals (\$80,254). Moreover, SMU will purchase effective research-based instructional materials to ensure that these learners have access to high quality remedial materials (\$29,186.22).	\$109,802.28

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

**JACKSON CO SCHOOL DIST (3000) Public District - FY 2021 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a) - ST MARTIN UPPER ELEMENTARY (3000013) -**

**Principal Contact Information**

\* Name

Val 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	0.00	0.00
Paraprofessionals	0.00	0.00
Instructional Facilitators	0.00	0.00
Resource Specialists	0.00	0.00
Guidance Counselors	0.00	0.00

Parent Involvement	0.00	0.00
After-School/Extended Day Tutors	0.00	0.00
PD Stipend Recipients/Participants	0.00	0.00
Other: Interventionist	1.00	1.00
Other: During school Tutors	1.00	1.00
Other: After school tutors	3.00	1.50
<b>Total:</b>	<b>5</b>	<b>3.50</b>

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

**JACKSON CO SCHOOL DIST (3000) Public District - FY 2021 - School Improvement, 1003(a) - Rev 5 - 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"/>
<b>Total:</b>	<input type="text" value="0"/>	<input type="text"/>



Related Documents

JACKSON CO SCHOOL DIST (3000) Public District - FY 2021 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a) - ST MARTIN UPPER ELEMENTARY (3000013) -

Optional Documents		
Type	Document Template	Document/Link
Revision Form Revised on 01/25/2021 for SI 1003 	 <a href="#">Revision Form</a>	 <a href="#">Revision Form Revised on 01/25/2021 for SI 1003</a>  <a href="#">SIG FY21 Revision 2</a>  <a href="#">SIG FY21 Revision 3</a>  <a href="#">SIG FY21 Revision 4 SMUE</a>

Budget

**JACKSON CO SCHOOL DIST (3000) Public District - FY 2021 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a) - ST. MARTIN MIDDLE SCHOOL (3000024) -**

Indirect Cost	
Total Contributing to Indirect Cost	\$66,027.00
Indirect Cost Rate	0.57%
Maximum Allowed for Indirect Cost	\$374.22

Function Code	Total
1105 - Pre-Kindergarten Programs	\$0.00
1110 - Kindergarten Programs	\$0.00
1120 - Elementary Programs	\$0.00
1130 - Middle-Junior High Programs	\$66,027.00
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
<b>Total</b>	<b>\$66,027.00</b>

Adjusted Allocation	\$66,027.00
Remaining	\$0.00

Budget Detail

**JACKSON CO SCHOOL DIST (3000) Public District - FY 2021 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a) - ST. MARTIN MIDDLE SCHOOL (3000024) -**

1130 - Middle-Junior High Programs - \$66,027.00 ▼

Budget Detail		Narrative Description
<b>Function Code:</b>	1130 - Middle-Junior High Programs	Salary for 1 full time interventionist (FTE - 1)
<b>Object Code:</b>	100-199 - Employee Salaries	
<b>Location Code:</b>	ST. MARTIN MIDDLE SCHOOL (3000024)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$51,657.04	
<b>Line Item Total:</b>	\$51,657.04	
<b>Function Code:</b>	1130 - Middle-Junior High Programs	Benefits for 1 full time interventionist (FTE - 1)
<b>Object Code:</b>	200-299 - Employee Benefits	
<b>Location Code:</b>	ST. MARTIN MIDDLE SCHOOL (3000024)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$14,369.96	
<b>Line Item</b>	\$14,369.96	

**Total:**

**Total for 1130 - Middle-Junior High Programs:**

\$66,027.00

**Total for all other Function Codes:**

\$0.00

**Total for all Function Codes:**

\$66,027.00

**Adjusted Allocation:**

\$66,027.00

**Remaining:**

\$0.00

Budget Overview

**JACKSON CO SCHOOL DIST (3000) Public District - FY 2021 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a) - ST. MARTIN MIDDLE SCHOOL (3000024) -**

Indirect Cost	
Total Contributing to Indirect Cost	\$66,027.00
Indirect Cost Rate	0.57%
Maximum Allowed for Indirect Cost	\$374.22

Filter by Location: All - \$66,027.00   
[\[Download Data\]](#)

Object Code	Function Code	1130 - Middle-Junior High Programs	Total
100-199 - Employee Salaries		51,657.04	51,657.04
200-299 - Employee Benefits		14,369.96	14,369.96
<b>Total</b>		66,027.00	66,027.00
		<b>Adjusted Allocation</b>	<b>66,027.00</b>
		<b>Remaining</b>	<b>0.00</b>

Budget Overview Plus/Minus

**JACKSON CO SCHOOL DIST (3000) Public District - FY 2021 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a) - ST. MARTIN MIDDLE SCHOOL (3000024) -**

Indirect Cost	
Total Contributing to Indirect Cost	\$66,027.00
Indirect Cost Rate	0.57%
Maximum Allowed for Indirect Cost	\$374.22

Filter by Location: All - \$66,027.00 ▼

Object Code	Function Code	1130 - Middle-Junior High Programs	Total
100-199 - Employee Salaries		51,657.04	51,657.04
200-299 - Employee Benefits		14,369.96	14,369.96
<b>Total</b>		<b>66,027.00</b>	<b>66,027.00</b>
		<b>Adjusted Allocation</b>	<b>66,027.00</b>
		<b>Remaining</b>	<b>0.00</b>



School Improvement, 1003(a) School Allocations

**JACKSON CO SCHOOL DIST (3000) Public District - FY 2021 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a) - ST. MARTIN MIDDLE SCHOOL (3000024) -**

Grant Applicant	Current Allocation	Carryover Allocation	Total Allocation	Budget Amount
ST. MARTIN MIDDLE SCHOOL	\$66,027.00	\$0.00	\$66,027.00	\$66,027.00

Part II: Vision, Mission, Goals

**JACKSON CO SCHOOL DIST (3000) Public District - FY 2021 - School Improvement, 1003(a) - Rev 5 - 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	* Select... ▼	* %	* %
Math	* Select... ▼	* %	* %
Science	* Select... ▼	* %	* %

**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="Select..."/>	*
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="Select..."/>	*
DC.1.03: School aligns allocation of resources (money, time, personnel, etc.) to school improvement goals.	* <input type="text" value="Select..."/>	*
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="Select..."/>	*

<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>* <input type="text" value="Select..."/></p>	<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>* <input type="text" value="Select..."/></p>	<p>*</p>
<p><b>Talent Development Indicators of Effective Practice</b></p>	<p><b>Assessment of Practice in School</b></p>	<p><b>Provide details to explain the reason for the selected assessment of the indicator.</b></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>* <input type="text" value="Select..."/></p>	<p>*</p>

<p>LDR.3.07: Professional development of individual teachers includes an emphasis on indicators of effective teaching.</p>	<p>* <input type="text" value="Select..."/></p>	<p>*</p>
<p><b>Instructional Transformation Indicators of Effective Practice</b></p>	<p><b>Assessment of Practice in School</b></p>	<p><b>Provide details to explain the reason for the selected assessment of the indicator.</b></p>
<p>PLN.4.05: Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.</p>	<p>* <input type="text" value="Select..."/></p>	<p>*</p>
<p>PLN.1.01: Instructional Teams develop standards-aligned units of instruction for each subject and grade level.</p>	<p>* <input type="text" value="Select..."/></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>* <input type="text" value="Select..."/></p>	<p>*</p>
<p><b>Culture Shift Indicators of Effective Practice</b></p>	<p><b>Assessment of Practice in School</b></p>	<p><b>Provide details to explain the reason for the selected assessment of the indicator.</b></p>

LDR.3.10: School implements strategies and practices to improve school climate and culture.	* Select... ▼	*
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).	* Select... ▼	*

### 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 small 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 when students show a 5% increase in ELA &amp; Math proficiency for students with disabilities subgroup on the MAAP assessment.</p>	<p>Building Level Administrators &amp; Leadership Team</p>	<p>6/1/2021</p>
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Part IIA: Use of Section 1003 School Improvement Funds

**JACKSON CO SCHOOL DIST (3000) Public District - FY 2021 - School Improvement, 1003(a) - Rev 5 - 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/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	Moderate ▼	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	\$ 66,027.00



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 4. This Strategy has not been implemented before, even though it was approved in the FY20 application. This is due to the FY20 Section 1003 funding application being approved on 3/26/2020 during the COVID-19 pandemic and the Jackson County School District was closed by an Executive Order from the Governor of the State of Mississippi.

**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.

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

**JACKSON CO SCHOOL DIST (3000) Public District - FY 2021 - School Improvement, 1003(a) - Rev 5 - 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: Interventionist	1.00	1.00	1.00
<b>Total:</b>	<b>1</b>	<b>1.00</b>	<b>1.00</b>

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

**JACKSON CO SCHOOL DIST (3000) Public District - FY 2021 - School Improvement, 1003(a) - Rev 5 - 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"/>
<b>Total:</b>	<input type="text" value="0"/>	<input type="text"/>

Related Documents

JACKSON CO SCHOOL DIST (3000) Public District - FY 2021 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a) - ST. MARTIN MIDDLE SCHOOL (3000024) -

Optional Documents		
Type	Document Template	Document/Link
Revision Form Revised on 01/25/2021 for SI 1003 	 <a href="#">Revision Form</a>	 <a href="#">Revision Form Revised on 01/25/2021 for SI 1003</a>  <a href="#">SIG FY21 Revision 4 SMMS</a>

Budget

**JACKSON CO SCHOOL DIST (3000) Public District - FY 2021 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a) - VANCLEAVE MIDDLE SCHOOL (3000018) -**

Indirect Cost	
Total Contributing to Indirect Cost	\$48,743.42
Indirect Cost Rate	0.57%
Maximum Allowed for Indirect Cost	\$276.26

Function Code	Total
1105 - Pre-Kindergarten Programs	\$0.00
1110 - Kindergarten Programs	\$0.00
1120 - Elementary Programs	\$0.00
1130 - Middle-Junior High Programs	\$53,628.00
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
<b>Total</b>	<b>\$53,628.00</b>

Adjusted Allocation	\$53,628.00
Remaining	\$0.00

Budget Detail

**JACKSON CO SCHOOL DIST (3000) Public District - FY 2021 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a) - VANCELEAVE MIDDLE SCHOOL (3000018) -**

1130 - Middle-Junior High Programs - \$53,628.00 ▼

Budget Detail		Narrative Description
<b>Function Code:</b>	1130 - Middle-Junior High Programs	Salary for 1 full time interventionist (FTE - 1)
<b>Object Code:</b>	100-199 - Employee Salaries	
<b>Location Code:</b>	VANCELEAVE MIDDLE SCHOOL (3000018)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$38,702.00	
<b>Line Item Total:</b>	\$38,702.00	
<b>Function Code:</b>	1130 - Middle-Junior High Programs	Benefits for 1 full time interventionist (FTE -1)
<b>Object Code:</b>	200-299 - Employee Benefits	
<b>Location Code:</b>	VANCELEAVE MIDDLE SCHOOL (3000018)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$10,041.42	
<b>Line Item</b>	\$10,041.42	

<b>Total:</b>									
<b>Function Code:</b>	1130 - Middle-Junior High Programs								
<b>Object Code:</b>	700-799 - Property								
<b>Location Code:</b>	VANCLEAVE MIDDLE SCHOOL (3000018)								
<b>Quantity:</b>									
<b>Cost:</b>									
<b>Line Item Total:</b>									
									\$53,628.00
<b>Total for 1130 - Middle-Junior High Programs:</b>									\$53,628.00
<b>Total for all other Function Codes:</b>									\$0.00
<b>Total for all Function Codes:</b>									\$53,628.00
<b>Adjusted Allocation:</b>									\$53,628.00
<b>Remaining:</b>									\$0.00
Technology needs for the school									

Budget Overview

**JACKSON CO SCHOOL DIST (3000) Public District - FY 2021 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a) - VANCLEAVE MIDDLE SCHOOL (3000018) -**

Indirect Cost	
Total Contributing to Indirect Cost	\$48,743.42
Indirect Cost Rate	0.57%
Maximum Allowed for Indirect Cost	\$276.26

Filter by Location: All - \$53,628.00   
[\[Download Data\]](#)

Object Code	Function Code	1130 - Middle-Junior High Programs	Total
100-199 - Employee Salaries		38,702.00	38,702.00
200-299 - Employee Benefits		10,041.42	10,041.42
700-799 - Property		4,884.58	4,884.58
<b>Total</b>		<b>53,628.00</b>	<b>53,628.00</b>
		<b>Adjusted Allocation</b>	<b>53,628.00</b>
		<b>Remaining</b>	<b>0.00</b>

Budget Overview Plus/Minus

**JACKSON CO SCHOOL DIST (3000) Public District - FY 2021 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a) - VANCLEAVE MIDDLE SCHOOL (3000018) -**

Indirect Cost	
Total Contributing to Indirect Cost	\$48,743.42
Indirect Cost Rate	0.57%
Maximum Allowed for Indirect Cost	\$276.26

Filter by Location: All - \$53,628.00 ▼

Object Code	Function Code	1130 - Middle-Junior High Programs	Total
100-199 - Employee Salaries		38,702.00	38,702.00
200-299 - Employee Benefits		10,041.42	10,041.42
700-799 - Property		4,884.58	4,884.58
<b>Total</b>		<b>53,628.00</b>	<b>53,628.00</b>
		<b>Adjusted Allocation</b>	<b>53,628.00</b>
		<b>Remaining</b>	<b>0.00</b>

School Improvement, 1003(a) School Allocations

**JACKSON CO SCHOOL DIST (3000) Public District - FY 2021 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a) - VANCLEAVE MIDDLE SCHOOL (3000018) -**

<b>Grant Applicant</b>	<b>Current Allocation</b>	<b>Carryover Allocation</b>	<b>Total Allocation</b>	<b>Budget Amount</b>
VANCLEAVE MIDDLE SCHOOL	\$53,628.00	\$0.00	\$53,628.00	\$53,628.00

Part II: Vision, Mission, Goals

**JACKSON CO SCHOOL DIST (3000) Public District - FY 2021 - School Improvement, 1003(a) - Rev 5 - 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:**

**\* 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	* Select... ▼	* %	* %
Math	* Select... ▼	* %	* %
Science	* Select... ▼	* %	* %

**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="Select..."/>	*
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="Select..."/>	*
DC.1.03: School aligns allocation of resources (money, time, personnel, etc.) to school improvement goals.	* <input type="text" value="Select..."/>	*
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="Select..."/>	*

<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>* Select... ▼</p>	<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>* Select... ▼</p>	<p>*</p>
<p><b>Talent Development Indicators of Effective Practice</b></p>	<p><b>Assessment of Practice in School</b></p>	<p><b>Provide details to explain the reason for the selected assessment of the indicator.</b></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>* Select... ▼</p>	<p>*</p>

<p>LDR.3.07: Professional development of individual teachers includes an emphasis on indicators of effective teaching.</p>	<p>* Select... ▼</p>	<p>*</p>
<p><b>Instructional Transformation Indicators of Effective Practice</b></p>	<p><b>Assessment of Practice in School</b></p>	<p><b>Provide details to explain the reason for the selected assessment of the indicator.</b></p>
<p>PLN.4.05: Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.</p>	<p>* Select... ▼</p>	<p>*</p>
<p>PLN.1.01: Instructional Teams develop standards-aligned units of instruction for each subject and grade level.</p>	<p>* Select... ▼</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>* Select... ▼</p>	<p>*</p>
<p><b>Culture Shift Indicators of Effective Practice</b></p>	<p><b>Assessment of Practice in School</b></p>	<p><b>Provide details to explain the reason for the selected assessment of the indicator.</b></p>

LDR.3.10: School implements strategies and practices to improve school climate and culture.	* Select... ▼	*
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).	* Select... ▼	*

### 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 small 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 proves successful when students show a 2% increase in ELA &amp; Math proficiency for the students with disabilities subgroup on the 2021 MAAP assessment.</p>	<p>Building Level Administrators &amp; Leadership Team</p>	<p>6/1/2021</p>
<p>DC.1.03 ▼</p>	<p><input checked="" type="checkbox"/></p>	<p>Chromebooks will be used for technology-enhanced instruction and increased learning time for the targeted student population within small groups.</p>	<p>This action proves successful when students show a 2% increase in ELA &amp; Math proficiency for the students with disabilities subgroup on the 2021 MAAP assessment.</p>	<p>Building Level Administrators &amp; Leadership Team</p>	<p>06/01/2021</p>

Part IIA: Use of Section 1003 School Improvement Funds

**JACKSON CO SCHOOL DIST (3000) Public District - FY 2021 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a) - VANCLEAVE 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/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	Moderate		\$ 43,858.84

<p>TI</p>	<p>DC.1.03</p>	<p>* Technology Integration of Interactive Boards</p>	<p>Strong</p>	<p>1. NARRATIVE: Research is clear on the benefit of early intervention 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: <a href="https://doi.org/10.1177/0022219407313586">https://doi.org/10.1177/0022219407313586</a> 3. EFFECT SIZE: Small Group Instruction 0.47 4. This Strategy has not been implemented before, even though it was approved in the FY20 application. This is due to the FY20 Section1003 funding application being approved on 3/26/2020 during the COVID-19 pandemic and the Jackson County School District was closed by an Executive Order from the Governor of the State of Mississippi.</p>	<p>\$ 4,884.58</p>
				<p>1. VMS 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</p>	



				<p>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.Link: <a href="https://ejournals.bc.edu/ojs/index.php/jtla/article/viewFile/1607/1462-accessdate=19%202019">https://ejournals.bc.edu/ojs/index.php/jtla/article/viewFile/1607/1462-accessdate=19</a> 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 USATest 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>
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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.

9/20/2022 8:09:03 PM

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

**JACKSON CO SCHOOL DIST (3000) Public District - FY 2021 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a) - VANCLEAVE MIDDLE SCHOOL (3000018) -**

**Principal Contact Information**

\* Name  
Karen Glass

\* Phone Number  
228-238-3800

\* Email  
kglass@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: Interventionist	1.00	1.00	1.00
<b>Total:</b>	<b>1</b>	<b>1.00</b>	<b>1.00</b>

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

**JACKSON CO SCHOOL DIST (3000) Public District - FY 2021 - School Improvement, 1003(a) - Rev 5 - 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"/>
<b>Total:</b>	<input type="text" value="0"/>	<input type="text"/>


Related Documents

JACKSON CO SCHOOL DIST (3000) Public District - FY 2021 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a) - VANCLEAVE MIDDLE SCHOOL (3000018) -

Optional Documents		
Type	Document Template	Document/Link
Revision Form Revised on 01/25/2021 for SI 1003 	 <a href="#">Revision Form</a>	 <a href="#">Revision Form Revised on 01/25/2021 for SI 1003</a>  <a href="#">SIG FY21 Revision 4 VMS</a>

Related Documents

**JACKSON CO SCHOOL DIST (3000) Public District - FY 2021 - School Improvement, 1003(a) - Rev 5 - Assurances**

Optional Documents		
Type	Document Template	Document/Link
Board Approval Signature Page [Upload up to 1 document(s)]	N/A	 <a href="#">FY21 1003(a) Board Approval Signature Page</a>

**JACKSON CO SCHOOL DIST (3000) Public District - FY 2021 - School Improvement, 1003(a) - Rev 5 - 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"/>	<b>1. Allocation</b>	Not Reviewed ▼
	1. Allocations - Allocation total for each school and the LEA is accurate.	
<input type="checkbox"/>	<b>2. Part I: District Application and Budget</b>	Not Reviewed ▼
	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"/>	<b>3. Part II: Vision, Mission, Goals</b>	Not Reviewed ▼
	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.	



	<p>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).</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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).</p> <p>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).</p>	
<input type="checkbox"/>	<b>4. Part II: A Use of 1003 Funds</b>	<input type="text" value="Not Reviewed"/>
	<p>1. Identification- School improvement status has been identified by clicking the appropriate identification for the school</p>	
	<p>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.</p>	
	<p>3. The cost of the evidence-based intervention has been provided and aligns with the 1003 budget.</p>	
<input type="checkbox"/>	<b>5. Part III: Use of Required Title I, Part A Reservation for CSI, TSI and ATSI Schools</b>	<input type="text" value="Not Reviewed"/>
	<p>1. 20% of the identified school's Title I allocation has been populated from the approved Consolidated application</p>	
<input type="checkbox"/>	<b>6. Personnel Details</b>	<input type="text" value="Not Reviewed"/>
	<p>1. School information has been provided. Current information for Principal has been provided.</p>	
	<p>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</p>	
	<p>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</p>	