

History Log

JACKSON CO SCHOOL DIST (3000) Public District - FY 2022 - School Improvement, 1003(a) - Rev 5 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	3/28/2024 3:07:17 PM	Shakinna Patterson	Status changed to 'MDE School Improvement, 1003(a) Director Approved'.	S
	3/28/2024 3:05:53 PM	Lakeisha Williams	Status changed to 'MDE School Improvement, 1003(a) District Contact Approved'.	S
	3/28/2024 3:03:33 PM	Ryan Earley	Status changed to 'LEA Business Manager Budget Approved'.	S
	3/28/2024 2:55:19 PM	Kimberly Williams	Status changed to 'LEA Federal Programs Revision Completed'.	S
	3/28/2024 2:46:11 PM	Kristina Schoon- Rocco	Status changed to 'Revision Started'.	S

Allocations

JACKSON CO SCHOOL DIST (3000) Public District - FY 2022 - School Improvement, 1003(a) - Rev 5 - Allocations

Allocation Type	(1)	SI 1003(a)	Total
Original		\$324,067.00	\$324,067.00
Reallocated		\$0.00	\$0.00
Additional		\$0.00	\$0.00
Released		\$0.00	\$0.00
Forfeited		\$0.00	\$0.00
Total		\$324,067.00	\$324,067.00

Allocation Transfers

JACKSON CO SCHOOL DIST (3000) Public District - FY 2022 - 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 2022 - 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 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 positively shift school culture. The curriculum department will provide instructional coaching support in all schools and act as an advisor to 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 Special Education and Curriculum departments 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/she modifies or adjusts sped unit allocations per ATSI/TSI school as needed to implement the school's plan. Moreover, his/her 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 autonomies. 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, Federal Programs Grant Accountant and the Federal Programs Coordinator will facilitate a district-wide school-improvement planning session with all school teams. The Special Education Director and the Curriculum Director will assist school-level leadership with identifying and selecting evidence based interventions during principal/admin meetings. School teams will then go back to their campuses, and continue planning with their SLTs. A culminating meeting will occur with each individual SLT and the FP Director, FP Grant Accountant, FP Coordinator 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 and each school will provide their evidence in written form.

* 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 2022 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a)

Indirect Cost	
Total Contributing to Indirect Cost	\$278,407.00
Indirect Cost Rate	0.65%
Maximum Allowed for Indirect Cost	\$1,797.95

Function Code	Total
1105 - Pre-Kindergarten Programs	\$0.00
1110 - Kindergarten Programs	\$0.00
1120 - Elementary Programs	\$4,000.00
1130 - Middle School Programs	\$73,643.33
1140 - High School Programs	\$27,435.00
1142 - Career & Technical Education Programs	\$0.00
1191-1195 - Other Regular Programs	\$0.00
1196 - E-Learning Programs	\$0.00
1197-1199 - Other Regular Programs	\$0.00
1210 - Gifted Education Programs	\$0.00
1230 - Alternative School Programs	\$0.00
1250 - Title I Programs	\$0.00
1260 - After School Programs	\$8,493.93
1270 - Remediation/Extended School Year Programs	\$0.00
1280 - Tutorial/Supplemental Educ. Services	\$123,652.74
1285 - Drop-out Prevention Programs	\$0.00
1290 -1294 - Defined Special Programs	\$0.00
1295 - Private School Participation	\$0.00
1296-1299 - Other Special Programs	\$0.00
1310-1390 - Adult Continuing Education Programs	\$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 and Audiology Services	\$0.00
2160 - School Resource Officer (Not Security/Police)	\$0.00
2190 - Other Support Services - Students	\$0.00
2210-2219 - Improvement of Instruction Services	\$86,842.00
2220-2229 - Educational Media Services	\$0.00
2240 - Academic Student Assessments	\$0.00
2290 - Other Support Services-Instructional Staff	\$0.00
2330 - Special Area Administration Services	\$0.00
2510-2599 - Business Services	\$0.00
2610-2699 - Operation and Maintenance Services	\$0.00
2710-2799 - Student Transportation Services	\$0.00
2810-2849 - Central Support Services	\$0.00
3300 - Community Services Operations	\$0.00
3900-3949 - Other Non-instructional Services	\$0.00
7110 - Indirect Costs Transfers Out	\$0.00
7120 - Other Transfers Out	\$0.00
Total	\$324,067.00
Adjusted Allocation	\$324,067.00
Remaining	\$0.00

Budget Detail

JACKSON CO SCHOOL DIST (3000) Public District - FY 2022 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a)
1120 - Elementary Programs - \$4,000.00 ▼

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:	\$324,067.00
Remaining:	\$324,067.00

Budget Detail

JACKSON CO SCHOOL DIST (3000) Public District - FY 2022 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a)
1130 - Middle School Programs - \$73,643.33 ▼

Budget Detail

Narrative Description

Total for 1130 - Middle School Programs:	\$0.00
Total for all other Function Codes:	\$0.00
Total for all Function Codes:	\$0.00
Adjusted Allocation:	\$324,067.00
Remaining:	\$324,067.00

Budget Detail

JACKSON CO SCHOOL DIST (3000) Public District - FY 2022 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a)
1140 - High School Programs - \$27,435.00 ▼

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:	\$324,067.00
Remaining:	\$324,067.00

Budget Detail

JACKSON CO SCHOOL DIST (3000) Public District - FY 2022 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a)
1260 - After School Programs - \$8,493.93 ▼

Budget Detail

Narrative Description

Total for 1260 - After School Programs:	\$0.00
Total for all other Function Codes:	\$0.00
Total for all Function Codes:	\$0.00
Adjusted Allocation:	\$324,067.00
Remaining:	\$324,067.00

Budget Detail

JACKSON CO SCHOOL DIST (3000) Public District - FY 2022 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a)
1280 - Tutorial/Supplemental Educ. Services - \$123,652.74 ▼

Budget Detail

Narrative Description

Total for 1280 - Tutorial/Supplemental Educ. Services:	\$0.00
Total for all other Function Codes:	\$0.00
Total for all Function Codes:	\$0.00
Adjusted Allocation:	\$324,067.00
Remaining:	\$324,067.00

Budget Detail

JACKSON CO SCHOOL DIST (3000) Public District - FY 2022 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a)
2210-2219 - Improvement of Instruction Services - \$86,842.00 ▼

Budget Detail

Narrative Description

Total for 2210-2219 - Improvement of Instruction Services:	\$0.00
Total for all other Function Codes:	\$0.00
Total for all Function Codes:	\$0.00
Adjusted Allocation:	\$324,067.00
Remaining:	\$324,067.00

Budget Overview

JACKSON CO SCHOOL DIST (3000) Public District - FY 2022 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a)

Indirect Cost	
Total Contributing to Indirect Cost	\$278,407.00
Indirect Cost Rate	0.65%
Maximum Allowed for Indirect Cost	\$1,797.95

[\[Download Data\]](#)

Function Code	1120 - Elementary Programs	1130 - Middle School Programs	1140 - High School Programs	1260 - After School Programs	1280 - Tutorial/Supplemental Educ. Services	2210-2219 - Improvement of Instruction Services	Total
100-199 - Employee Salaries	0.00	1,365.00	0.00	6,636.00	92,349.81	10,240.32	110,591.13
200-299 - Employee Benefits	0.00	109.14	0.00	1,857.93	31,302.93	2,759.68	36,029.68
300-399 - Prof Services	0.00	23,278.25	27,435.00	0.00	0.00	68,975.00	119,688.25
500-599 - Other Purchased Services	0.00	0.00	0.00	0.00	0.00	2,161.00	2,161.00
600-699 - Supplies	4,000.00	3,230.94	0.00	0.00	0.00	0.00	7,230.94
700-799 - Property	0.00	45,660.00	0.00	0.00	0.00	0.00	45,660.00
800-899 - Other Objects	0.00	0.00	0.00	0.00	0.00	2,706.00	2,706.00
Total	4,000.00	73,643.33	27,435.00	8,493.93	123,652.74	86,842.00	324,067.00
					Adjusted Allocation	Remaining	
							0.00

Budget Overview Plus/Minus

JACKSON CO SCHOOL DIST (3000) Public District - FY 2022 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a)

Indirect Cost	
Total Contributing to Indirect Cost	\$278,407.00
Indirect Cost Rate	0.65%
Maximum Allowed for Indirect Cost	\$1,797.95

Function Code	1120 - Elementary Programs	1130 - Middle School Programs	1140 - High School Programs	1260 - After School Programs	1280 - Tutorial/Supplemental Educ. Services	2210-2219 - Improvement of Instruction Services	Total
Object Code							
100-199 - Employee Salaries	0.00	1,365.00	0.00	6,636.00	92,349.81	10,240.32	110,591.13
200-299 - Employee Benefits	0.00	109.14	0.00	1,857.93	31,302.93	2,759.68	36,029.68
300-399 - Prof Services	0.00	23,278.25	27,435.00	0.00	0.00	68,975.00	119,688.25
500-599 - Other Purchased Services	0.00	0.00	0.00	0.00	0.00	2,161.00	2,161.00
600-699 - Supplies	4,000.00 +\$4,000.00	3,230.94 -\$4,000.00	0.00	0.00	0.00	0.00	7,230.94
700-799 - Property	0.00	45,660.00	0.00	0.00	0.00	0.00	45,660.00
800-899 - Other Objects	0.00	0.00	0.00	0.00	0.00	2,706.00	2,706.00
Total	4,000.00 +\$4,000.00	73,643.33 -\$4,000.00	27,435.00	8,493.93	123,652.74	86,842.00	324,067.00
					Adjusted Allocation	Remaining	
							324,067.00 0.00

School Improvement, 1003(a) School Allocations

JACKSON CO SCHOOL DIST (3000) Public District - FY 2022 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a)

Grant Applicant	Current Allocation	Carryover Allocation	Total Allocation	Budget Amount
EAST CENTRAL MIDDLE SCHOOL	\$59,125.00	\$0.00	\$59,125.00	\$59,125.00
ST MARTIN HIGH SCHOOL	\$77,317.00	\$0.00	\$77,317.00	\$77,317.00
ST MARTIN UPPER ELEMENTARY	\$59,534.00	\$0.00	\$59,534.00	\$59,534.00
ST. MARTIN MIDDLE SCHOOL	\$71,564.00	\$0.00	\$71,564.00	\$71,564.00
VANCLEAVE MIDDLE SCHOOL	\$56,527.00	\$0.00	\$56,527.00	\$56,527.00
Total:	\$324,067.00	\$0.00	\$324,067.00	\$324,067.00

Budget

JACKSON CO SCHOOL DIST (3000) Public District - FY 2022 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a) - EAST CENTRAL MIDDLE SCHOOL (3000004) -

Indirect Cost	
Total Contributing to Indirect Cost	\$59,125.00
Indirect Cost Rate	0.65%
Maximum Allowed for Indirect Cost	\$381.83

Function Code	Total
1105 - Pre-Kindergarten Programs	\$0.00
1110 - Kindergarten Programs	\$0.00
1120 - Elementary Programs	\$0.00
1130 - Middle School Programs	\$1,362.50
1140 - High School Programs	\$0.00
1142 - Career & Technical Education Programs	\$0.00
1191-1195 - Other Regular Programs	\$0.00
1196 - E-Learning Programs	\$0.00
1197-1199 - Other Regular Programs	\$0.00
1210 - Gifted Education 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 Programs	\$0.00
1280 - Tutorial/Supplemental Educ. Services	\$9,637.50
1285 - Drop-out Prevention Programs	\$0.00
1290 - 1294 - Defined Special Programs	\$0.00
1295 - Private School Participation	\$0.00
1296-1299 - Other Special Programs	\$0.00
1310-1390 - Adult Continuing Education Programs	\$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 and Audiology Services	\$0.00
2160 - School Resource Officer (Not Security/Police)	\$0.00
2190 - Other Support Services - Students	\$0.00
2210-2219 - Improvement of Instruction Services	\$48,125.00
2220-2229 - Educational Media Services	\$0.00
2240 - Academic Student Assessments	\$0.00
2290 - Other Support Services-Instructional Staff	\$0.00
2330 - Special Area Administration Services	\$0.00
2510-2599 - Business Services	\$0.00
2610-2699 - Operation and Maintenance Services	\$0.00
2710-2799 - Student Transportation Services	\$0.00
2810-2849 - Central Support Services	\$0.00
3300 - Community Services Operations	\$0.00
3900-3949 - Other Non-instructional Services	\$0.00
7110 - Indirect Costs Transfers Out	\$0.00
7120 - Other Transfers Out	\$0.00
Total	\$59,125.00
Adjusted Allocation	\$59,125.00
Remaining	\$0.00

Budget Detail

JACKSON CO SCHOOL DIST (3000) Public District - FY 2022 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a) - EAST CENTRAL MIDDLE SCHOOL (3000004) -

1130 - Middle School Programs - \$1,362.50 ▼

Budget Detail

Narrative Description

Function Code: 1130 - Middle School Programs

Object Code: 600-699 - Supplies

Location Code: (3000004) EAST CENTRAL MIDDLE SCHOOL

Quantity: 1.00

Cost: \$1,362.50

Line Item Total: \$1,362.50

Instructional materials needed for the classroom and students

Total for 1130 - Middle School Programs: \$1,362.50

Total for all other Function Codes: \$57,762.50

Total for all Function Codes: \$59,125.00

Adjusted Allocation: \$59,125.00

Remaining: \$0.00

Budget Detail

JACKSON CO SCHOOL DIST (3000) Public District - FY 2022 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a) - EAST CENTRAL MIDDLE SCHOOL (3000004) -

1280 - Tutorial/Supplemental Educ. Services - \$9,637.50 ▼

Budget Detail

Narrative Description

Function Code: 1280 - Tutorial/Supplemental Educ. Services

Object Code: 100-199 - Employee Salaries

Location Code: EAST CENTRAL MIDDLE SCHOOL (3000004)

Quantity: 1.00

Cost: \$7,710.00

Line Item Total: \$7,710.00

Salary for an interventionist (FTE 1)

Function Code: 1280 - Tutorial/Supplemental Educ. Services

Object Code: 200-299 - Employee Benefits

Location Code: EAST CENTRAL MIDDLE SCHOOL (3000004)

Quantity: 1.00

Cost: \$1,927.50

Line Item Total: \$1,927.50

Benefits for interventionist (FTE 1)

Total for 1280 - Tutorial/Supplemental Educ. Services: \$9,637.50

Total for all other Function Codes: \$49,487.50

Total for all Function Codes: \$59,125.00

Adjusted Allocation: \$59,125.00

Remaining: \$0.00

Budget Detail

JACKSON CO SCHOOL DIST (3000) Public District - FY 2022 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a) - EAST CENTRAL MIDDLE SCHOOL (3000004) -

2210-2219 - Improvement of Instruction Services - \$48,125.00 ▼

Budget Detail

Narrative Description

Function 2210-2219 - Improvement of Instruction
Code: Services

Object Code: 300-399 - Prof Services

Location EAST CENTRAL MIDDLE SCHOOL
Code: (3000004)

Quantity: 1.00

Cost: \$48,125.00

Line Item Total: \$48,125.00

Professional consulting group

Total for 2210-2219 - Improvement of Instruction Services: \$48,125.00

Total for all other Function Codes: \$11,000.00

Total for all Function Codes: \$59,125.00

Adjusted Allocation: \$59,125.00

Remaining: \$0.00

Budget Overview

JACKSON CO SCHOOL DIST (3000) Public District - FY 2022 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a) - EAST CENTRAL MIDDLE SCHOOL (3000004) -

Indirect Cost	
Total Contributing to Indirect Cost	\$59,125.00
Indirect Cost Rate	0.65%
Maximum Allowed for Indirect Cost	\$381.83

Filter by Location: All - \$59,125.00
[\[Download Data\]](#)

Object Code	Function Code	1130 - Middle School Programs	1280 - Tutorial/Supplemental Educ. Services	2210-2219 - Improvement of Instruction Services	Total
100-199 - Employee Salaries		0.00	7,710.00	0.00	7,710.00
200-299 - Employee Benefits		0.00	1,927.50	0.00	1,927.50
300-399 - Prof Services		0.00	0.00	48,125.00	48,125.00
600-699 - Supplies		1,362.50	0.00	0.00	1,362.50
Total		1,362.50	9,637.50	48,125.00	59,125.00
		Adjusted Allocation			59,125.00
		Remaining			0.00

Budget Overview Plus/Minus

JACKSON CO SCHOOL DIST (3000) Public District - FY 2022 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a) - EAST CENTRAL MIDDLE SCHOOL (3000004) -

Indirect Cost	
Total Contributing to Indirect Cost	\$59,125.00
Indirect Cost Rate	0.65%
Maximum Allowed for Indirect Cost	\$381.83

Filter by Location: All - \$59,125.00 ▼

Object Code	Function Code	1130 - Middle School Programs	1280 - Tutorial/Supplemental Educ. Services	2210-2219 - Improvement of Instruction Services	Total
100-199 - Employee Salaries		0.00	7,710.00	0.00	7,710.00
200-299 - Employee Benefits		0.00	1,927.50	0.00	1,927.50
300-399 - Prof Services		0.00	0.00	48,125.00	48,125.00
600-699 - Supplies		1,362.50	0.00	0.00	1,362.50
Total		1,362.50	9,637.50	48,125.00	59,125.00
		Adjusted Allocation			59,125.00
		Remaining			0.00

School Improvement, 1003(a) School Allocations

JACKSON CO SCHOOL DIST (3000) Public District - FY 2022 - 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	\$59,125.00	\$0.00	\$59,125.00	\$59,125.00

Part II: Vision, Mission, Goals

JACKSON CO SCHOOL DIST (3000) Public District - FY 2022 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a) - EAST CENTRAL MIDDLE SCHOOL (3000004) -

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.	* 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.	* Select... ▼	*
DC.1.03: School aligns allocation of resources (money, time, personnel, etc.) to school improvement goals.	* 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).	* Select... ▼	*
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.	* Select... ▼	*
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.	* Select... ▼	*
Talent Development Indicators of Effective Practice	Assessment of Practice in School	Provide details to explain the reason for the selected assessment of the indicator.
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.	* Select... ▼	*
LDR.3.07: Professional development of individual teachers includes an emphasis on indicators of effective teaching.	* Select... ▼	*
Instructional Transformation Indicators of Effective Practice	Assessment of Practice in School	Provide details to explain the reason for the selected assessment of the indicator.
PLN.4.05: Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.	* Select... ▼	*
PLN.1.01: Instructional Teams develop standards-aligned units of instruction for each subject and grade level.	* Select... ▼	*
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.	* Select... ▼	*
Culture Shift Indicators of Effective Practice	Assessment of Practice in School	Provide details to explain the reason for the selected assessment of the indicator.

LDR.3.10: School implements strategies and practices to improve school climate and culture.	* 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?
DC.1.03 ▼	<input checked="" type="checkbox"/>	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 on these data meetings and progress monitoring.	This action is successful if our subgroup, Students with Disabilities, shows an increase in MAAP ELA proficiency of 6.79%.	Building Level Administrators & Leadership Team	September 30, 2022

<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 MAAP ELA proficiency of 6.79%.</p>	<p>Building Level Administrators & Leadership Team</p>	<p>September 30, 2022</p>
<p>DC.1.03 ▼</p>	<p><input checked="" type="checkbox"/></p>	<p>Instructional materials will be utilized to support the interventions of the lower 25%.</p>	<p>This action is successful if our subgroup, Students with Disabilities, shows an increase in MAAP ELA proficiency of 6.79%.</p>	<p>Building Level Administrators & Leadership Team</p>	<p>6/1/2023</p>
<p>LDR.3.07 ▼</p>	<p><input checked="" type="checkbox"/></p>	<p>There will be funding for a consulting group to observe and provide feedback and timelines of implementation for teachers as well pull small groups for instruction.</p>	<p>This action is successful if our subgroup, Students with Disabilities, shows an increase in MAAP ELA proficiency of 6.79%.</p>	<p>Building Level Administrators & Leadership Team</p>	<p>6/1/2023</p>

Part IIA: Use of Section 1003 School Improvement Funds

JACKSON CO SCHOOL DIST (3000) Public District - FY 2022 - 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/EBPI/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	<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: https://doi.org/10.1177/0022219407313586 3. EFFECT SIZE: Small Group Instruction 0.47 4. This Strategy has been implemented and will be implemented during the 21-22 school year. ECU utilized the IREADY diagnostic to gauge our students' progress. 26% of SPED students showed growth in ELA after the initial assessment, followed by 33% showing growth after the 2nd assessment. 38% of SPED students showed growth in MATH after the initial assessment, followed by 49% showing growth after the 2nd assessment. This intervention strategy has been very effective, especially in ELA, as we had our highest percentage of student progress in the past 5 years with 54% Proficient and Advanced on MAAP EOC testing. This strategy has also been effective in Math, as we held a 65% Proficient and Advanced rate on MAAP EOC testing, despite the pandemic.</p>	\$ 9,637.50

OJEPD	LDR.3.07	* Educational Consulting for Professional Development	Moderate	<p>1. NARRATIVE: Research shows that professional development can influence teachers' classroom practices significantly and lead to improved student achievement when it focuses on student learning styles, instructional practices that are specifically related to the subject matter and how students understand it; and focuses on strengthening teachers' knowledge of specific subject-matter content. This article suggests in order to be effective, professional development must provide teachers with a way to directly apply what they learn to their teaching. Results have shown when professional development is connected to the curriculum materials used by teachers, to the district and state academic standards that drive their work, and the assessment and accountability measures that evaluate their success, that professional development leads to better instruction and improved student learning. 2. SOURCE: https://www.learningforjustice.org/professional-development/teaching-teachers-pd-to-improve-student-achievement Additional source: https://www.visiblelearningmetax.com/ 3. EFFECT SIZE: On site professional development 0.37 4. The ongoing professional development will provide teachers with a way to apply what they have been learning in the actual classroom setting. It will be directly connected to the state standards and to the curriculum being used by our teachers. It will also allow teachers to use data effectively which will help them evaluate the success of students. In addition, the instructors will observe teacher lessons, and the teachers will be engaged in coaching sessions with the instructors about their lessons. We believe that with intense professional development in ELA, our teachers will be better equipped to work with students using Differentiation and in a manner in which students learn best. We feel that these things, according to our research, will increase MAAP ELA proficiency of our students with disabilities.</p>	\$ 48,125.00
EBIR	DC.1.03	* Instructional Materials	Strong	<p>1. NARRATIVE: Instructional materials enhance the teaching and learning process by exhibiting information necessary to acquire knowledge and skills. The impact that instructional supplies have on learning is great. The lack of instructional materials in public schools is causing a problem for teachers, especially special education teachers because they are having to use their own money to purchase instructional supplies for their classes. In short, without the necessary materials for the teacher and the students, the work simply doesn't get done and if the work doesn't get done, learning isn't happening. The article reveals data collected to show the obvious impact that instructional materials will have on achievement and attitude in education for both the teacher and the students. 2. SOURCE: https://www.visiblelearningmetax.com/ https://www.academia.edu/13158439/effects_of_lack_of_instructional_materials 3. EFFECT SIZE: Providing interventions for students with learning needs .77 4. To effectively implement the interventions that will be taking place with our students with disabilities, we must ensure that the proper supplies are purchased for both the teacher and the students. Without proper supplies, the fidelity of these interventions may be compromised. We feel that by providing the necessary items to implement these interventions, we will see an increase in proficiency on MAAP.</p>	\$ 1,362.50

Strategy Key

L = Leadership

HQIM = High Quality Instructional Materials

TI = Technology Integration

OJEPD = On-Going, Job-Embedded Professional Development

ILT = Increased Learning Time

ECP = Early Childhood (Pre-K) Programs

O = Other

EBIR = Evidence-based Instructional Resources

JACKSON CO SCHOOL DIST (3000) Public District - FY 2022 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a) - EAST CENTRAL MIDDLE SCHOOL (3000004) -

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.

4/29/2024 4:45:42 PM

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

JACKSON CO SCHOOL DIST (3000) Public District - FY 2022 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a) - EAST CENTRAL MIDDLE SCHOOL (3000004) -

Principal Contact Information

* Name

Monique Farrington

* Phone Number

228-283-3170

* Email

mfarrington@jcsd.k12.ms.us

N/A

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

	Headcount	FTE
Teachers	1.00	1.00
Paraprofessionals	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:		
Total:	1.00	1.00

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

JACKSON CO SCHOOL DIST (3000) Public District - FY 2022 - 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"/>
Total:	<input type="text"/>	<input type="text"/>

Related Documents

JACKSON CO SCHOOL DIST (3000) Public District - FY 2022 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a) - EAST CENTRAL MIDDLE SCHOOL (3000004) -

Type	Optional Documents	Document/Link
Revision Form Revised on 01/25/2021 for SI 1003	Revision Form	SIG FY22 Revision 1 ECMS SIG FY22 revision 2 ECMS

Budget

JACKSON CO SCHOOL DIST (3000) Public District - FY 2022 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a) - ST MARTIN HIGH SCHOOL (3000011) -

Indirect Cost	
Total Contributing to Indirect Cost	\$77,317.00
Indirect Cost Rate	0.65%
Maximum Allowed for Indirect Cost	\$499.31

Function Code	Total
1105 - Pre-Kindergarten Programs	\$0.00
1110 - Kindergarten Programs	\$0.00
1120 - Elementary Programs	\$0.00
1130 - Middle School Programs	\$0.00
1140 - High School Programs	\$27,435.00
1142 - Career & Technical Education Programs	\$0.00
1191-1195 - Other Regular Programs	\$0.00
1196 - E-Learning Programs	\$0.00
1197-1199 - Other Regular Programs	\$0.00
1210 - Gifted Education Programs	\$0.00
1230 - Alternative School Programs	\$0.00
1250 - Title I Programs	\$0.00
1260 - After School Programs	\$8,493.93
1270 - Remediation/Extended School Year Programs	\$0.00
1280 - Tutorial/Supplemental Educ. Services	\$41,388.07
1285 - Drop-out Prevention Programs	\$0.00
1290 - 1294 - Defined Special Programs	\$0.00
1295 - Private School Participation	\$0.00
1296-1299 - Other Special Programs	\$0.00
1310-1390 - Adult Continuing Education Programs	\$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 and Audiology Services	\$0.00
2160 - School Resource Officer (Not Security/Police)	\$0.00
2190 - Other Support Services - Students	\$0.00
2210-2219 - Improvement of Instruction Services	\$0.00
2220-2229 - Educational Media Services	\$0.00
2240 - Academic Student Assessments	\$0.00
2290 - Other Support Services-Instructional Staff	\$0.00
2330 - Special Area Administration Services	\$0.00
2510-2599 - Business Services	\$0.00
2610-2699 - Operation and Maintenance Services	\$0.00
2710-2799 - Student Transportation Services	\$0.00
2810-2849 - Central Support Services	\$0.00
3300 - Community Services Operations	\$0.00
3900-3949 - Other Non-instructional Services	\$0.00
7110 - Indirect Costs Transfers Out	\$0.00
7120 - Other Transfers Out	\$0.00
Total	\$77,317.00
Adjusted Allocation	\$77,317.00
Remaining	\$0.00

Budget Detail

JACKSON CO SCHOOL DIST (3000) Public District - FY 2022 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a) - ST MARTIN HIGH SCHOOL (3000011) -

1140 - High School Programs - \$27,435.00 ▼

Budget Detail

Narrative Description

Function Code: 1140 - High School Programs

Object Code: 300-399 - Prof Services

Location Code: ST MARTIN HIGH SCHOOL (3000011)

Quantity: 1.00

Cost: \$27,435.00

Line Item Total: \$27,435.00

Web-based instructional subscription renewal

Total for 1140 - High School Programs: \$27,435.00

Total for all other Function Codes: \$49,882.00

Total for all Function Codes: \$77,317.00

Adjusted Allocation: \$77,317.00

Remaining: \$0.00

Budget Detail

JACKSON CO SCHOOL DIST (3000) Public District - FY 2022 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a) - ST MARTIN HIGH SCHOOL (3000011) -

1260 - After School Programs - \$8,493.93

Budget Detail

Narrative Description

<p>Function Code: 1260 - After School Programs</p> <p>Object Code: 100-199 - Employee Salaries</p> <p>Location Code: ST MARTIN HIGH SCHOOL (3000011)</p> <p>Quantity: 1.00</p> <p>Cost: \$6,636.00</p> <p>Line Item Total: \$6,636.00</p>	<p>Salaries for after school tutoring (HC 1, FTE 0.50)</p>
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<p>Function Code: 1260 - After School Programs</p> <p>Object Code: 200-299 - Employee Benefits</p> <p>Location Code: ST MARTIN HIGH SCHOOL (3000011)</p> <p>Quantity: 1.00</p> <p>Cost: \$1,857.93</p> <p>Line Item Total: \$1,857.93</p>	<p>Benefits for after school tutoring (HC 1, FTE 0.50)</p>
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Total for 1260 - After School Programs:	\$8,493.93
Total for all other Function Codes:	\$68,823.07
Total for all Function Codes:	\$77,317.00
Adjusted Allocation:	\$77,317.00
Remaining:	\$0.00

Budget Detail

JACKSON CO SCHOOL DIST (3000) Public District - FY 2022 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a) - ST MARTIN HIGH SCHOOL (3000011) -

1280 - Tutorial/Supplemental Educ. Services - \$41,388.07 ▼

Budget Detail

Narrative Description

Function Code: 1280 - Tutorial/Supplemental Educ. Services

Salary for full time math intervention teacher (FTE 1)

Object Code: 100-199 - Employee Salaries
Location Code: ST MARTIN HIGH SCHOOL (3000011)

Quantity: 1.00

Cost: \$33,314.00

Line Item Total: \$33,314.00

Function Code: 1280 - Tutorial/Supplemental Educ. Services

Benefits for full time math intervention teacher (FTE 1)

Object Code: 200-299 - Employee Benefits
Location Code: ST MARTIN HIGH SCHOOL (3000011)

Quantity: 1.00

Cost: \$8,074.07

Line Item Total: \$8,074.07

Total for 1280 - Tutorial/Supplemental Educ. Services: \$41,388.07

Total for all other Function Codes: \$35,928.93

Total for all Function Codes: \$77,317.00

Adjusted Allocation: \$77,317.00

Remaining: \$0.00

Budget Overview

JACKSON CO SCHOOL DIST (3000) Public District - FY 2022 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a) - ST MARTIN HIGH SCHOOL (3000011) -

Indirect Cost	
Total Contributing to Indirect Cost	\$77,317.00
Indirect Cost Rate	0.65%
Maximum Allowed for Indirect Cost	\$499.31

Filter by Location: All - \$77,317.00 ▼
[\[Download Data\]](#)

Object Code	Function Code	1140 - High School Programs	1260 - After School Programs	1280 - Tutorial/Supplemental Educ. Services	Total
100-199 - Employee Salaries		0.00	6,636.00	33,314.00	39,950.00
200-299 - Employee Benefits		0.00	1,857.93	8,074.07	9,932.00
300-399 - Prof Services		27,435.00	0.00	0.00	27,435.00
Total		27,435.00	8,493.93	41,388.07	77,317.00
		Adjusted Allocation			77,317.00
		Remaining			0.00

Budget Overview Plus/Minus

JACKSON CO SCHOOL DIST (3000) Public District - FY 2022 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a) - ST MARTIN HIGH SCHOOL (3000011) -

Indirect Cost	
Total Contributing to Indirect Cost	\$77,317.00
Indirect Cost Rate	0.65%
Maximum Allowed for Indirect Cost	\$499.31

Filter by Location: All - \$77,317.00 ▼

Object Code	Function Code	1140 - High School Programs	1260 - After School Programs	1280 - Tutorial/Supplemental Educ. Services	Total
100-199 - Employee Salaries		0.00	6,636.00	33,314.00	39,950.00
200-299 - Employee Benefits		0.00	1,857.93	8,074.07	9,932.00
300-399 - Prof Services		27,435.00	0.00	0.00	27,435.00
Total		27,435.00	8,493.93	41,388.07	77,317.00
		Adjusted Allocation			77,317.00
		Remaining			0.00

School Improvement, 1003(a) School Allocations

JACKSON CO SCHOOL DIST (3000) Public District - FY 2022 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a) - ST MARTIN HIGH SCHOOL (3000011) -

Grant Applicant	Current Allocation	Carryover Allocation	Total Allocation	Budget Amount
ST MARTIN HIGH SCHOOL	\$77,317.00	\$0.00	\$77,317.00	\$77,317.00

Part II: Vision, Mission, Goals

JACKSON CO SCHOOL DIST (3000) Public District - FY 2022 - 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 % MAAAP Spring Assessment	Target Proficiency % on MAAAP 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.	* 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.	* Select... ▼	*
DC.1.03: School aligns allocation of resources (money, time, personnel, etc.) to school improvement goals.	* 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).	* Select... ▼	*
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.	* Select... ▼	*
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.	* Select... ▼	*
Talent Development Indicators of Effective Practice	Assessment of Practice in School	Provide details to explain the reason for the selected assessment of the indicator.
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.	* Select... ▼	*
LDR.3.07: Professional development of individual teachers includes an emphasis on indicators of effective teaching.	* Select... ▼	*
Instructional Transformation Indicators of Effective Practice	Assessment of Practice in School	Provide details to explain the reason for the selected assessment of the indicator.
PLN.4.05: Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.	* Select... ▼	*
PLN.1.01: Instructional Teams develop standards-aligned units of instruction for each subject and grade level.	* Select... ▼	*
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.	* Select... ▼	*
Culture Shift Indicators of Effective Practice	Assessment of Practice in School	Provide details to explain the reason for the selected assessment of the indicator.

LDR.3.10: School implements strategies and practices to improve school climate and culture.	* 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?
LDR.1.06 ▼	<input type="checkbox"/>	SLT will create a monthly calendar and set regular meetings. Tasks will be assigned to each member of the team. The SLT will set goals and monitor the data. The SLT will adjust goals and action steps as needed.	This action is successful when there is a 5% increase in ELA and Math proficiency for students with disabilities subgroup on the MAAP assessments	School Leadership Team	July 31, 2022

LDR.2.09 ▼	<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, 2022</p>
PLN.4.05 ▼	<input checked="" type="checkbox"/>	<p>IXL will be used for Math/ELA along with feeder courses to benchmark students and create pacing guides. Students will participate in skills review and self-monitoring of personal data and goals.</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, 2022</p>
LDR.3.10 ▼	<input type="checkbox"/>	<p>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.</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, 2022</p>

<p>HS.4.03 ▼</p>	<p><input checked="" type="checkbox"/></p>	<p>SMHS will hire a full-time, certified Math 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 Math proficiency for students with disabilities subgroup on the MAAP assessments.</p>	<p>School Leadership Team</p>	<p>July 31, 2022</p>
<p>DC.1.03 ▼</p>	<p><input checked="" type="checkbox"/></p>	<p>SMHS will hire a certified Math tutor for low-performing students. These students will be offered after-school tutoring to remediate deficiencies in the math subject area.</p>	<p>This action is successful when there is a 5% increase in Math proficiency for students with disabilities subgroup on the MAAP assessments.</p>	<p>School Leadership Team</p>	<p>July 31, 2022</p>

Part IIA: Use of Section 1003 School Improvement Funds

JACKSON CO SCHOOL DIST (3000) Public District - FY 2022 - 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		\$ 41,388.07

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 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 2021-2022 school year, we created Algebra I intensive classes that are taught by our general special education teachers, and we hired a math certified teacher as a tutor to go in these classes and assist the students a few days a week. We plan to build on this by hiring a full-time math certified teacher and implement a true interventionist co-teaching model within the Algebra I intensive classes, which will include students who are identified as special education students and those who are non-identified students. 2. LINK: https://fisherpub.sjfc.edu/cgi/viewcontent.cgi?article=1303&context=education_etd 3. The effect size is 0.60 (Direct Instruction John Hattie) 4. This strategy has been previously implemented. Algebra I intensive classes were created to support struggling math students while they were in Algebra I simultaneously. Providing remediation and additional instruction and using IXL in the support class as well as in Foundations to Algebra and Algebra I courses have reaped dividends. 63% of the students in the support class were successful in Algebra I as compared to 48% the previous year. 2021-2022 MAAP testing data as well as course promotion rates to higher level math courses were used to support success of the interventions.

EBIR	PLN.4.05	* IXL	Moderate	<p>1. NARRATIVE: This study investigated thousands of public schools in the state of California that used IXL mathematics and English language arts (ELA) between 2012 and 2015. We examined the impact of IXL Math and IXL ELA as measured by the California Assessment of Student Performance and Progress (CAASPP). Analysis required that schools have both pretest and posttest scores, so only schools with valid 2013 Academic Performance Index (API) and 2015 CAASPP test scores were included. IXL usage by the schools in this study ranged from less than one minute per student, per week, to over 100 minutes per student, per week. Our researchers found, even with the wide range in usage, strong positive correlation between IXL usage and schools' performance on the CAASPP in both math and ELA. These findings are statistically significant. Analysis of the data showed that both IXL Math and IXL ELA produced positive and statistically significant effects on student performance, indicating there is a high probability that similar schools using IXL would achieve similar results. 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 week, to over 100 minutes per student, per week. Our researchers found, even with the wide range in usage, strong positive correlation between IXL usage and schools' performance on the CAASPP in both math and ELA. These findings are statistically significant. Analysis of the data showed that both IXL Math and IXL ELA produced positive and statistically significant effects on student performance, indicating there is a high probability that similar schools using IXL would achieve similar results. Measurable percentile gains were also achieved by schools using IXL Math or IXL ELA. The results of the analysis also showed a positive correlation between IXL usage and school performance. In particular, one additional skill mastered per student, per week, would result in a nearly 10-point increase on a school's percent proficiency on the 2015 CAASPP. We plan to purchase the IXL program for our SPED students and our students who are in the bottom 25 percent. We hope that this program will help increase math proficiency. 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 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</p>	\$ 27,435.00
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<p>ILT</p>	<p>DC.1.03</p>	<p>*</p>	<p>Increased Learning Time: Afterschool Tutoring</p>	<p>Moderate</p>	<p>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. Providing remediation and additional instruction and using IXL in the support class as well as in Foundations to Algebra and Algebra I courses have reaped dividends. 63% of the students in the support class were successful in Algebra I as compared to 48% the previous year. 2021-2022 MAAP testing data as well as course promotion rates to higher level math courses were used to support success of the interventions.</p>	<p>\$ 8,493.93</p>
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1. NARRATIVE: The targeted population for this study consisted of 102 eighth grade students who were designated as "borderline" based on scoring 180-199 on the seventh grade New Jersey Assessment of Skills and Knowledge (NJASK). Of the 102 students who met these criteria, all were purposefully selected to participate in one of the treatment groups, and 43 agreed to participate. Participants were specifically assigned to one of two treatment groups, LA or MA, depending on which area was borderline. In cases where a student scored borderline on both LA and MA, the student was randomly assigned to only one tutoring group. The treatment (tutoring) groups consisted of 43 volunteers (LA = 23; MA = 20). Of the remaining 59 non-volunteers, 37 participants (17 females, 20 males, ages 13 to 15) were randomly selected to serve as the control group. The ethnic breakdown was as follows: 8 Caucasian, 15 Latino, and 14 African American students. The results of this study indicate that borderline students who received school-based tutoring from district teachers performed higher on standardized test scores in the areas of mathematics and language arts than borderline students who did not participate in tutoring. We plan to offer pull-out tutoring during the school day and after-school tutoring. 2. LINK: https://www.amlle.org/portals/0/pdf/rmle/rmle_vol34_no6.pdf
3. Effect Size: 0.49 John Hattie (2009) effect size .49 effect size for Small Group Learning. Moderate 4. This strategy has been previously implemented. After school tutoring for Algebra I students is offered to support struggling math students while in Algebra I simultaneously. Providing remediation and additional instruction during the support class and after school tutoring has reaped dividends. 63% of the students in the support class were successful in Algebra I as compared to 48% the previous year. 2021-2022 MAAP testing data as well as course promotion rates to higher level math courses were used to support success of the interventions.

Strategy Key

L = Leadership

HQIM = High Quality Instructional Materials

TI = Technology Integration

OJEPD = On-Going, Job-Embedded Professional Development

ILT = Increased Learning Time

ECP = Early Childhood (Pre-K) Programs

O = Other

EBIR = Evidence-based Instructional Resources

JACKSON CO SCHOOL DIST (3000) Public District - FY 2022 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a) - ST MARTIN HIGH SCHOOL (3000011) -

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.

4/29/2024 4:46:10 PM

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

JACKSON CO SCHOOL DIST (3000) Public District - FY 2022 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a) - ST MARTIN HIGH SCHOOL (3000011) -

Principal Contact Information

* Name

Dina Holland

* Phone Number

228-283-3420

* Email

dina.holland@jcsd.ms

N/A

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

	Headcount	FTE
Teachers	1.00	1.00
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	1.00	0.50
PD Stipend Recipients/Participants	0.00	0.00
Other:		
Total:	2.00	1.50

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

JACKSON CO SCHOOL DIST (3000) Public District - FY 2022 - 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"/>
Total:	<input type="text"/>	<input type="text"/>

Related Documents

JACKSON CO SCHOOL DIST (3000) Public District - FY 2022 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a) - ST MARTIN HIGH SCHOOL (3000011) -

Type	Optional Documents	Document/Link
Revision Form Revised on 01/25/2021 for SI 1003	Revision Form	SIG FY22 Revision 1 SMHS SIG FY22 revision 2

Budget

JACKSON CO SCHOOL DIST (3000) Public District - FY 2022 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a) - ST MARTIN UPPER ELEMENTARY (300013) -

Indirect Cost	
Total Contributing to Indirect Cost	\$59,534.00
Indirect Cost Rate	0.65%
Maximum Allowed for Indirect Cost	\$384.47

Function Code	Total
1105 - Pre-Kindergarten Programs	\$0.00
1110 - Kindergarten Programs	\$0.00
1120 - Elementary Programs	\$4,000.00
1130 - Middle School Programs	\$0.00
1140 - High School Programs	\$0.00
1142 - Career & Technical Education Programs	\$0.00
1191-1195 - Other Regular Programs	\$0.00
1196 - E-Learning Programs	\$0.00
1197-1199 - Other Regular Programs	\$0.00
1210 - Gifted Education 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 Programs	\$0.00
1280 - Tutorial/Supplemental Educ. Services	\$55,534.00
1285 - Drop-out Prevention Programs	\$0.00
1290 - 1294 - Defined Special Programs	\$0.00
1295 - Private School Participation	\$0.00
1296-1299 - Other Special Programs	\$0.00
1310-1390 - Adult Continuing Education Programs	\$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 and Audiology Services	\$0.00
2160 - School Resource Officer (Not Security/Police)	\$0.00
2190 - Other Support Services - Students	\$0.00
2210-2219 - Improvement of Instruction Services	\$0.00
2220-2229 - Educational Media Services	\$0.00
2240 - Academic Student Assessments	\$0.00
2290 - Other Support Services-Instructional Staff	\$0.00
2330 - Special Area Administration Services	\$0.00
2510-2599 - Business Services	\$0.00
2610-2699 - Operation and Maintenance Services	\$0.00
2710-2799 - Student Transportation Services	\$0.00
2810-2849 - Central Support Services	\$0.00
3300 - Community Services Operations	\$0.00
3900-3949 - Other Non-instructional Services	\$0.00
7110 - Indirect Costs Transfers Out	\$0.00
7120 - Other Transfers Out	\$0.00
Total	\$59,534.00
Adjusted Allocation	\$59,534.00
Remaining	\$0.00

Budget Detail

JACKSON CO SCHOOL DIST (3000) Public District - FY 2022 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a) - ST MARTIN UPPER ELEMENTARY (3000013) -

1120 - Elementary Programs - \$4,000.00 ▼

Budget Detail

Narrative Description

Function Code: 1120 - Elementary Programs

Object Code: 600-699 - Supplies

Location Code: ST MARTIN UPPER ELEMENTARY (3000013)

Quantity: 1.00

Cost: \$4,000.00

Line Item Total: \$4,000.00

Instructional supplies for students

Total for 1120 - Elementary Programs: \$4,000.00

Total for all other Function Codes: \$55,534.00

Total for all Function Codes: \$59,534.00

Adjusted Allocation: \$59,534.00

Remaining: \$0.00

Budget Detail

JACKSON CO SCHOOL DIST (3000) Public District - FY 2022 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a) - ST MARTIN UPPER ELEMENTARY (3000013) -

1280 - Tutorial/Supplemental Educ. Services - \$55,534.00 ▼

Budget Detail

Narrative Description

Function Code: 1280 - Tutorial/Supplemental Educ. Services

Salary for interventionist (FTE 1)

Object Code: 100-199 - Employee Salaries

Location Code: ST MARTIN UPPER ELEMENTARY (3000013)

Quantity: 1.00

Cost: \$39,814.85

Line Item Total: \$39,814.85

Function Code: 1280 - Tutorial/Supplemental Educ. Services

Benefits for interventionist (FTE 1)

Object Code: 200-299 - Employee Benefits

Location Code: ST MARTIN UPPER ELEMENTARY (3000013)

Quantity: 1.00

Cost: \$15,719.15

Line Item Total: \$15,719.15

Total for 1280 - Tutorial/Supplemental Educ. Services: \$55,534.00

Total for all other Function Codes: \$4,000.00

Total for all Function Codes: \$59,534.00

Adjusted Allocation: \$59,534.00

Remaining: \$0.00

Budget Overview

JACKSON CO SCHOOL DIST (3000) Public District - FY 2022 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a) - ST MARTIN UPPER ELEMENTARY (300013) -

Indirect Cost	
Total Contributing to Indirect Cost	\$59,534.00
Indirect Cost Rate	0.65%
Maximum Allowed for Indirect Cost	\$384.47

Filter by Location: All - \$59,534.00
[\[Download Data\]](#)

Object Code	Function Code	1120 - Elementary Programs	1280 - Tutorial/Supplemental Educ. Services	Total
100-199 - Employee Salaries		0.00	39,814.85	39,814.85
200-299 - Employee Benefits		0.00	15,719.15	15,719.15
600-699 - Supplies		4,000.00	0.00	4,000.00
Total		4,000.00	55,534.00	59,534.00
		Adjusted Allocation	Remaining	
				0.00

Budget Overview Plus/Minus

JACKSON CO SCHOOL DIST (3000) Public District - FY 2022 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a) - ST MARTIN UPPER ELEMENTARY (300013) -

Indirect Cost	
Total Contributing to Indirect Cost	\$59,534.00
Indirect Cost Rate	0.65%
Maximum Allowed for Indirect Cost	\$384.47

Filter by Location: All - \$59,534.00 ▼

Object Code	Function Code	1120 - Elementary Programs	1130 - Middle School Programs	1280 - Tutorial/Supplemental Educ. Services	Total
100-199 - Employee Salaries		0.00	0.00	39,814.85	39,814.85
200-299 - Employee Benefits		0.00	0.00	15,719.15	15,719.15
600-699 - Supplies		4,000.00 +\$4,000.00	0.00 -\$4,000.00	0.00	4,000.00
Total		4,000.00 +\$4,000.00	0.00 -\$4,000.00	55,534.00	59,534.00
		Adjusted Allocation		59,534.00	59,534.00
		Remaining		0.00	0.00

School Improvement, 1003(a) School Allocations

JACKSON CO SCHOOL DIST (3000) Public District - FY 2022 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a) - ST MARTIN UPPER ELEMENTARY (3000013) -

Grant Applicant	Current Allocation	Carryover Allocation	Total Allocation	Budget Amount
ST MARTIN UPPER ELEMENTARY	\$59,534.00	\$0.00	\$59,534.00	\$59,534.00

Part II: Vision, Mission, Goals

JACKSON CO SCHOOL DIST (3000) Public District - FY 2022 - 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.	* 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.	* Select... ▼	*
DC.1.03: School aligns allocation of resources (money, time, personnel, etc.) to school improvement goals.	* 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).	* Select... ▼	*
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.	* Select... ▼	*
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.	* Select... ▼	*
Talent Development Indicators of Effective Practice	Assessment of Practice in School	Provide details to explain the reason for the selected assessment of the indicator.
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.	* Select... ▼	*
LDR.3.07: Professional development of individual teachers includes an emphasis on indicators of effective teaching.	* Select... ▼	*
Instructional Transformation Indicators of Effective Practice	Assessment of Practice in School	Provide details to explain the reason for the selected assessment of the indicator.
PLN.4.05: Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.	* Select... ▼	*
PLN.1.01: Instructional Teams develop standards-aligned units of instruction for each subject and grade level.	* Select... ▼	*
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.	* Select... ▼	*
Culture Shift Indicators of Effective Practice	Assessment of Practice in School	Provide details to explain the reason for the selected assessment of the indicator.

LDR.3.10: School implements strategies and practices to improve school climate and culture.	* 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?
DC.1.03 ▼	<input checked="" type="checkbox"/>	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.		Building Level Administrators & Leadership Team	6/1/2022

<p>DC.1.03 ▼</p>	<p><input type="checkbox"/></p>	<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>The action is considered to be successful when our students in our subgroups shows > or = 5% increase in ELA & Math proficiency on the 2021-2022 Spring MAAP assessment * a decrease in PD needs on the end of the year assessment for the teachers *teachers earn a higher score on the end of the year observation in the area where the PD was given</p>	
<p>Building Level Administrators & Leadership Team</p>				<p>6/1/2022</p>

<p>DC.1.03 ▼</p>	<p>☑</p>	<p>Instructional materials will be utilized to support the interventions of the lower 25%.</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 > or = 5% increase in ELA & Math proficiency on the 2021-2022 Spring MAAP assessment</p>	<p>Building Level Administrators & Leadership Team</p>	<p>6/1/2023</p>
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Part IIA: Use of Section 1003 School Improvement Funds

JACKSON CO SCHOOL DIST (3000) Public District - FY 2022 - 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/EBPI/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	<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: https://doi.org/10.1177/0022219407313586 3. EFFECT SIZE: Small Group Instruction 0.47 4. This strategy has been implemented during the 21-22 school year. During the 21-22 sy, St. Martin Upper Elementary hired an interventionist to assist special education students bridge their academic achievement gap. Students continued to improve. Using the I-Ready diagnostic assessment at the beginning and end of school revealed that over 50% of students moved up one grade level, which is due to the small group instruction provided by the interventionist.</p>	\$ 55,534.00

EBIR	DC.1.03	* Instructional Supplies	Moderate	<p>1. NARRATIVE: Instructional materials enhance the teaching and learning process by exhibiting information necessary to acquire knowledge and skills. The impact that instructional supplies have on learning is great. The lack of instructional materials in public schools is causing a problem for teachers, especially special education teachers because they are having to use their own money to purchase instructional supplies for their classes. In short, without the necessary materials for the teacher and the students, the work simply doesn't get done and if the work doesn't get done, learning isn't happening. The article reveals data collected to show the obvious impact that instructional materials will have on achievement and attitude in education for both the teacher and the students. 2. SOURCE: https://www.visiblelearningmetax.com/https://www.academia.edu/13158439/effects_of_lack_on_instructional_materials</p> <p>3. EFFECT SIZE: Providing Interventions for students with learning needs .77 4. To effectively implement the interventions that will be taking place with our students with disabilities, we must ensure that the proper supplies are purchased for both the teacher and the students. Without proper supplies, the fidelity of these interventions may be compromised. We feel that by providing the necessary items to implement these interventions, we will see an increase in proficiency on MAAP.</p>	\$ 4,000.00
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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

JACKSON CO SCHOOL DIST (3000) Public District - FY 2022 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a) - ST MARTIN UPPER ELEMENTARY (3000013) -

Total Title I, Part A Allocation to School: \$153,484.80
 20% of Title I, Part A Allocation to School for Evidence-Based Interventions: \$30,696.96

Strategy	Evidence Level	Narrative	Cost
Evidence-based Instructional Resources	Strong	SMU will provide struggling learners with additional tutoring administered by instructional paraprofessionals and certified tutors (\$76,509.23). Moreover, SMU will purchase effective research-based instructional materials to ensure that these learners have access to high-quality remedial materials (\$21,738.82).	\$98,248.05

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

JACKSON CO SCHOOL DIST (3000) Public District - FY 2022 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a) - ST MARTIN UPPER ELEMENTARY (3000013) -

Principal Contact Information

* Name

Valerie Martino

* Phone Number

228-283-3555

* Email

valerie.martino@jcsd.ms

N/A

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

	Headcount	FTE
Teachers	1.00	1.00
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:		
Total:	1.00	1.00

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

JACKSON CO SCHOOL DIST (3000) Public District - FY 2022 - 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"/>
Total:	<input type="text"/>	<input type="text"/>

Related Documents

JACKSON CO SCHOOL DIST (3000) Public District - FY 2022 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a) - ST MARTIN UPPER ELEMENTARY (300013) -

Type	Optional Documents	Document/Link
Revision Form Revised on 01/25/2021 for SI 1003 	Document Template Revision Form	SIG FY22 Revision 1 SMUJE FY22 SIG revision 4 FY22 SIG revision 5

Budget

JACKSON CO SCHOOL DIST (3000) Public District - FY 2022 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a) - ST. MARTIN MIDDLE SCHOOL (3000024) -

Indirect Cost	
Total Contributing to Indirect Cost	\$71,564.00
Indirect Cost Rate	0.65%
Maximum Allowed for Indirect Cost	\$462.16

Function Code	Total
1105 - Pre-Kindergarten Programs	\$0.00
1110 - Kindergarten Programs	\$0.00
1120 - Elementary Programs	\$0.00
1130 - Middle School Programs	\$20,620.83
1140 - High School Programs	\$0.00
1142 - Career & Technical Education Programs	\$0.00
1191-1195 - Other Regular Programs	\$0.00
1196 - E-Learning Programs	\$0.00
1197-1199 - Other Regular Programs	\$0.00
1210 - Gifted Education 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 Programs	\$0.00
1280 - Tutorial/Supplemental Educ. Services	\$17,093.17
1285 - Drop-out Prevention Programs	\$0.00
1290 - 1294 - Defined Special Programs	\$0.00
1295 - Private School Participation	\$0.00
1296-1299 - Other Special Programs	\$0.00
1310-1390 - Adult Continuing Education Programs	\$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 and Audiology Services	\$0.00
2160 - School Resource Officer (Not Security/Police)	\$0.00
2190 - Other Support Services - Students	\$0.00
2210-2219 - Improvement of Instruction Services	\$33,850.00
2220-2229 - Educational Media Services	\$0.00
2240 - Academic Student Assessments	\$0.00
2290 - Other Support Services-Instructional Staff	\$0.00
2330 - Special Area Administration Services	\$0.00
2510-2599 - Business Services	\$0.00
2610-2699 - Operation and Maintenance Services	\$0.00
2710-2799 - Student Transportation Services	\$0.00
2810-2849 - Central Support Services	\$0.00
3300 - Community Services Operations	\$0.00
3900-3949 - Other Non-instructional Services	\$0.00
7110 - Indirect Costs Transfers Out	\$0.00
7120 - Other Transfers Out	\$0.00
Total	\$71,564.00
Adjusted Allocation	\$71,564.00
Remaining	\$0.00

Budget Detail

JACKSON CO SCHOOL DIST (3000) Public District - FY 2022 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a) - ST. MARTIN MIDDLE SCHOOL (3000024) -

1130 - Middle School Programs - \$20,620.83 ▼

Budget Detail

Narrative Description

<p>Function Code: 1130 - Middle School Programs</p> <p>Object Code: 100-199 - Employee Salaries</p> <p>Location Code: ST. MARTIN MIDDLE SCHOOL (3000024)</p> <p>Quantity: 1.00</p> <p>Cost: \$1,365.00</p> <p>Line Item Total: \$1,365.00</p>	<p>Salaries for substitutes for the state mentor program (8 HC, 4 FTE)</p>
<p>Function Code: 1130 - Middle School Programs</p> <p>Object Code: 200-299 - Employee Benefits</p> <p>Location Code: ST. MARTIN MIDDLE SCHOOL (3000024)</p> <p>Quantity: 1.00</p> <p>Cost: \$109.14</p> <p>Line Item Total: \$109.14</p>	<p>Benefits for substitutes for the state mentor program (8 HC, 4 FTE)</p>
<p>Function Code: 1130 - Middle School Programs</p> <p>Object Code: 300-399 - Prof Services</p> <p>Location Code: ST. MARTIN MIDDLE SCHOOL (3000024)</p> <p>Quantity: 1.00</p> <p>Cost: \$17,278.25</p> <p>Line Item Total: \$17,278.25</p>	<p>online intervention and behavior programs</p>
<p>Function Code: 1130 - Middle School Programs</p>	<p>Intervention materials and supplies for the classroom and students</p>

Object Code: 600-699 - Supplies

Location Code: ST. MARTIN MIDDLE SCHOOL (3000024)

Quantity: 1.00

Cost: \$1,868.44

Line Item Total: \$1,868.44

Total for 1130 - Middle School Programs: \$20,620.83

Total for all other Function Codes: \$50,943.17

Total for all Function Codes: \$71,564.00

Adjusted Allocation: \$71,564.00

Remaining: \$0.00

Budget Detail

JACKSON CO SCHOOL DIST (3000) Public District - FY 2022 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a) - ST. MARTIN MIDDLE SCHOOL (3000024) -

1280 - Tutorial/Supplemental Educ. Services - \$17,093.17 ▼

Budget Detail

Narrative Description

Function Code: 1280 - Tutorial/Supplemental Educ. Services

Salary for 2 ELA interventionist (FTE 2)

Object Code: 100-199 - Employee Salaries

Location Code: ST. MARTIN MIDDLE SCHOOL (3000024)

Quantity: 1.00

Cost: \$11,510.96

Line Item Total: \$11,510.96

Function Code: 1280 - Tutorial/Supplemental Educ. Services

Benefits for 2 ELA interventionists (FTE 2)

Object Code: 200-299 - Employee Benefits

Location Code: ST. MARTIN MIDDLE SCHOOL (3000024)

Quantity: 1.00

Cost: \$5,582.21

Line Item Total: \$5,582.21

Total for 1280 - Tutorial/Supplemental Educ. Services: \$17,093.17

Total for all other Function Codes: \$54,470.83

Total for all Function Codes: \$71,564.00

Adjusted Allocation: \$71,564.00

Remaining: \$0.00

Budget Detail

JACKSON CO SCHOOL DIST (3000) Public District - FY 2022 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a) - ST. MARTIN MIDDLE SCHOOL (3000024) -

2210-2219 - Improvement of Instruction Services - \$33,850.00 ▼

Budget Detail

Narrative Description

<p>Function Code: 2210-2219 - Improvement of Instruction Services</p> <p>Object Code: 100-199 - Employee Salaries</p> <p>Location Code: ST. MARTIN MIDDLE SCHOOL (3000024)</p> <p>Quantity: 1.00</p> <p>Cost: \$10,240.32</p> <p>Line Item Total: \$10,240.32</p>	<p>Stipends for the Saturday Academy PD providing collaboration between Gen ED and SPED teachers (44 HC, 22 FTE)</p>
<p>Function Code: 2210-2219 - Improvement of Instruction Services</p> <p>Object Code: 200-299 - Employee Benefits</p> <p>Location Code: ST. MARTIN MIDDLE SCHOOL (3000024)</p> <p>Quantity: 1.00</p> <p>Cost: \$2,759.68</p> <p>Line Item Total: \$2,759.68</p>	<p>Benefits for the Saturday Academy PD providing collaboration between Gen ED and SPED teachers (44 HC, 22 FTE)</p>
<p>Function Code: 2210-2219 - Improvement of Instruction Services</p> <p>Object Code: 300-399 - Prof Services</p> <p>Location Code: ST. MARTIN MIDDLE SCHOOL (3000024)</p> <p>Quantity: 1.00</p> <p>Cost: \$20,850.00</p> <p>Line Item Total: \$20,850.00</p>	<p>Professional consulting group</p>
<p>Total for 2210-2219 - Improvement of Instruction Services: \$33,850.00</p> <p>Total for all other Function Codes:</p>	

	\$37,714.00
Total for all Function Codes:	\$71,564.00
Adjusted Allocation:	\$71,564.00
Remaining:	\$0.00

Budget Overview

JACKSON CO SCHOOL DIST (3000) Public District - FY 2022 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a) - ST. MARTIN MIDDLE SCHOOL (3000024) -

Indirect Cost	
Total Contributing to Indirect Cost	\$71,564.00
Indirect Cost Rate	0.65%
Maximum Allowed for Indirect Cost	\$462.16

Filter by Location: All - \$71,564.00 ▼

Object Code	Function Code	1130 - Middle School Programs	1280 - Tutorial/Supplemental Educ. Services	2210-2219 - Improvement of Instruction Services	Total
100-199 - Employee Salaries		1,365.00	11,510.96	10,240.32	23,116.28
200-299 - Employee Benefits		109.14	5,582.21	2,759.68	8,451.03
300-399 - Prof Services		17,278.25	0.00	20,850.00	38,128.25
600-699 - Supplies		1,868.44	0.00	0.00	1,868.44
Total		20,620.83	17,093.17	33,850.00	71,564.00
			Adjusted Allocation		71,564.00
			Remaining		0.00

Budget Overview Plus/Minus

JACKSON CO SCHOOL DIST (3000) Public District - FY 2022 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a) - ST. MARTIN MIDDLE SCHOOL (3000024) -

Indirect Cost	
Total Contributing to Indirect Cost	\$71,564.00
Indirect Cost Rate	0.65%
Maximum Allowed for Indirect Cost	\$462.16

Filter by Location: All - \$71,564.00 ▼

Object Code	Function Code	1130 - Middle School Programs	1280 - Tutorial/Supplemental Educ. Services	2210-2219 - Improvement of Instruction Services	Total
100-199 - Employee Salaries		1,365.00	11,510.96	10,240.32	23,116.28
200-299 - Employee Benefits		109.14	5,582.21	2,759.68	8,451.03
300-399 - Prof Services		17,278.25	0.00	20,850.00	38,128.25
600-699 - Supplies		1,868.44	0.00	0.00	1,868.44
Total		20,620.83	17,093.17	33,850.00	71,564.00
			Adjusted Allocation		71,564.00
			Remaining		0.00

School Improvement, 1003(a) School Allocations

JACKSON CO SCHOOL DIST (3000) Public District - FY 2022 - 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	\$71,564.00	\$0.00	\$71,564.00	\$71,564.00

Part II: Vision, Mission, Goals

JACKSON CO SCHOOL DIST (3000) Public District - FY 2022 - 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 % MAAAP Spring Assessment	Target Proficiency % on MAAAP 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.	* 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.	* Select... ▼	*
DC.1.03: School aligns allocation of resources (money, time, personnel, etc.) to school improvement goals.	* 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).	* Select... ▼	*
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.	* Select... ▼	*
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.	* Select... ▼	*
Talent Development Indicators of Effective Practice	Assessment of Practice in School	Provide details to explain the reason for the selected assessment of the indicator.
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.	* Select... ▼	*
LDR.3.07: Professional development of individual teachers includes an emphasis on indicators of effective teaching.	* Select... ▼	*
Instructional Transformation Indicators of Effective Practice	Assessment of Practice in School	Provide details to explain the reason for the selected assessment of the indicator.
PLN.4.05: Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.	* Select... ▼	*
PLN.1.01: Instructional Teams develop standards-aligned units of instruction for each subject and grade level.	* Select... ▼	*
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.	* Select... ▼	*
Culture Shift Indicators of Effective Practice	Assessment of Practice in School	Provide details to explain the reason for the selected assessment of the indicator.

LDR.3.10: School implements strategies and practices to improve school climate and culture.	* 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?
DC.1.03 ▼	<input checked="" type="checkbox"/>	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.	* This action is successful when students show a 5% increase in ELA & Math proficiency for students with disabilities subgroup on the MAAP assessment.	Building Level Administrators & Leadership Team	6/1/2022

LDR.3.07 ▼	<input checked="" type="checkbox"/>	There will be funding for a Saturday Academy providing collaboration between Gen Ed and SPED teachers. A consulting group will be brought in to observe and provide feedback and timelines of implementation for teachers as well pull small groups for instruction.	* This action is successful when students show a 5% increase in ELA & Math proficiency for students with disabilities subgroup on the MAAP assessment.	Building Level Administrators & Leadership Team	6/1/2023
PLN.1.01 ▼	<input checked="" type="checkbox"/>	A behavior intervention program will be introduced to the staff to help monitor students.	* This action is successful when students show a 5% increase in ELA & Math proficiency for students with disabilities subgroup on the MAAP assessment.	Building Level Administrators & Leadership Team	6/1/2023
DC.1.01 ▼	<input checked="" type="checkbox"/>	There will be funding for implementing the state mentor program to pay substitutes who will fill the roles of teacher that are out of the classroom mentoring or being mentored.	* This action is successful when students show a 5% increase in ELA & Math proficiency for students with disabilities subgroup on the MAAP assessment.	Building Level Administrators & Leadership Team	6/1/2023

<p>DC.1.03 ▼</p>	<p><input checked="" type="checkbox"/></p>	<p>Intervention online programs and instructional materials will be utilized to support the interventions of the lower 25%.</p>	<p>* This action is successful when students show a 5% increase in ELA & Math proficiency for students with disabilities subgroup on the MAAP assessment.</p>	<p>Building Level Administrators & Leadership Team</p>	<p>6/1/2023</p>
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Part IIA: Use of Section 1003 School Improvement Funds

JACKSON CO SCHOOL DIST (3000) Public District - FY 2022 - 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	<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</p>	\$ 17,093.17

				<p>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</p> <p>3. EFFECT SIZE: Small Group Instruction 0.47 4. The strategy of using an ELA interventionist has been partially implemented. We have had a difficult time securing a long-term employee, but we now have a full-time employee to begin the school year in this position. The role of the interventionist is critical to these students' success. The small group and one-on-one assistance helps to evaluate, target, and address the students' weaknesses. Despite this issue, we have seen positive gains in iReady scores for our Special Education students in the area of ELA. Recent MAAP test scores show that 22% of our Special Education students are on grade level and 12% of these students are above grade level. This is an improvement. We do believe that with a permanent person in this position, we could see even greater gains.</p>	<p>1. NARRATIVE: Professional development relates to courses or interventions aimed to enhance the beliefs, actions, impact of knowledge of teachers and school leaders. PD is much more effective when implemented on site where trainers can model strategies and observe teachers in a classroom setting. When teachers need extra training, as many do today, on site PD is likely to have positive impact on student achievement. 2. Source: https://www.visiblelearningmetax.com/. 3. EFFECT SIZE - On Site PD - .37 4. Kids First has a very successful track record in our district. They provide on site Professional Development to assist teachers in analyzing data and providing strategies to reach the special populations and bottom quartile of students. Our teachers are in need of this type of data analysis training. 1. NARRATIVE: Small group learning is where students are grouped into smaller groups within the class. This type of instruction is</p>	<p>Strong ▼</p>	<p>* Educational Consulting, small group PD</p>	<p>LDR.3.07 ▼</p>	<p>OJEPD ▼</p>	<p>\$ 20,850.00</p>
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very effective when focusing on common needs and deficits within a group of students. The instruction can be targeted specifically for students that may need more one on one time to understand a concept. The effect size of .47, for small group instruction, is based on John Hattie's research and the principles of Visible Learning, a synthesis of over 1600 meta analyses relating to achievement. An effect size of .40 or more is considered to have the potential to accelerate student achievement. Small Group has an effect size of .47, the potential to accelerate student achievement.

2. SOURCE:
<https://www.visiblelearningmetax.com/> 3. EFFECT SIZE - Small Group - .47 4. Kids First has had success in our district working with students in small groups bridging the gaps and preparing them for state assessments. Utilizing outside sources to provide supplemental sessions, we are able to ensure that more students needing remediation are serviced. 1. NARRATIVE: Research is clear on the concept of Collective Efficacy impacting student learning. Collective Efficacy is the shared belief by a group of teachers in a particular educational environment that they have the skills to positively impact student outcomes. The effect size of 1.36, for Collective Efficacy, is based on John Hattie's research and the principles of Visible Learning, a synthesis of over 1600 meta analyses relating to achievement. An effect size of .40 or more is considered to have the potential to accelerate student achievement. Collective Efficacy has an effect size of 1.36, the potential to considerably accelerate student achievement. 2. SOURCE: <https://www.visiblelearningmetax.com/> 3. EFFECT SIZE - Collective Efficacy 1.36 4. These sessions will be utilized to provide teachers with professional learning on differentiated instruction and strategies for scaffolding instruction based on student needs. With our increase in numbers of students with IEP's, this professional development will provide Co-Ed teachers

OJEPD ▼	LDR.3.07 ▼	* State Mentor Programs	Strong ▼	<p>development will provide our teachers the tools and confidence needed to grow students, and will demonstrate that we can grow all students successfully to reach their greatest potential.</p> <p>1. NARRATIVE: Research is clear on the concept of Collective Efficacy impacting student learning. Collective Efficacy is the shared belief by a group of teachers in a particular educational environment that they have the skills to positively impact student outcomes. The effect size of 1.36, for Collective Efficacy, is based on John Hattie's research and the principles of Visible Learning, a synthesis of over 1600 meta analyses relating to achievement. An effect size of .40 or more is considered to have the potential to accelerate student achievement. Collective Efficacy has an effect size of 1.36, the potential to considerably accelerate student achievement. 2. SOURCE: https://www.visiblelearningmetax.com/ 3. EFFECT SIZE: - Collective Efficacy 1.36 4. This program will provide much needed support for our new teachers. Many new teachers do not have the tools or skills to be successful in the classroom. Utilizing time during the school day for mentors to observe, guide and train new teachers will be invaluable in developing confident teachers that will contribute to our success.</p>	\$ 1,474.14
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<p>TI ▼</p>	<p>PLN.1.01 ▼</p>	<p>* Behavior Intervention Program</p>	<p>Strong ▼</p>	<p>1. NARRATIVE: There is overwhelming evidence that RTI, a multi-tier approach to the early identification and support of students with learning and behavior needs can positively impact student learning. This program provides data analysis on a daily basis and students are provided appropriate interventions based on their greatest need. The effect size of 1.09, for RTI, is based on John Hattie's research and the principles of Visible Learning, a synthesis of over 1600 meta analyses relating to achievement. An effect size of .40 or more is considered to have the potential to accelerate student achievement. RTI has an effect size of 1.09, the potential to considerably accelerate student achievement. 2. SOURCE: https://www.visiblelearningmetax.com/ 3. EFFECT SIZE: RTI - 1.09 Potential to considerably accelerate student achievement 4. Our School District has recently implemented a robust behavior intervention program. Review 360 is a tool that has been utilized at other school districts with great success. The program provides training and tracking capabilities that will greatly enhance our present Response to Intervention program and will give us the ability to provide timely and effective interventions.</p>	<p>\$ 5,087.25</p>
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<p>TI ▼</p>	<p>PLN.4.05 ▼</p>	<p>* Online Math Intervention program</p>	<p>Strong ▼</p>	<p>1. NARRATIVE: Mathematics programs and interventions for students with Learning Disabilities has been show to accelerate student achievement. The effect size of .60, for Mathematics Programs for LD , is based on John Hattie's research and the principles of Visible Learning, a synthesis of over 1600 meta-analyses relating to achievement. An effect size of .40 or more is considered to have the potential to accelerate student achievement. Math programs for students with disabilities has an effect size of .60, the potential to considerably accelerate student achievement. 2. SOURCE: https://www.visiblelearningmetax.com/ 3. EFFECT SIZE: - Math Intervention Program for LD .60 4. This program has been successfully implemented by our Inclusion teachers in the past. When paired with direct quality direct instruction, this program provides basic math practice and instruction that supports our students with learning disabilities in math.</p>	<p>\$ 8,913.00</p>
<p>EBIR ▼</p>	<p>PLN.4.05 ▼</p>	<p>* Instructional supplies</p>	<p>Strong ▼</p>	<p>1. NARRATIVE: Intervention to support students with learning and behavior needs is critical in accelerating student achievement. Many times students lack the supplies or tools to take advantage of the strategies that will enhance their learning. Providing supplies to students to apply these proven strategies of underlining, highlighting and note taking is critical and has the potential to accelerate learning. The effect size of .44, for underlining and highlighting and the effect size of .51 for note taking, is based on John Hattie's research and the principles of Visible Learning, a synthesis of over 1600 meta analyses relating to achievement. An effect size of .40 or more is considered to have the potential to accelerate student achievement. 2. Source: https://www.visiblelearningmetax.com/ 3. EFFECT SIZE- Underling and highlighting .44 and Note taking .51 4. These supplies will be utilized during our RTI small groups to support and enhance learning activities.</p>	<p>\$ 1,868.44</p>

<p>OJEPD ▼</p>	<p>LDR.3.07 ▼</p>	<p>* Saturday Academy collaboration PD</p>	<p>Strong ▼</p>	<p>1. NARRATIVE: Research is clear on the concept of Collective Efficacy impacting student learning. Collective Efficacy is the shared belief by a group of teachers in a particular educational environment that they have the skills to positively impact student outcomes. The effect size of 1.36, for Collective Efficacy, is based on John Hattie's research and the principles of Visible Learning, a synthesis of over 1600 meta analyses relating to achievement. An effect size of .40 or more is considered to have the potential to accelerate student achievement. Collective Efficacy has an effect size of 1.36, the potential to considerably accelerate student achievement. 2. SOURCE: https://www.visiblelearningmetax.com/ 3. EFFECT SIZE: Collective Efficacy - 1.36 - Potential to considerably accelerate student achievement 4. The Saturday Academy is a new concept giving teachers opportunity outside the regular school day to come together to collaborate and share ideas. Training for Co-teaching between SPED and Gen Ed teachers has not been adequately provided for our teachers. Teachers are hesitant to implement a lot of the strategies for co-teaching because they lack the confidence or training. We will use the Saturday Academy time to provide training to increase the confidence and promote the belief amongst teachers that collaboration and co teaching is viable and will lead to student success.</p>	<p>\$ 13,000.00</p>
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TI	PLN.4.05	* Online Reading Program	Strong	<p>1. NARRATIVE: Small group learning is where students are grouped into smaller groups within the class. This type of instruction is very effective when focusing on common needs and deficits within a group of students. Instruction can be targeted specifically for students that need one on one time to understand a concept. The effect size of .47, for small group instruction, is based on John Hattie's research and the principles of Visible Learning, a synthesis of over 1600 meta analyses relating to achievement. An effect size of .40 or more is considered to have the potential to accelerate student achievement. Small Group has an effect size of .47, the potential to accelerate student achievement. 2. SOURCE: https://www.visiblelearningmetax.com/ 3. EFFECT SIZE: - Small Group .47 4. This program will primarily be used in our RTI small groups to remediate students with learning gaps. It has features that align lessons with our text. The assessment feature will provide timely feedback which will allow for flexibility in tailoring our small group sessions for maximum impact.</p>	\$ 3,278.00
Strategy Key					
L = Leadership					
HQIM = High Quality Instructional Materials					
TI = Technology Integration					
OJEPD = On-Going, Job-Embedded Professional Development					
ILT = Increased Learning Time					
ECP = Early Childhood (Pre-K) Programs					
O = Other					
EBIR = Evidence-based Instructional Resources					

JACKSON CO SCHOOL DIST (3000) Public District - FY 2022 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a) - ST. MARTIN MIDDLE SCHOOL (3000024) -

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.

4/29/2024 4:47:15 PM

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

JACKSON CO SCHOOL DIST (3000) Public District - FY 2022 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a) - ST. MARTIN MIDDLE SCHOOL (3000024) -

Principal Contact Information

* Name

April Parkman

* Phone Number

228-283-3500

* Email

april.parkman@jcsd.ms

N/A

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

	Headcount	FTE
Teachers	2.00	2.00
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	44.00	22.00
Other: Substitutes	8.00	4.00
Total:	54.00	28.00

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

JACKSON CO SCHOOL DIST (3000) Public District - FY 2022 - 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"/>
Total:	<input type="text"/>	<input type="text"/>

Related Documents

JACKSON CO SCHOOL DIST (3000) Public District - FY 2022 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a) - ST. MARTIN MIDDLE SCHOOL (3000024) -

Optional Documents	
Type	Document/Link
Revision Form Revised on 01/25/2021 for SI 1003 ⓘ	📎 <u>SIG FY22 Revision 1 SMMS</u>
	📎 <u>SIG FY22 revision 2 SMMS</u>
	📎 <u>FY22 SIG revision 4</u>

Budget

JACKSON CO SCHOOL DIST (3000) Public District - FY 2022 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a) - VANCLEAVE MIDDLE SCHOOL (3000018) -

Indirect Cost	
Total Contributing to Indirect Cost	\$10,867.00
Indirect Cost Rate	0.65%
Maximum Allowed for Indirect Cost	\$70.17

Function Code	Total
1105 - Pre-Kindergarten Programs	\$0.00
1110 - Kindergarten Programs	\$0.00
1120 - Elementary Programs	\$0.00
1130 - Middle School Programs	\$51,660.00
1140 - High School Programs	\$0.00
1142 - Career & Technical Education Programs	\$0.00
1191-1195 - Other Regular Programs	\$0.00
1196 - E-Learning Programs	\$0.00
1197-1199 - Other Regular Programs	\$0.00
1210 - Gifted Education 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 Programs	\$0.00
1280 - Tutorial/Supplemental Educ. Services	\$0.00
1285 - Drop-out Prevention Programs	\$0.00
1290 - 1294 - Defined Special Programs	\$0.00
1295 - Private School Participation	\$0.00
1296-1299 - Other Special Programs	\$0.00
1310-1390 - Adult Continuing Education Programs	\$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 and Audiology Services	\$0.00
2160 - School Resource Officer (Not Security/Police)	\$0.00
2190 - Other Support Services - Students	\$0.00
2210-2219 - Improvement of Instruction Services	\$4,867.00
2220-2229 - Educational Media Services	\$0.00
2240 - Academic Student Assessments	\$0.00
2290 - Other Support Services-Instructional Staff	\$0.00
2330 - Special Area Administration Services	\$0.00
2510-2599 - Business Services	\$0.00
2610-2699 - Operation and Maintenance Services	\$0.00
2710-2799 - Student Transportation Services	\$0.00
2810-2849 - Central Support Services	\$0.00
3300 - Community Services Operations	\$0.00
3900-3949 - Other Non-instructional Services	\$0.00
7110 - Indirect Costs Transfers Out	\$0.00
7120 - Other Transfers Out	\$0.00
Total	\$56,527.00
Adjusted Allocation	\$56,527.00
Remaining	\$0.00

Budget Detail

JACKSON CO SCHOOL DIST (3000) Public District - FY 2022 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a) - VANCLEAVE MIDDLE SCHOOL (3000018) -

1130 - Middle School Programs - \$51,660.00 ▼

Budget Detail

Narrative Description

Function Code: 1130 - Middle School Programs

Object Code: 300-399 - Prof Services

Location Code: VANCLEAVE MIDDLE SCHOOL (3000018)

Quantity: 1.00

Cost: \$6,000.00

Line Item Total: \$6,000.00

Behavioral intervention web-based programs

Function Code: 1130 - Middle School Programs

Object Code: 700-799 - Property

Location Code: VANCLEAVE MIDDLE SCHOOL (3000018)

Quantity: 1.00

Cost: \$45,660.00

Line Item Total: \$45,660.00

Technology needs for the school

Total for 1130 - Middle School Programs: \$51,660.00

Total for all other Function Codes: \$4,867.00

Total for all Function Codes: \$56,527.00

Adjusted Allocation: \$56,527.00

Remaining: \$0.00

Budget Detail

JACKSON CO SCHOOL DIST (3000) Public District - FY 2022 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a) - VANCLEAVE MIDDLE SCHOOL (3000018) -

2210-2219 - Improvement of Instruction Services - \$4,867.00 ▼

Budget Detail

Narrative Description

Function Code: 2210-2219 - Improvement of Instruction Services

Object Code: 500-599 - Other Purchased Services
Location Code: VANCLEAVE MIDDLE SCHOOL (3000018)

Quantity: 1.00

Cost: \$2,161.00

Line Item Total: \$2,161.00

Travel expenses for conferences

Function Code: 2210-2219 - Improvement of Instruction Services

Object Code: 800-899 - Other Objects
Location Code: VANCLEAVE MIDDLE SCHOOL (3000018)

Quantity: 1.00

Cost: \$2,706.00

Line Item Total: \$2,706.00

Registration fees for co-teaching conferences

Total for 2210-2219 - Improvement of Instruction Services: \$4,867.00

Total for all other Function Codes: \$51,660.00

Total for all Function Codes: \$56,527.00

Adjusted Allocation: \$56,527.00

Remaining: \$0.00

Budget Overview

JACKSON CO SCHOOL DIST (3000) Public District - FY 2022 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a) - VANCLEAVE MIDDLE SCHOOL (3000018) -

Indirect Cost	
Total Contributing to Indirect Cost	\$10,867.00
Indirect Cost Rate	0.65%
Maximum Allowed for Indirect Cost	\$70.17

Filter by Location: All - \$56,527.00
[\[Download Data\]](#)

Object Code	Function Code	1130 - Middle School Programs	2210-2219 - Improvement of Instruction Services	Total
300-399 - Prof Services		6,000.00	0.00	6,000.00
500-599 - Other Purchased Services		0.00	2,161.00	2,161.00
700-799 - Property		45,660.00	0.00	45,660.00
800-899 - Other Objects		0.00	2,706.00	2,706.00
Total		51,660.00	4,867.00	56,527.00
		Adjusted Allocation		56,527.00
		Remaining		0.00

Budget Overview Plus/Minus

JACKSON CO SCHOOL DIST (3000) Public District - FY 2022 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a) - VANCLEAVE MIDDLE SCHOOL (3000018) -

Indirect Cost	
Total Contributing to Indirect Cost	\$10,867.00
Indirect Cost Rate	0.65%
Maximum Allowed for Indirect Cost	\$70.17

Filter by Location: All - \$56,527.00 ▼

Object Code	Function Code	1130 - Middle School Programs	2210-2219 - Improvement of Instruction Services	Total
300-399 - Prof Services		6,000.00	0.00	6,000.00
500-599 - Other Purchased Services		0.00	2,161.00	2,161.00
700-799 - Property		45,660.00	0.00	45,660.00
800-899 - Other Objects		0.00	2,706.00	2,706.00
Total		51,660.00	4,867.00	56,527.00
		Adjusted Allocation		56,527.00
		Remaining		0.00

School Improvement, 1003(a) School Allocations

JACKSON CO SCHOOL DIST (3000) Public District - FY 2022 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a) - VANCLEAVE MIDDLE SCHOOL (3000018) -

Grant Applicant	Current Allocation	Carryover Allocation	Total Allocation	Budget Amount
VANCLEAVE MIDDLE SCHOOL	\$56,527.00	\$0.00	\$56,527.00	\$56,527.00

Part II: Vision, Mission, Goals

JACKSON CO SCHOOL DIST (3000) Public District - FY 2022 - 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.	* 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.	* Select... ▼	*
DC.1.03: School aligns allocation of resources (money, time, personnel, etc.) to school improvement goals.	* 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).	* Select... ▼	*
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.	* Select... ▼	*
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.	* Select... ▼	*
Talent Development Indicators of Effective Practice	Assessment of Practice in School	Provide details to explain the reason for the selected assessment of the indicator.
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.	* Select... ▼	*
LDR.3.07: Professional development of individual teachers includes an emphasis on indicators of effective teaching.	* Select... ▼	*
Instructional Transformation Indicators of Effective Practice	Assessment of Practice in School	Provide details to explain the reason for the selected assessment of the indicator.
PLN.4.05: Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.	* Select... ▼	*
PLN.1.01: Instructional Teams develop standards-aligned units of instruction for each subject and grade level.	* Select... ▼	*
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.	* Select... ▼	*
Culture Shift Indicators of Effective Practice	Assessment of Practice in School	Provide details to explain the reason for the selected assessment of the indicator.

LDR.3.10: School implements strategies and practices to improve school climate and culture.	* 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?
DC.1.03 ▼	<input checked="" type="checkbox"/>	Interactive panels will be used for technology-enhanced instruction and increased learning time for the targeted student population within small groups utilizing interactive instructional boards.	This action proves successful when students show a 2% increase in ELA & Math proficiency for the students with disabilities subgroup on the 2022 MAAP assessment.	Building Level Administrators & Leadership Team	6/1/2022

LDR.3.07 ▼	<input checked="" type="checkbox"/>	<p>VMS teachers will be provided the opportunity to attend the national co-teaching conference 'CEC 2022' with peer collaboration required upon return.</p>	<p>This action proves successful when students show a 2% increase in ELA & Math proficiency for the students with disabilities subgroup on the 2022 MAAP assessment.</p>	<p>Building Level Administration & Leadership Team</p> <p>6/1/2022</p>
DC.1.03 ▼	<input checked="" type="checkbox"/>	<p>VMS will purchase Kickboard, a web based PBIS software that is utilized to enhance learning. The tracking software allows teachers to input data of student behaviors in real time to implement effective intervention solutions. This will aid student with social-emotional learning and behavioral needs succeed in the classroom. In addition to the purchase, Kickboard will provide training to teacher on the utilization of the software.</p>	<p>Kickboard is a tracking software that takes real time behavioral input and analyzes and graphs the data to target behaviors that a student is trying to change. The educator and student set a quantifiable goal; Kickboard plots the progress over time on an east to read graph. This is a powerful progress monitoring tool. This action proves successful when students show a 2% increase in ELA & Math proficiency for the students with disabilities subgroup on the 2022 MAAP assessment.</p>	<p>Building Level Administration & Leadership Team</p> <p>6/1/2022</p>

Part IIA: Use of Section 1003 School Improvement Funds

JACKSON CO SCHOOL DIST (3000) Public District - FY 2022 - 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
TI	DC.1.03	* Technology Integration of Interactive Boards	Strong		\$ 45,660.00

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<p>1. NARRATIVE: VMS plans to purchase Active Panels with laptops for the tutoring room, as well as a special education classroom. 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. LINK: https://ejournals.bc.edu/ojs/index.php/jtla/article/viewFile/1607/1462-accessdate=19 3. EFFECT SIZE: The effect size ranges from +0.61 to +0.78. 4. This strategy has been implemented. Using iReady Diagnostic, students Math scores increased 18% and ELA scores increased 2%.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<p>1. NARRATIVE: VMS plans to purchase Kickboard, a PBIS tracking software. The software allows teachers to input data on a wide range of student behaviors in real time on portable electronic devices. This effective intervention solution will help students with social-emotional and behavioral needs succeed in the classroom. School administrators can track student behavior by student and classroom. In addition to providing basic training to help all schools set up and use the software, Kickboard allows schools to purchase other services to help practitioners better use the software to change their school cultures. 2. LINK: Barrett, N. and Harris, D., 2018. The Effects of a Positive Behavior Interventions and Supports (PBIS) Data Platform on Student Academic and Disciplinary Outcomes. Education Research Alliance for New Orleans. 3. EFFECT SIZE: Effect size of the study: ES= 0.62 "Behavioral Intervention Program- direct effect on classroom influence" 4. This strategy has not been implemented before.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<p>\$ 6,000.00</p>
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OJEPD ▼	DC.1.03 ▼	* Co-Teaching Professional Development	Moderate ▼	<p>NARRATIVE: VMS will attend the CEC (Council for Exceptional Children) conference. Professional development conference supports educators in order for them to support students by gaining access to the tools, research and learning in order to make students successful in all academic areas, as well as, social-emotional learning. LINK: Gore, J., Lloyd, A., Smith, M., Bowe, J., Ellis, H., Lubans, D. (2017). Effects of professional development on the quality of teaching: Results from a randomized controlled trial of Quality Teaching Rounds. Teaching and Teacher Education, Volume 68, Pages 99-113. ISSN 0742-051X, https://doi.org/10.1016/j.tate.2017.08.007. (https://www.sciencedirect.com/science/article/pii/S0742051X17304225)</p> <p>EFFECT SIZE: 0.41 Professional Development programs for teacher education. Positive impacts on teacher and student morale. This strategy has not been implemented before.</p>	\$ 4,867.00
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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

JACKSON CO SCHOOL DIST (3000) Public District - FY 2022 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a) - VANCLEAVE MIDDLE SCHOOL (3000018) -

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.

4/29/2024 4:47:30 PM

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

JACKSON CO SCHOOL DIST (3000) Public District - FY 2022 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a) - VANCLEAVE MIDDLE SCHOOL (3000018) -

Principal Contact Information

* Name

Karen Glass

* Phone Number

228-283-3800

* Email

karen.glass@jcsd.ms



N/A

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

	Headcount	FTE
Teachers		
Paraprofessionals		
Instructional Facilitators		
Resource Specialists		
Guidance Counselors		
Parent Involvement		
After-School/Extended Day Tutors		
PD Stipend Recipients/Participants		
Other:		
Total:		

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

JACKSON CO SCHOOL DIST (3000) Public District - FY 2022 - 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"/>
Total:	<input type="text"/>	<input type="text"/>

Related Documents

JACKSON CO SCHOOL DIST (3000) Public District - FY 2022 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a) - VANCLEAVE MIDDLE SCHOOL (3000018) -

Type	Optional Documents	Document/Link
Revision Form Revised on 01/25/2021 for SI 1003	Revision Form	SIG FY22 Revision 1 VMS SIG FY22 revision 2 VMS

Related Documents

JACKSON CO SCHOOL DIST (3000) Public District - FY 2022 - 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	 <u>JCSD FY22 SIG BOARD SIGNATURE PAGE</u>

JACKSON CO SCHOOL DIST (3000) Public District - FY 2022 - School Improvement, 1003(a) - Rev 5 - School Improvement, 1003(a) Checklist

This checklist is a means of communication between 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, 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 Attention Needed, 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 MDE may provide notes to explain those items. 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 MDE determines that the item has been corrected, Attention Needed will be changed to OK by the MDE Reviewer. If the items that were marked Attention Needed 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](#))

1. Allocation

Not Reviewed ▼

- 1.01 Allocations - Allocation total for each school and the LEA is accurate.
- 1.02 The budget(s) are aligned to the appropriate function and cost objective.
- 1.03 The school's budget narrative provides sufficient details to address how funds are allocated.

2. Part I: District Application

Not Reviewed ▼

- 2.01 Please describe how the LEA will develop CSI plans for schools that receive Section 1003 funds.
- 2.02 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.
- 2.03 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)
- 2.04 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.
- 2.05 Please describe how the district will align other Federal, State, and local resources to carry out the activities supported with Section 1003 funds.
- 2.06 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.
- 2.07 Please describe process used by the school leadership team in collaboration with the district leadership to identify and select the evidence-based interventions.
- 2.08 Assurance and Certification of Approval have been checked.

3. Part II: Vision, Mission, Goals

Not Reviewed ▼

- 3.01 The vision and mission of each school is clearly articulated/stated. a.) Vision b.) Mission
- 3.02 Annual goals and subgroups are accurately identified.
- 3.03 Targeted proficiencies on MAAP assessments in ELA, Math, and Science are identified, reasonable, and attainable.
- 3.04 Indicators of Effective practices are assessed and an explanation is provided for the assessment.
- 3.05 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).
- 3.06 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.
- 3.07 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.
- 3.08 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.
- 3.09 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).
- 3.10 Evidenced-based action plan has been created with all components addressed and funded indicators have been identified. a.) Funded interventions have been identified b.) Action steps are provided c.) Benchmark Indicator has been identified d.) Position responsible has been identified e.) Timeframe for implementation has been identified and aligns with plan implementation (Period of Availability: Obligation 09/30/21: Liquidation 12/08/21).

4. Part II A: Use of Section 1003 School Improvement Funds

Not Reviewed ▼

- 4.01 Identification- School improvement status has been identified by clicking the appropriate identification for the school
- 4.02 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.

4.03 The cost of the evidence-based intervention has been provided and aligns with the 1003 budget.

5. Part III: Use of Required Title I, Part A Reservation for CSI, TSI and ATSI Schools Not Reviewed ▼

5.01 20% of the identified school's Title I allocation has been populated from the approved Consolidated application

6. Personnel Details Not Reviewed ▼

6.01 School information has been provided. Current information for Principal has been provided.

6.02 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

6.03 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

7. Related Documents - Revision Form Not Reviewed ▼

7.01 The correct version of the revision form has been uploaded in the correct location.

7.02 The revision form is completed accurately. a.) Intervention/Strategies that have been modified b.) Reason for Revision c.) District Revision Number Aligns with the MCAPS Revision Number d.) School Revision Number is Accurate e.) Fiscal Year is Accurate f.) Program Name Provided g.) All Required Signatures are Provided