

History Log

JACKSON CO SCHOOL DIST (3000) Public District - FY 2019 - School Improvement, 1003(a) - Rev 3 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/20/2020 11:59:36 AM	Sonja Robertson	Status changed to 'MDE School Improvement, 1003(a) Director Approved'.	S
	10/14/2020 1:41:33 PM	Sharita Giles	Status changed to 'MDE School Improvement, 1003(a) District Contact Approved'.	S
	10/13/2020 8:39:24 AM	Ryan Earley	Status changed to 'LEA Business Manager Budget Approved'.	S
	10/12/2020 5:09:16 PM	Kimberly Williams	Status changed to 'LEA Federal Programs Revision Completed'.	S
	10/8/2020 2:01:31 PM	Sharita Giles	Status changed to 'MDE School Improvement, 1003(a) District Contact Returned Not Approved'.	S
	10/2/2020 7:14:42 AM	Ryan Earley	Status changed to 'LEA Business Manager Budget Approved'.	S
	10/1/2020 3:19:44 PM	Kimberly Williams	Status changed to 'LEA Federal Programs Revision Completed'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	9/29/2020 1:07:02 PM	Jennifer Smith	Status changed to 'Revision Started'.	S

Allocations

JACKSON CO SCHOOL DIST (3000) Public District - FY 2019 - School Improvement, 1003(a) - Rev 3 - Allocations

	(1)	SI 1003(a)	Total
Original		\$368,530.00	\$368,530.00
Reallocated		\$0.00	\$0.00
Additional		\$0.00	\$0.00
Released		\$0.00	\$0.00
Forfeited		\$0.00	\$0.00
Total		\$368,530.00	\$368,530.00

Application Components

JACKSON CO SCHOOL DIST (3000) Public District - FY 2019 - School Improvement, 1003(a) - Rev 3 - 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 2019 - School Improvement, 1003(a) - Rev 3 - 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. For more information about CSI plan requirements, please see the schools CSI plan in MS SOARS.

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 plans. Please see the TSI plan in MS SOARS for more information about TSI plan requirements. Note: if the district will not receive Section 1003 funds for its TSI schools, this element does not have to be addressed.

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

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

The District Leadership Team will monitor the instructional and fiscal activities of the schools receiving Section 1003a funds. The curriculum department will provide direct support for school teachers and administrators in the way of instructional coaching and advisement as they implement TSI/ATSI plans. The curriculum department will assist schools with unsuccessful TSI plan implementation by providing support and advisement for plan revision. The

business office will apply the same procedures used to expend all Title funds with regards to budgets and purchasing procedures. The Superintendent will have all TSI/ATSI school principals submit monthly reports during breakout sessions after the monthly principal meetings to inform the leadership team of progress being made with the subgroup. The Special Education director and the MET team will comprehensively review students deemed unsuccessful for TST or suspected of a disability and work with school personnel to ensure that the needs of all IDEA students are met within the TSI/ATSI plan. As a team we will review data and recommend adjustments in areas that are not progressing. This will be an ongoing, monthly process.

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

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

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

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

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

The curriculum department will prioritize the instructional coaches for TSI/ATSI schools so that additional time will be allocated to assist the effective implementation of TSI/ATSI plans. The Special Education director will ensure that modify or adjust sped unit allocations per ATSI/TSI school as needed to implement the school's plan. Moreover, his team will progress monitor IDEA students every nine weeks.

* 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.

Budget

JACKSON CO SCHOOL DIST (3000) Public District - FY 2019 - School Improvement, 1003(a) - Rev 3 - School Improvement, 1003(a)

Indirect Cost	
Total Contributing to Indirect Cost	\$227,083.00
Indirect Cost Rate	0.60%
Maximum Allowed for Indirect Cost	\$1,354.37

Budget By Object Codes

Function Code	Total
1105 - Pre-Kindergarten Programs	\$0.00
1110 - Kindergarten Programs	\$0.00
1120 - Elementary Programs	\$39,177.40
1130 - Middle-Junior High Programs	\$56,974.30
1140 - High School Programs	\$17,548.07
1190-1199 - Other Regular Programs	\$0.00
1230 - Alternative School Programs	\$0.00
1250 - Title I Programs	\$0.00
1260 - After School Programs	\$0.00
1270 - Remediation Extended School Year	\$0.00
1280 - Supplemental Educ. Services (SES)	\$0.00
1290 - Other Special Programs	\$0.00

1310-1390 - Adult/Continuing Education	\$0.00
1410-1420 - Summer School Programs	\$0.00
1930-1990 - Other Instructional Programs	\$0.00
2110-2119 - Attendance & Social Work Svcs.	\$0.00
2120-2129 - Guidance Services	\$0.00
2130-2139 - Health Services	\$0.00
2140-2149 - Psychological Services	\$0.00
2150-2159 - Speech Pathology	\$0.00
2160 - School Resource Officer	\$0.00
2190 - Other Support Services - Students	\$0.00
2210-2219 - Improvement of Instruction	\$254,830.13
2220-2229 - Educational Media Services	\$0.00
2330 - Special Area Administration	\$0.00
2500-2599 - Business Services	\$0.00
2610-2699 - Operation and Maintenance	\$0.00
2710-2799 - Student Transportation Services	\$0.00
2800-2899 - Central Support Services (Tech)	\$0.00
3300 - Community Services Operations	\$0.00
3900-3999 - Other Noninstructional	\$0.00
7110 - Indirect Costs Transfers Out	\$0.00
7120 - Other Transfers Out	\$0.00
Total	\$368,529.90

Adjusted Allocation	\$368,530.00
Remaining	\$0.10

Budget Overview

JACKSON CO SCHOOL DIST (3000) Public District - FY 2019 - School Improvement, 1003(a) - Rev 3 - School Improvement, 1003(a)

Indirect Cost	
Total Contributing to Indirect Cost	\$227,083.00
Indirect Cost Rate	0.60%
Maximum Allowed for Indirect Cost	\$1,354.37

[\[Download Data\]](#)

Function Code	1120 - Elementary Programs	1130 - Middle-Junior High Programs	1140 - High School Programs	2210-2219 - Improvement of Instruction	Total
Object Code					
100-199 - Employee Salaries	31,230.00	41,674.27	13,985.00	46,800.50	133,689.77
200-299 - Employee Benefits	7,947.40	15,214.58	3,563.07	9,489.71	36,214.76
300-399 - Prof Services	0.00	0.00	0.00	10,500.00	10,500.00

Function Code Object Code	1120 - Elementary Programs	1130 - Middle- Junior High Programs	1140 - High School Programs	2210-2219 - Improvement of Instruction	Total
500-599 - Other Purchased Services	0.00	0.00	0.00	18,258.75	18,258.75
600-699 - Supplies	0.00	85.45	0.00	28,334.27	28,419.72
700-799 - Property	0.00	0.00	0.00	141,446.90	141,446.90
Total	39,177.40	56,974.30	17,548.07	254,830.13	368,529.90
	Adjusted Allocation				368,530.00
	Remaining				0.10

Budget Overview Plus/Minus

JACKSON CO SCHOOL DIST (3000) Public District - FY 2019 - School Improvement, 1003(a) - Rev 3 - School Improvement, 1003(a)

Indirect Cost	
Total Contributing to Indirect Cost	\$227,083.00
Indirect Cost Rate	0.60%
Maximum Allowed for Indirect Cost	\$1,354.37

Function Code	1120 - Elementary Programs	1130 - Middle-Junior High Programs	1140 - High School Programs	2210-2219 - Improvement of Instruction	Total
Object Code					
100-199 - Employee Salaries	31,230.00 -\$22,396.00	41,674.27 -\$11,952.50	13,985.00 -\$9,637.00	46,800.50 +\$46,800.50	133,689.77 +\$2,815.00
200-299 - Employee Benefits	7,947.40 -\$4,824.00	15,214.58 -\$3,666.36	3,563.07 -\$2,448.35	9,489.71 +\$9,489.71	36,214.76 -\$1,449.00
300-399 - Prof Services	0.00	0.00	0.00	10,500.00	10,500.00

Function Code Object Code	1120 - Elementary Programs	1130 - Middle- Junior High Programs	1140 - High School Programs	2210-2219 - Improvement of Instruction	Total
500-599 - Other Purchased Services	0.00	0.00	0.00	18,258.75	18,258.75
600-699 - Supplies	0.00	85.45 -\$15,841.52	0.00 -\$12,492.85	28,334.27 +\$28,334.27	28,419.72 -\$0.10
700-799 - Property	0.00 -\$12,442.00	0.00 -\$72,534.40	0.00 -\$57,836.50	141,446.90 +\$141,446.90	141,446.90 -\$1,366.00
Total	39,177.40 -\$39,662.00	56,974.30 -\$103,994.78	17,548.07 -\$82,414.70	254,830.13 +\$226,071.38	368,529.90 -\$0.10
Adjusted Allocation					368,530.00
Remaining					0.10

School Improvement, 1003(a) School Allocations

JACKSON CO SCHOOL DIST (3000) Public District - FY 2019 - School Improvement, 1003(a) - Rev 3 - School Improvement, 1003(a)

Grant Applicant	Current Allocation	Carryover Allocation	Total Allocation	Budget Amount
EAST CENTRAL MIDDLE SCHOOL	\$76,069.00	\$0.00	\$76,069.00	\$76,068.90
ST MARTIN HIGH SCHOOL	\$114,236.00	\$0.00	\$114,236.00	\$114,236.00
ST MARTIN UPPER ELEMENTARY	\$81,570.00	\$0.00	\$81,570.00	\$81,570.00
ST. MARTIN MIDDLE SCHOOL	\$96,655.00	\$0.00	\$96,655.00	\$96,655.00
Total:	\$368,530.00	\$0.00	\$368,530.00	\$368,529.90

Budget

JACKSON CO SCHOOL DIST (3000) Public District - FY 2019 - School Improvement, 1003(a) - Rev 3 - School Improvement, 1003(a) - EAST CENTRAL MIDDLE SCHOOL (3000004) -

Indirect Cost	
Total Contributing to Indirect Cost	\$57,552.80
Indirect Cost Rate	0.60%
Maximum Allowed for Indirect Cost	\$343.25

Budget By Object Codes

Function Code	Total
1105 - Pre-Kindergarten Programs	\$0.00
1110 - Kindergarten Programs	\$0.00
1120 - Elementary Programs	\$0.00
1130 - Middle-Junior High Programs	\$36,543.76
1140 - High School Programs	\$0.00
1190-1199 - Other Regular Programs	\$0.00
1230 - Alternative School Programs	\$0.00
1250 - Title I Programs	\$0.00
1260 - After School Programs	\$0.00
1270 - Remediation Extended School Year	\$0.00
1280 - Supplemental Educ. Services (SES)	\$0.00
1290 - Other Special Programs	\$0.00

1310-1390 - Adult/Continuing Education	\$0.00
1410-1420 - Summer School Programs	\$0.00
1930-1990 - Other Instructional Programs	\$0.00
2110-2119 - Attendance & Social Work Svcs.	\$0.00
2120-2129 - Guidance Services	\$0.00
2130-2139 - Health Services	\$0.00
2140-2149 - Psychological Services	\$0.00
2150-2159 - Speech Pathology	\$0.00
2160 - School Resource Officer	\$0.00
2190 - Other Support Services - Students	\$0.00
2210-2219 - Improvement of Instruction	\$39,525.14
2220-2229 - Educational Media Services	\$0.00
2330 - Special Area Administration	\$0.00
2500-2599 - Business Services	\$0.00
2610-2699 - Operation and Maintenance	\$0.00
2710-2799 - Student Transportation Services	\$0.00
2800-2899 - Central Support Services (Tech)	\$0.00
3300 - Community Services Operations	\$0.00
3900-3999 - Other Noninstructional	\$0.00
7110 - Indirect Costs Transfers Out	\$0.00
7120 - Other Transfers Out	\$0.00
Total	\$76,068.90

Adjusted Allocation	\$76,069.00
Remaining	\$0.10

Budget Detail

JACKSON CO SCHOOL DIST (3000) Public District - FY 2019 - School Improvement, 1003(a) - Rev 3 - School Improvement, 1003(a) - EAST CENTRAL MIDDLE SCHOOL (3000004) -

Indirect Cost	
Total Contributing to Indirect Cost	\$57,552.80
Indirect Cost Rate	0.60%
Maximum Allowed for Indirect Cost	\$343.25

1130 - Middle-Junior High Programs - \$36,543.76

Function Code	Object Code	Location Code	Quantity	Cost	Line Item Total
1130 - Middle-Junior High Programs	100-199 - Employee Salaries	300004	1	\$25,424.27	\$25,424.27
Narrative Description					
Salaries for substitutes and one full time interventionist					
Function Code	Object Code	Location Code	Quantity	Cost	Line Item Total
1130 - Middle-Junior High Programs	200-299 - Employee Benefits	300004	1	\$11,034.04	\$11,034.04

Narrative Description

Benefits for substitutes and one full time interventionist

Function Code	Object Code	Location Code	Quantity	Cost	Line Item Total
1130 - Middle-Junior High Programs	600-699 - Supplies	3000004	1	\$85.45	\$85.45
Narrative Description					
Instructional materials and software					
Total for 1130 - Middle-Junior High Programs					\$36,543.76
Total for all other Function Codes					\$39,525.14
Total for all Function Codes					\$76,068.90
Adjusted Allocation					\$76,069.00
Remaining					\$0.10

Budget Detail

JACKSON CO SCHOOL DIST (3000) Public District - FY 2019 - School Improvement, 1003(a) - Rev 3 - School Improvement, 1003(a) - EAST CENTRAL MIDDLE SCHOOL (3000004) -

Indirect Cost	
Total Contributing to Indirect Cost	\$57,552.80
Indirect Cost Rate	0.60%
Maximum Allowed for Indirect Cost	\$343.25

2210-2219 - Improvement of Instruction - \$39,525.14 ▼

Function Code	Object Code	Location Code	Quantity	Cost	Line Item Total
2210-2219 - Improvement of Instruction	100-199 - Employee Salaries ▼	3000004 ▼	1	\$597.50	\$597.50

Narrative Description

Salaries for substitutes and one full time interventionist

Function Code	Object Code	Location Code	Quantity	Cost	Line Item Total
2210-2219 - Improvement of Instruction	200-299 - Employee Benefits ▼	3000004 ▼	1	\$70.12	\$70.12

Narrative Description						
Benefits for substitutes and one full time interventionist						
Function Code	Object Code	Location Code	Quantity	Cost	Line Item Total	
2210-2219 - Improvement of Instruction	300-399 - Prof Services	3000004	1	\$4,500.00	\$4,500.00	
Narrative Description						
Professional development work sessions, onsite training, and incentive program fees						
Function Code	Object Code	Location Code	Quantity	Cost	Line Item Total	
2210-2219 - Improvement of Instruction	600-699 - Supplies	3000004	1	\$15,841.42	\$15,841.42	
Narrative Description						
Instructional materials and software						
Function Code	Object Code	Location Code	Quantity	Cost	Line Item Total	
2210-2219 - Improvement of Instruction	700-799 - Property	3000004	1	\$18,516.10	\$18,516.10	
Narrative Description						
laptops, laptop carts, headphones, and tablets						

Total for 2210-2219 - Improvement of Instruction

\$39,525.14

Total for all other Function Codes

\$36,543.76

Total for all Function Codes

\$76,068.90

Adjusted Allocation

\$76,069.00

Remaining

\$0.10

Budget Overview

JACKSON CO SCHOOL DIST (3000) Public District - FY 2019 - School Improvement, 1003(a) - Rev 3 - School Improvement, 1003(a) - EAST CENTRAL MIDDLE SCHOOL (3000004) -

Indirect Cost	
Total Contributing to Indirect Cost	\$57,552.80
Indirect Cost Rate	0.60%
Maximum Allowed for Indirect Cost	\$343.25

Filter by Location: All - \$76,068.90
[\[Download Data\]](#)

Object Code	Function Code	1130 - Middle-Junior High Programs	2210-2219 - Improvement of Instruction	Total
100-199 - Employee Salaries		25,424.27	597.50	26,021.77
200-299 - Employee Benefits		11,034.04	70.12	11,104.16
300-399 - Prof Services		0.00	4,500.00	4,500.00
600-699 - Supplies		85.45	15,841.42	15,926.87

Function Code	1130 - Middle-Junior High Programs	2210-2219 - Improvement of Instruction	Total
Object Code			
700-799 - Property	0.00	18,516.10	18,516.10
Total	36,543.76	39,525.14	76,068.90
		Adjusted Allocation	76,069.00
		Remaining	0.10

Budget Overview Plus/Minus

JACKSON CO SCHOOL DIST (3000) Public District - FY 2019 - School Improvement, 1003(a) - Rev 3 - School Improvement, 1003(a) - EAST CENTRAL MIDDLE SCHOOL (3000004) -

Indirect Cost	
Total Contributing to Indirect Cost	\$57,552.80
Indirect Cost Rate	0.60%
Maximum Allowed for Indirect Cost	\$343.25

Filter by Location: All - \$76,068.90 ▼

Object Code	Function Code	1130 - Middle-Junior High Programs	2210-2219 - Improvement of Instruction	Total
100-199 - Employee Salaries		25,424.27 -\$597.50	597.50 +\$597.50	26,021.77
200-299 - Employee Benefits		11,034.04 -\$70.12	70.12 +\$70.12	11,104.16
300-399 - Prof Services		0.00	4,500.00	4,500.00
600-699 - Supplies		85.45 -\$15,841.52	15,841.42 +\$15,841.42	15,926.87 -\$0.10

Function Code	1130 - Middle-Junior High Programs	2210-2219 - Improvement of Instruction	Total
Object Code			
700-799 - Property	0.00 -\$18,516.10	18,516.10 +\$18,516.10	18,516.10
Total	36,543.76 -\$35,025.24	39,525.14 +\$35,025.14	76,068.90 -\$0.10
		Adjusted Allocation	76,069.00
		Remaining	0.10

School Improvement, 1003(a) School Allocations

JACKSON CO SCHOOL DIST (3000) Public District - FY 2019 - School Improvement, 1003(a) - Rev 3 - School Improvement, 1003(a) - EAST CENTRAL MIDDLE SCHOOL (3000004) -

Grant Applicant	Current Allocation	Carryover Allocation	Total Allocation	Budget Amount
EAST CENTRAL MIDDLE SCHOOL	\$76,069.00	\$0.00	\$76,069.00	\$76,068.90

Part II: Use of Section 1003 School Improvement Funds

JACKSON CO SCHOOL DIST (3000) Public District - FY 2019 - School Improvement, 1003(a) - Rev 3 - School Improvement, 1003(a) - EAST CENTRAL MIDDLE SCHOOL (3000004) -

In the chart below, for each school in your district that 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 in each school. 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>. Please cite source of evidence in narrative description and reference each action step in the school's plan to be funded with 1003 funds by providing the corresponding indicator of effective practice code from MS SOARS, for example, LDR.1.09 OR PLN.1.01.

Improvement Status:

- CSI
- TSI
- ATSI

Strategy	If Other, Name Strategy or enter NA	Evidence Level	Narrative Description	Cost
Increased Learning Time	* SPED Interventionist	Strong	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 This Strategy has not been implemented before.	\$ 37,125.93
High Quality Instructional Materials	* Connect with Kids	Moderate	Schoolwide Behavior Intervention program to be used to improve the school's culture. This program will promote positive social interaction between students, which will lead to improved behavior and greater focus on academics. Effect size:0.61 https://res.ed.gov/ncee/wwc/Docs/InterventionReports/WWC_Connect_Kids_091406.pdf LDR.3.10	\$ 5,000.00
High Quality Instructional Materials	* Xtreme Reading	Moderate	This instructional strategy provides students with step by step strategies for word identification, vocabulary, self-questioning, visual imagery, paraphrasing and inference among others. Teachers will be trained in highly structured methods and given structured materials to support these strategies. This intervention will provide additional support for students with disabilities that are reading below grade level. PLN.1.01 Effect Size:.09 LINK: https://bobcat.militaryfamilies.psu.edu/sites/default/files/placed-programs/READ%20180%20Slavin%20et%20a%20a%20202008.pdf https://www.evidenceforessa.org/programs/reading/middlehigh-school/sim-xtreme-reading-struggling-readers	\$ 6,897.00

On-Going, Job-Embedded Professional Development ▼	* Model Schools Conference, PLC, ADHD conference	Strong ▼	<p>https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033_sum.pdf LDR.3.07, LDR.1.09, John Hattie (2009) .62 Effective Teaching Strategies Moderate. Teachers and administrator will attend the 2020 model schools conference, which has a common goal for all educators to transform learning. ECMS teachers will also engage in an onsite ADHD three-session workshop. Both programs will equip our teachers with strategies to improve education for our learning disabled students.</p>	<p>\$ 4,500.00</p>
High Quality Instructional Materials ▼	* IXL	Strong ▼	<p>https://www.ixl.com/research/Impact-of-IXL-in-California.pdf PLN.1.01 John Hattie (2009) .40 Effect Size for Mathematics programs - Promising. 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.</p>	<p>\$ 795.00</p>
Technology Integration ▼	* technology	Moderate ▼	<p>We will purchase laptops with carts, headphones, interactive boards, graphing calculators and tablets to ensure that all students have access to computer-based interventions as needed. PLN.1.01 DC.1.03 John Hattie (2009) .52 effect size for Interactive Video Methods. Moderate https://ejournals.bc.edu/ojs/index.php/jta/article/viewFile/1607/1462-accessdate=19 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 (Silvermail, 2008), Texas (Shapleigh, 2008), and Colorado (Zucker and Hug, 2008), the Massachusetts results from the pilot program suggest that 1:1 computing can dramatically and radically change teaching and learning practices. There is little question that the student and teacher laptops, in addition to the increased professional development, support, and organizational structure provided through the Berkshire Wireless Learning Initiative, truly changed teaching and learning conditions for the majority of students and teachers in these settings. Specifically, after three years of implementation we witnessed a marked change in teaching and learning in the participating schools. The consensus of the participants (school leaders, teachers, and students) was overwhelmingly positive towards these educational opportunities afforded through increased educational technology.</p>	<p>\$ 18,516.10</p>

Other	<input type="text"/>	* Lending Library	Moderate ▼	file:///C:/Users/rm12/Downloads/Books_Make_A_Difference_A_Study_of_Access_to_Liter.pdf Effect Size: 40 A specialized lending library for students will be established for those who are reading below grade level. Students will be able to check out age-related leveled readers that will provide the right level of support and challenge, while providing interesting text for students with disabilities. DC.1.03	\$ <input type="text" value="3,234.97"/>
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Total Title I, Part A Allocation to School: \$0.00

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

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

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

JACKSON CO SCHOOL DIST (3000) Public District - FY 2019 - School Improvement, 1003(a) - Rev 3 - School Improvement, 1003(a) - EAST CENTRAL MIDDLE SCHOOL (3000004) -

N/A

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

	Headcount	FTE
Teachers	0.00	0.00
Paraprofessionals	0.00	0.00
Instructional Facilitators	0.00	0.00
Resource Specialists	0.00	0.00
Guidance Counselors	0.00	0.00
Parent Involvement	0.00	0.00
After-School/Extended Day Tutors	0.00	0.00
PD Stipend Recipients/Participants	0.00	0.00
Other: Interventionist	1.00	1.00
Total:	1.00	1.00

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

JACKSON CO SCHOOL DIST (3000) Public District - FY 2019 - School Improvement, 1003(a) - Rev 3 - School Improvement, 1003(a) - EAST CENTRAL MIDDLE SCHOOL (3000004) -

N/A

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

	Headcount	FTE
Teachers	0.00	0.00
Paraprofessionals	0.00	0.00
Instructional Facilitators	0.00	0.00
Resource Specialists	0.00	0.00
Guidance Counselors	0.00	0.00
Parent Involvement	0.00	0.00
PD Stipend Recipients/Participants	0.00	0.00
Other:		
Total:	0.00	0.00

Related Documents

JACKSON CO SCHOOL DIST (3000) Public District - FY 2019 - School Improvement, 1003(a) - Rev 3 - School Improvement, 1003(a) - EAST CENTRAL MIDDLE SCHOOL (3000004) -

Optional Documents		
Type	Document Template	Document/Link
Revision Form Revised on 01/25/2021 for SI 1003 	 Revision Form	 ECM FY19 SIG REVISION  FY19 REVISION 2 FORM  FY19 REVISION 4 LETTER

Budget

JACKSON CO SCHOOL DIST (3000) Public District - FY 2019 - School Improvement, 1003(a) - Rev 3 - School Improvement, 1003(a) - ST MARTIN HIGH SCHOOL (3000011) -

Indirect Cost	
Total Contributing to Indirect Cost	\$57,765.50
Indirect Cost Rate	0.60%
Maximum Allowed for Indirect Cost	\$344.52

Budget By Object Codes

Function Code	Total
1105 - Pre-Kindergarten Programs	\$0.00
1110 - Kindergarten Programs	\$0.00
1120 - Elementary Programs	\$0.00
1130 - Middle-Junior High Programs	\$0.00
1140 - High School Programs	\$17,548.07
1190-1199 - Other Regular Programs	\$0.00
1230 - Alternative School Programs	\$0.00
1250 - Title I Programs	\$0.00
1260 - After School Programs	\$0.00
1270 - Remediation Extended School Year	\$0.00
1280 - Supplemental Educ. Services (SES)	\$0.00
1290 - Other Special Programs	\$0.00

1310-1390 - Adult/Continuing Education	\$0.00
1410-1420 - Summer School Programs	\$0.00
1930-1990 - Other Instructional Programs	\$0.00
2110-2119 - Attendance & Social Work Svcs.	\$0.00
2120-2129 - Guidance Services	\$0.00
2130-2139 - Health Services	\$0.00
2140-2149 - Psychological Services	\$0.00
2150-2159 - Speech Pathology	\$0.00
2160 - School Resource Officer	\$0.00
2190 - Other Support Services - Students	\$0.00
2210-2219 - Improvement of Instruction	\$96,687.93
2220-2229 - Educational Media Services	\$0.00
2330 - Special Area Administration	\$0.00
2500-2599 - Business Services	\$0.00
2610-2699 - Operation and Maintenance	\$0.00
2710-2799 - Student Transportation Services	\$0.00
2800-2899 - Central Support Services (Tech)	\$0.00
3300 - Community Services Operations	\$0.00
3900-3999 - Other Noninstructional	\$0.00
7110 - Indirect Costs Transfers Out	\$0.00
7120 - Other Transfers Out	\$0.00
Total	\$114,236.00

Adjusted Allocation	\$114,236.00
Remaining	\$0.00

Budget Detail

JACKSON CO SCHOOL DIST (3000) Public District - FY 2019 - School Improvement, 1003(a) - Rev 3 - School Improvement, 1003(a) - ST MARTIN HIGH SCHOOL (3000011) -

Indirect Cost	
Total Contributing to Indirect Cost	\$57,765.50
Indirect Cost Rate	0.60%
Maximum Allowed for Indirect Cost	\$344.52

1140 - High School Programs - \$17,548.07

Function Code	Object Code	Location Code	Quantity	Cost	Line Item Total
1140 - High School Programs	100-199 - Employee Salaries	300011	1	\$13,985.00	\$13,985.00
Narrative Description					
Salaries for tutoring					
Function Code	Object Code	Location Code	Quantity	Cost	Line Item Total
1140 - High School Programs	200-299 - Employee Benefits	300011	1	\$3,563.07	\$3,563.07
Narrative Description					

Benefits for tutoring

Total for 1140 - High School Programs

\$17,548.07

Total for all other Function Codes

\$96,687.93

Total for all Function Codes

\$114,236.00

Adjusted Allocation

\$114,236.00

Remaining

\$0.00

Budget Detail

JACKSON CO SCHOOL DIST (3000) Public District - FY 2019 - School Improvement, 1003(a) - Rev 3 - School Improvement, 1003(a) - ST MARTIN HIGH SCHOOL (3000011) -

Indirect Cost	
Total Contributing to Indirect Cost	\$57,765.50
Indirect Cost Rate	0.60%
Maximum Allowed for Indirect Cost	\$344.52

2210-2219 - Improvement of Instruction - \$96,687.93 ▼

Function Code	Object Code	Location Code	Quantity	Cost	Line Item Total
2210-2219 - Improvement of Instruction	100-199 - Employee Salaries ▼	3000011 ▼	1	\$12,452.00	\$12,452.00
Narrative Description					
Salaries for tutoring					
Function Code	Object Code	Location Code	Quantity	Cost	Line Item Total
2210-2219 - Improvement of Instruction	200-299 - Employee Benefits ▼	3000011 ▼	1	\$999.35	\$999.35

Narrative Description						
Benefits for tutoring						
Function Code	Object Code	Location Code	Quantity	Cost	Line Item Total	
2210-2219 - Improvement of Instruction	300-399 - Prof Services	3000011	1	\$4,300.00	\$4,300.00	
Narrative Description						
Conferences and workshops for members of the School Improvement Team						
Function Code	Object Code	Location Code	Quantity	Cost	Line Item Total	
2210-2219 - Improvement of Instruction	500-599 - Other Purchased Services	3000011	1	\$9,973.23	\$9,973.23	
Narrative Description						
Travel expenses incurred with conferences and workshops						
Function Code	Object Code	Location Code	Quantity	Cost	Line Item Total	
2210-2219 - Improvement of Instruction	600-699 - Supplies	3000011	1	\$12,492.85	\$12,492.85	
Narrative Description						
Evidence-based intervention software and classroom supplies						

Function Code	Object Code	Location Code	Quantity	Cost	Line Item Total
2210-2219 - Improvement of Instruction	700-799 - Property	3000011	1	\$56,470.50	\$56,470.50
Narrative Description					
Laptop carts, laptops, graphing calculators					
Total for 2210-2219 - Improvement of Instruction					\$96,687.93
Total for all other Function Codes					\$17,548.07
Total for all Function Codes					\$114,236.00
Adjusted Allocation					\$114,236.00
Remaining					\$0.00

Budget Overview

JACKSON CO SCHOOL DIST (3000) Public District - FY 2019 - School Improvement, 1003(a) - Rev 3 - School Improvement, 1003(a) - ST MARTIN HIGH SCHOOL (3000011) -

Indirect Cost	
Total Contributing to Indirect Cost	\$57,765.50
Indirect Cost Rate	0.60%
Maximum Allowed for Indirect Cost	\$344.52

Filter by Location: All - \$114,236.00
[\[Download Data\]](#)

Object Code	Function Code	1140 - High School Programs	2210-2219 - Improvement of Instruction	Total
100-199 - Employee Salaries		13,985.00	12,452.00	26,437.00
200-299 - Employee Benefits		3,563.07	999.35	4,562.42
300-399 - Prof Services		0.00	4,300.00	4,300.00

Function Code Object Code	1140 - High School Programs	2210-2219 - Improvement of Instruction	Total
500-599 - Other Purchased Services	0.00	9,973.23	9,973.23
600-699 - Supplies	0.00	12,492.85	12,492.85
700-799 - Property	0.00	56,470.50	56,470.50
Total	17,548.07	96,687.93	114,236.00
		Adjusted Allocation	114,236.00
		Remaining	0.00

Budget Overview Plus/Minus

JACKSON CO SCHOOL DIST (3000) Public District - FY 2019 - School Improvement, 1003(a) - Rev 3 - School Improvement, 1003(a) - ST MARTIN HIGH SCHOOL (3000011) -

Indirect Cost	
Total Contributing to Indirect Cost	\$57,765.50
Indirect Cost Rate	0.60%
Maximum Allowed for Indirect Cost	\$344.52

Filter by Location: All - \$114,236.00 ▼

Object Code	Function Code	1140 - High School Programs	2210-2219 - Improvement of Instruction	Total
100-199 - Employee Salaries		13,985.00 -\$9,637.00	12,452.00 +\$12,452.00	26,437.00 +\$2,815.00
200-299 - Employee Benefits		3,563.07 -\$2,448.35	999.35 +\$999.35	4,562.42 -\$1,449.00
300-399 - Prof Services		0.00	4,300.00	4,300.00

Object Code	Function Code	1140 - High School Programs	2210-2219 - Improvement of Instruction	Total
500-599 - Other Purchased Services		0.00	9,973.23	9,973.23
600-699 - Supplies		0.00 -\$12,492.85	12,492.85 +\$12,492.85	12,492.85
700-799 - Property		0.00 -\$57,836.50	56,470.50 +\$56,470.50	56,470.50 -\$1,366.00
Total		17,548.07 -\$82,414.70	96,687.93 +\$82,414.70	114,236.00
			Adjusted Allocation	114,236.00
			Remaining	0.00

School Improvement, 1003(a) School Allocations

JACKSON CO SCHOOL DIST (3000) Public District - FY 2019 - School Improvement, 1003(a) - Rev 3 - School Improvement, 1003(a) - ST MARTIN HIGH SCHOOL (3000011) -

Grant Applicant	Current Allocation	Carryover Allocation	Total Allocation	Budget Amount
ST MARTIN HIGH SCHOOL	\$114,236.00	\$0.00	\$114,236.00	\$114,236.00

Part II: Use of Section 1003 School Improvement Funds

JACKSON CO SCHOOL DIST (3000) Public District - FY 2019 - School Improvement, 1003(a) - Rev 3 - School Improvement, 1003(a) - ST MARTIN HIGH SCHOOL (3000011) -

In the chart below, for each school in your district that 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 in each school. 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>. Please cite source of evidence in narrative description and reference each action step in the school's plan to be funded with 1003 funds by providing the corresponding indicator of effective practice code from MS SOARS, for example, LDR.1.09 OR PLN.1.01.

Improvement Status:

- CSI
- TSI
- ATSI

Strategy	If Other, Name Strategy or enter NA	Evidence Level	Narrative Description	Cost
<input type="text" value="Increased Learning Time"/>	* Individual and Small Group Tutoring	<input type="text" value="Moderate"/>		\$ 30,999.42

<p>Technology Integration</p>	<p>* One-to-One Computer Ratio and Technology Resources</p>	<p>Moderate</p>	<p>LINK: https://www.amle.org/portals/0/pdf/rmle/rmle_vol34_no6.pdf DC.1.03 and HS.3.01 and HS.3.02 Effect Size: 0.49 John Hattie (2009) effect size .49 effect size for Small Group Learning. Moderate John C. Begeny, Rebecca A. Levy & Stacey A. Field (2018) Using Small-Group Instruction to Improve Students' Reading Fluency: An Evaluation of the Existing Research, <i>Journal of Applied School Psychology</i>, 34:1, 36-64, DOI: 10.1080/15377903.2017.1328628 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 on Tuesdays and Thursdays.</p>
<p>Technology Integration</p>	<p>* One-to-One Computer Ratio and Technology Resources</p>	<p>Moderate</p>	<p>LINK: https://ejournals.bc.edu/ojs/index.php/jtla/article/viewFile/1607/1462-accessdate=19 DC.1.03 and PLN.4.05 Effect Size: .52 John Hattie (2009) .52 effect size for Interactive Video Methods. Moderate https://ejournals.bc.edu/ojs/index.php/jtla/article/viewFile/1607/1462-accessdate=19 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</p>
<p>\$</p>	<p>56,470.50</p>	<p></p>	<p></p>

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. 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. We plan to buy three laptop carts, ninety laptops, three smart boards, three printers, and graphing calculators for the students who are in the learning strategies classes.

<p>On-Going, Job-Embedded Professional Development ▼</p>	<p>* Professional Learning Communities</p>	<p>Moderate ▼</p>	<p>DC.1.03 and HS.3.02 and HS.5.01 Effect Size: 1.57 Collective Teacher Efficacy is the collective belief of teachers in their ability to positively affect students. With an effect size of d=1.57 Collective Teacher Efficacy is strongly correlated with student achievement. http://www.allthingsplc.info/files/uploads/plcandthepositiveeffects.pdf Conference Link: https://novemberlearning.com/education-conference/teacher-learning-workshops/ The first step in the study was to identify public high schools in Texas that were functioning as professional learning communities. Each database included schools from all educational levels and from each state. A list was compiled from the database containing Texas public high schools with a student population greater than one thousand. Findings from the study identified 64 Texas public high schools functioning as professional learning communities. The mean length of time the schools were functioning as professional learning communities was 2.5 years. The second step was to collect results from the state mandated Texas Assessment of Knowledge and Skills (TAKS) test in Mathematics and Reading/English Language Arts. TAKS information was collected from the Academic Excellence Indicator System (AEIS) on the Texas Education Agency (TEA) website. Mathematics and Reading/English Language Arts scores were obtained for the 2004-2005 and 2005-2006 school years. The third step was to calculate a change in Mathematics and Reading/English Language Arts TAKS scores for the following school years: (1) 2004 and 2005, (2) 2005 and 2006, and (3) 2004 and 2006. Descriptive statistics were calculated to determine the mean increases or decreases in TAKS scores. Over a three year period from 2004 to 2006, a mean change in TAKS scores was 5.25 points with 42.3% increasing more than 5 points, and some schools increasing up to 18 points. Over the three year period between 2004 and 2006 58 out of the 64 schools improved in their Mathematics TAKS scores. Over a three year period from 2004 to 2006, 98.4% of learning community schools had an increase in TAKS Reading/English Language Arts scores. Our School Improvement Team plans to attend a conference in Boston this summer to learn about building Professional Learning Communities within our school.</p>	<p>\$ 14,273.23</p>
<p>High Quality Instructional Materials ▼</p>	<p>* IXL</p>	<p>Strong ▼</p>	<p>LINK: https://www.ixl.com/research/Impact-of-IXL-in-California.pdf LINK: https://www.ixl.com/membership/IXL-RTL.pdf DC.1.03 and PLN.4.05 Effect Size: .40 John Hattie (2009) .40 Effect Size for Mathematics programs - Promising. 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</p>	<p>\$ 12,492.85</p>

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 student, per week. Our researchers found, even with the wide range in usage, strong positive correlation between IXL usage and schools' performance on the CAASPP in both math and ELA. These findings are statistically significant. Analysis of the data showed that both IXL Math and IXL ELA produced positive and statistically significant effects on student performance, indicating there is a high probability that similar schools using IXL would achieve similar results. Measurable percentile gains were also achieved by schools using IXL Math or IXL ELA. The results of the analysis also showed a positive correlation between IXL usage and school performance. In particular, one additional skill mastered per student, per week, would result in a nearly 10-point increase on a school's percent proficiency on the 2015 CAASPP. We plan to purchase the IXL program for our SPED students and our students who are in the bottom 25 percent. We hope that this program will help increase language and math proficiency.

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

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

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

3/2/2021 6:06:46 PM

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

JACKSON CO SCHOOL DIST (3000) Public District - FY 2019 - School Improvement, 1003(a) - Rev 3 - School Improvement, 1003(a) - ST MARTIN HIGH SCHOOL (3000011) -

N/A

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

	Headcount	FTE
Teachers	0.00	0.00
Paraprofessionals	0.00	0.00
Instructional Facilitators	0.00	0.00
Resource Specialists	0.00	0.00
Guidance Counselors	0.00	0.00
Parent Involvement	0.00	0.00
After-School/Extended Day Tutors	0.00	0.00
PD Stipend Recipients/Participants	0.00	0.00
Other: tutors	20.00	10.00
Total:	20.00	10.00

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

JACKSON CO SCHOOL DIST (3000) Public District - FY 2019 - School Improvement, 1003(a) - Rev 3 - School Improvement, 1003(a) - ST MARTIN HIGH SCHOOL (3000011) -



N/A

Related Documents

JACKSON CO SCHOOL DIST (3000) Public District - FY 2019 - School Improvement, 1003(a) - Rev 3 - School Improvement, 1003(a) - ST MARTIN HIGH SCHOOL (3000011) -

Optional Documents		
Type	Document Template	Document/Link
Revision Form Revised on 01/25/2021 for SI 1003 	 Revision Form	 SMH FY19 SIG REVISION  FY19 REVISION 2 FORM  FY19 REVISION 4 LETTER

Budget

JACKSON CO SCHOOL DIST (3000) Public District - FY 2019 - School Improvement, 1003(a) - Rev 3 - School Improvement, 1003(a) - ST MARTIN UPPER ELEMENTARY (3000013) -

Indirect Cost	
Total Contributing to Indirect Cost	\$69,128.00
Indirect Cost Rate	0.60%
Maximum Allowed for Indirect Cost	\$412.29

Budget By Object Codes

Function Code	Total
1105 - Pre-Kindergarten Programs	\$0.00
1110 - Kindergarten Programs	\$0.00
1120 - Elementary Programs	\$39,177.40
1130 - Middle-Junior High Programs	\$0.00
1140 - High School Programs	\$0.00
1190-1199 - Other Regular Programs	\$0.00
1230 - Alternative School Programs	\$0.00
1250 - Title I Programs	\$0.00
1260 - After School Programs	\$0.00
1270 - Remediation Extended School Year	\$0.00
1280 - Supplemental Educ. Services (SES)	\$0.00
1290 - Other Special Programs	\$0.00

1310-1390 - Adult/Continuing Education	\$0.00
1410-1420 - Summer School Programs	\$0.00
1930-1990 - Other Instructional Programs	\$0.00
2110-2119 - Attendance & Social Work Svcs.	\$0.00
2120-2129 - Guidance Services	\$0.00
2130-2139 - Health Services	\$0.00
2140-2149 - Psychological Services	\$0.00
2150-2159 - Speech Pathology	\$0.00
2160 - School Resource Officer	\$0.00
2190 - Other Support Services - Students	\$0.00
2210-2219 - Improvement of Instruction	\$42,392.60
2220-2229 - Educational Media Services	\$0.00
2330 - Special Area Administration	\$0.00
2500-2599 - Business Services	\$0.00
2610-2699 - Operation and Maintenance	\$0.00
2710-2799 - Student Transportation Services	\$0.00
2800-2899 - Central Support Services (Tech)	\$0.00
3300 - Community Services Operations	\$0.00
3900-3999 - Other Noninstructional	\$0.00
7110 - Indirect Costs Transfers Out	\$0.00
7120 - Other Transfers Out	\$0.00
Total	\$81,570.00

Adjusted Allocation	\$81,570.00
Remaining	\$0.00

Budget Detail

JACKSON CO SCHOOL DIST (3000) Public District - FY 2019 - School Improvement, 1003(a) - Rev 3 - School Improvement, 1003(a) - ST MARTIN UPPER ELEMENTARY (3000013) -

Indirect Cost	
Total Contributing to Indirect Cost	\$69,128.00
Indirect Cost Rate	0.60%
Maximum Allowed for Indirect Cost	\$412.29

1120 - Elementary Programs - \$39,177.40

Function Code	Object Code	Location Code	Quantity	Cost	Line Item Total
1120 - Elementary Programs	100-199 - Employee Salaries	3000013	1	\$31,230.00	\$31,230.00
Narrative Description					
ELA tutor, Math tutor, tutoring (small group tutoring), substitute salaries					
Function Code	Object Code	Location Code	Quantity	Cost	Line Item Total
1120 - Elementary Programs	200-299 - Employee Benefits	3000013	1	\$7,947.40	\$7,947.40
Narrative Description					

ELA tutor, Math tutor, tutoring (small group tutoring), Substitutes benefits

Total for 1120 - Elementary Programs

\$39,177.40

Total for all other Function Codes

\$42,392.60

Total for all Function Codes

\$81,570.00

Adjusted Allocation

\$81,570.00

Remaining

\$0.00

Budget Detail

JACKSON CO SCHOOL DIST (3000) Public District - FY 2019 - School Improvement, 1003(a) - Rev 3 - School Improvement, 1003(a) - ST MARTIN UPPER ELEMENTARY (3000013) -

Indirect Cost	
Total Contributing to Indirect Cost	\$69,128.00
Indirect Cost Rate	0.60%
Maximum Allowed for Indirect Cost	\$412.29

2210-2219 - Improvement of Instruction - \$42,392.60 ▼

Function Code	Object Code	Location Code	Quantity	Cost	Line Item Total
2210-2219 - Improvement of Instruction	100-199 - Employee Salaries ▼	3000013 ▼	1	\$22,396.00	\$22,396.00
Narrative Description					
ELA tutor, Math tutor, tutoring (small group tutoring), substitute salaries					
Function Code	Object Code	Location Code	Quantity	Cost	Line Item Total
2210-2219 - Improvement of Instruction	200-299 - Employee Benefits ▼	3000013 ▼	1	\$4,824.00	\$4,824.00

Narrative Description						
ELA tutor, Math tutor, tutoring (small group tutoring), Substitutes benefits						
Function Code	Object Code	Location Code	Quantity	Cost	Line Item Total	
2210-2219 - Improvement of Instruction	300-399 - Prof Services	3000013	1	\$200.00	\$200.00	
Narrative Description						
professional development for special education and school culture						
Function Code	Object Code	Location Code	Quantity	Cost	Line Item Total	
2210-2219 - Improvement of Instruction	500-599 - Other Purchased Services	3000013	1	\$2,530.60	\$2,530.60	
Narrative Description						
travel for professional development for special education and school culture						
Function Code	Object Code	Location Code	Quantity	Cost	Line Item Total	
2210-2219 - Improvement of Instruction	700-799 - Property	3000013	1	\$12,442.00	\$12,442.00	
Narrative Description						
laptops with carts and additional technologies to support Special Education instruction						

Total for 2210-2219 - Improvement of Instruction	\$42,392.60
Total for all other Function Codes	\$39,177.40
Total for all Function Codes	\$81,570.00
Adjusted Allocation	\$81,570.00
Remaining	\$0.00

Budget Overview

JACKSON CO SCHOOL DIST (3000) Public District - FY 2019 - School Improvement, 1003(a) - Rev 3 - School Improvement, 1003(a) - ST MARTIN UPPER ELEMENTARY (3000013) -

Indirect Cost	
Total Contributing to Indirect Cost	\$69,128.00
Indirect Cost Rate	0.60%
Maximum Allowed for Indirect Cost	\$412.29

Filter by Location: All - \$81,570.00
[\[Download Data\]](#)

Object Code	Function Code	1120 - Elementary Programs	2210-2219 - Improvement of Instruction	Total
100-199 - Employee Salaries		31,230.00	22,396.00	53,626.00
200-299 - Employee Benefits		7,947.40	4,824.00	12,771.40
300-399 - Prof Services		0.00	200.00	200.00

Function Code Object Code	1120 - Elementary Programs	2210-2219 - Improvement of Instruction	Total
500-599 - Other Purchased Services	0.00	2,530.60	2,530.60
700-799 - Property	0.00	12,442.00	12,442.00
Total	39,177.40	42,392.60	81,570.00
	Adjusted Allocation	Adjusted Allocation	81,570.00
		Remaining	0.00

Budget Overview Plus/Minus

JACKSON CO SCHOOL DIST (3000) Public District - FY 2019 - School Improvement, 1003(a) - Rev 3 - School Improvement, 1003(a) - ST MARTIN UPPER ELEMENTARY (3000013) -

Indirect Cost	
Total Contributing to Indirect Cost	\$69,128.00
Indirect Cost Rate	0.60%
Maximum Allowed for Indirect Cost	\$412.29

Filter by Location: All - \$81,570.00

Object Code	Function Code	1120 - Elementary Programs	2210-2219 - Improvement of Instruction	Total
100-199 - Employee Salaries		31,230.00 -\$22,396.00	22,396.00 +\$22,396.00	53,626.00
200-299 - Employee Benefits		7,947.40 -\$4,824.00	4,824.00 +\$4,824.00	12,771.40
300-399 - Prof Services		0.00	200.00	200.00

Function Code Object Code	1120 - Elementary Programs	2210-2219 - Improvement of Instruction	Total
500-599 - Other Purchased Services	0.00	2,530.60	2,530.60
700-799 - Property	0.00 -\$12,442.00	12,442.00 +\$12,442.00	12,442.00
Total	39,177.40 -\$39,662.00	42,392.60 +\$39,662.00	81,570.00
	Adjusted Allocation	Adjusted Allocation	81,570.00
	Remaining	Remaining	0.00

School Improvement, 1003(a) School Allocations

JACKSON CO SCHOOL DIST (3000) Public District - FY 2019 - School Improvement, 1003(a) - Rev 3 - School Improvement, 1003(a) - ST MARTIN UPPER ELEMENTARY (3000013) -

Grant Applicant	Current Allocation	Carryover Allocation	Total Allocation	Budget Amount
ST MARTIN UPPER ELEMENTARY	\$81,570.00	\$0.00	\$81,570.00	\$81,570.00

Part II: Use of Section 1003 School Improvement Funds

JACKSON CO SCHOOL DIST (3000) Public District - FY 2019 - School Improvement, 1003(a) - Rev 3 - School Improvement, 1003(a) - ST MARTIN UPPER ELEMENTARY (3000013) -

In the chart below, for each school in your district that 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 in each school. 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>. Please cite source of evidence in narrative description and reference each action step in the school's plan to be funded with 1003 funds by providing the corresponding indicator of effective practice code from MS SOARS, for example, LDR.1.09 OR PLN.1.01.

Improvement Status:

- CSI
- TSI
- ATSI

Strategy	If Other, Name Strategy or enter NA	Evidence Level	Narrative Description	Cost
Leadership	* PD	Moderate	SMU will provide opportunities for teachers and school leaders (teams) to engage in meaningful professional development opportunities to build school culture and academic growth for students and faculty. Additional professional development with a focus on behavioral management will be engaged in as well. LDR.3.07 Effect Size: 1.57 Collective Teacher Efficacy is the collective belief of teachers in their ability to positively affect students. With an effect size of d=1.57 Collective Teacher Efficacy is strongly correlated with student achievement. . Link: http://www.allthingspic.info/files/uploads/plcandthepositiveeffects.pdf	\$ 2,730.60
Increased Learning Time	* Small group instruction	Moderate	SMU will institute an in-school tutoring program to provide small group instruction for struggling learners. Both Math and ELA tutoring will be provided during the school day. DC.1.03, PLN.4.05 Effect Size: .49 John Hattie (2009) effect size .49 effect size for Small Group Learning. Moderate John C. Begeny, Rebecca A. Levy & Stacey A. Field (2018) Using Small-Group Instruction to Improve Students' Reading Fluency: An Evaluation of the Existing Research, Journal of Applied School Psychology, 34:1, 36-64, DOI: 10.1080/15377903.2017.1328628 LINK: https://www.amle.org/portals/0/pdf/rmle/rmle_vol34_no6.pdf	\$ 66,397.40

<p>Technology Integration</p>	<p>* technology</p>	<p>Moderate</p>	<p>SMU will purchase technologies to support instructional software for special education students. DC.1.03, PLN.1.01 Effect Size:0.30 LINK: https://www.edweek.org/ew/articles/2003/05/08/analyzing-the-tech-effect.html The 20 studies scrutinized by NCREL ranged in size and in types of technology examined. Most were small-scale studies, with sample sizes of fewer than 100 students. The meta-analysis standardized the results of the studies and determined a mean "effect size" of 0.30 for a combined sample of 4,314 students, which suggested that teaching and learning with technology had a small but positive effect on student outcomes when compared with traditional instruction. An effect size is an estimate of where the experimental or treatment group stands in comparison with the control group. An effect size of "0" indicates that there is no difference between the experimental and control groups, whereas a positive effect size indicates, in this case, that the group of students benefiting from instructional technology received higher scores than the control group of students.</p>	<p>\$ 12,442.00</p>
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JACKSON CO SCHOOL DIST (3000) Public District - FY 2019 - School Improvement, 1003(a) - Rev 3 - School Improvement, 1003(a) - ST MARTIN UPPER ELEMENTARY (3000013) -

1 of 1 Find | Next
 Total Title I, Part A Allocation to School: \$250,327.28
 20% of Title I, Part A Allocation to School for Evidence-Based Interventions: \$50,065.46

Strategy	Evidence Level	Narrative	Cost
High Quality Instructional Materials	Strong	SMU will provide struggling learners with additional tutoring and interventions administered by an instructional interventionist and after-school tutors. Moreover, SMU will purchase effective research-based instructional materials to ensure that these learners have access to high quality remedial materials.	\$151,850.27

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

JACKSON CO SCHOOL DIST (3000) Public District - FY 2019 - School Improvement, 1003(a) - Rev 3 - School Improvement, 1003(a) - ST MARTIN UPPER ELEMENTARY (3000013) -

N/A

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

	Headcount	FTE
Teachers	0.00	0.00
Paraprofessionals	0.00	0.00
Instructional Facilitators	0.00	0.00
Resource Specialists	0.00	0.00
Guidance Counselors	0.00	0.00
Parent Involvement	0.00	0.00
After-School/Extended Day Tutors	0.00	0.00
PD Stipend Recipients/Participants	0.00	0.00
Other: tutoring	2.00	1.50
Total:	2.00	1.50

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

JACKSON CO SCHOOL DIST (3000) Public District - FY 2019 - School Improvement, 1003(a) - Rev 3 - School Improvement, 1003(a) - ST MARTIN UPPER ELEMENTARY (3000013) -



N/A

Related Documents

JACKSON CO SCHOOL DIST (3000) Public District - FY 2019 - School Improvement, 1003(a) - Rev 3 - School Improvement, 1003(a) - ST MARTIN UPPER ELEMENTARY (3000013) -

Optional Documents		
Type	Document Template	Document/Link
Revision Form Revised on 01/25/2021 for SI 1003 	 Revision Form	 SMU FY19 SIG REVISION  FY19 REVISION 2 FORM  FY19 REVISION 4 LETTER

Budget

JACKSON CO SCHOOL DIST (3000) Public District - FY 2019 - School Improvement, 1003(a) - Rev 3 - School Improvement, 1003(a) - ST. MARTIN MIDDLE SCHOOL (3000024) -

Indirect Cost	
Total Contributing to Indirect Cost	\$42,636.70
Indirect Cost Rate	0.60%
Maximum Allowed for Indirect Cost	\$254.29

Budget By Object Codes

Function Code	Total
1105 - Pre-Kindergarten Programs	\$0.00
1110 - Kindergarten Programs	\$0.00
1120 - Elementary Programs	\$0.00
1130 - Middle-Junior High Programs	\$20,430.54
1140 - High School Programs	\$0.00
1190-1199 - Other Regular Programs	\$0.00
1230 - Alternative School Programs	\$0.00
1250 - Title I Programs	\$0.00
1260 - After School Programs	\$0.00
1270 - Remediation Extended School Year	\$0.00
1280 - Supplemental Educ. Services (SES)	\$0.00
1290 - Other Special Programs	\$0.00

1310-1390 - Adult/Continuing Education	\$0.00
1410-1420 - Summer School Programs	\$0.00
1930-1990 - Other Instructional Programs	\$0.00
2110-2119 - Attendance & Social Work Svcs.	\$0.00
2120-2129 - Guidance Services	\$0.00
2130-2139 - Health Services	\$0.00
2140-2149 - Psychological Services	\$0.00
2150-2159 - Speech Pathology	\$0.00
2160 - School Resource Officer	\$0.00
2190 - Other Support Services - Students	\$0.00
2210-2219 - Improvement of Instruction	\$76,224.46
2220-2229 - Educational Media Services	\$0.00
2330 - Special Area Administration	\$0.00
2500-2599 - Business Services	\$0.00
2610-2699 - Operation and Maintenance	\$0.00
2710-2799 - Student Transportation Services	\$0.00
2800-2899 - Central Support Services (Tech)	\$0.00
3300 - Community Services Operations	\$0.00
3900-3999 - Other Noninstructional	\$0.00
7110 - Indirect Costs Transfers Out	\$0.00
7120 - Other Transfers Out	\$0.00
Total	\$96,655.00

Adjusted Allocation	\$96,655.00
Remaining	\$0.00

Budget Detail

JACKSON CO SCHOOL DIST (3000) Public District - FY 2019 - School Improvement, 1003(a) - Rev 3 - School Improvement, 1003(a) - ST. MARTIN MIDDLE SCHOOL (3000024) -

Indirect Cost	
Total Contributing to Indirect Cost	\$42,636.70
Indirect Cost Rate	0.60%
Maximum Allowed for Indirect Cost	\$254.29

1130 - Middle-Junior High Programs - \$20,430.54 ▼

Function Code	Object Code	Location Code	Quantity	Cost	Line Item Total
1130 - Middle-Junior High Programs	100-199 - Employee Salaries ▼	3000024 ▼	1	\$16,250.00	\$16,250.00

Narrative Description

Tutors salaries

Function Code	Object Code	Location Code	Quantity	Cost	Line Item Total
1130 - Middle-Junior High Programs	200-299 - Employee Benefits ▼	3000024 ▼	1	\$4,180.54	\$4,180.54

Narrative Description

Tutor benefits

Total for 1130 - Middle-Junior High Programs	\$20,430.54
Total for all other Function Codes	\$76,224.46
Total for all Function Codes	\$96,655.00
Adjusted Allocation	\$96,655.00
Remaining	\$0.00

Budget Detail

JACKSON CO SCHOOL DIST (3000) Public District - FY 2019 - School Improvement, 1003(a) - Rev 3 - School Improvement, 1003(a) - ST. MARTIN MIDDLE SCHOOL (3000024) -

Indirect Cost	
Total Contributing to Indirect Cost	\$42,636.70
Indirect Cost Rate	0.60%
Maximum Allowed for Indirect Cost	\$254.29

2210-2219 - Improvement of Instruction - \$76,224.46 ▼

Function Code	Object Code	Location Code	Quantity	Cost	Line Item Total
2210-2219 - Improvement of Instruction	100-199 - Employee Salaries ▼	3000024 ▼	1	\$11,355.00	\$11,355.00
Narrative Description					
Tutors salaries					
Function Code	Object Code	Location Code	Quantity	Cost	Line Item Total
2210-2219 - Improvement of Instruction	200-299 - Employee Benefits ▼	3000024 ▼	1	\$3,596.24	\$3,596.24

Narrative Description						
Tutor benefits						
Function Code	Object Code	Location Code	Quantity	Cost	Line Item Total	
2210-2219 - Improvement of Instruction	300-399 - Prof Services	3000024	1	\$1,500.00	\$1,500.00	
Narrative Description						
Professional development						
Function Code	Object Code	Location Code	Quantity	Cost	Line Item Total	
2210-2219 - Improvement of Instruction	500-599 - Other Purchased Services	3000024	1	\$5,754.92	\$5,754.92	
Narrative Description						
Travel for professional development						
Function Code	Object Code	Location Code	Quantity	Cost	Line Item Total	
2210-2219 - Improvement of Instruction	700-799 - Property	3000024	1	\$11,318.30	\$11,318.30	
Narrative Description						
Activ Panels/Promethean Boards and technology to support Activ Panels/Promethean Boards in the classroom						

Function Code	Object Code	Location Code	Quantity	Cost	Line Item Total
2210-2219 - Improvement of Instruction	700-799 - Property	300024	1	\$5,870.00	\$5,870.00
Narrative Description					
Class VR technology					
Function Code	Object Code	Location Code	Quantity	Cost	Line Item Total
2210-2219 - Improvement of Instruction	700-799 - Property	300024	1	\$36,830.00	\$36,830.00
Narrative Description					
laptop, laptop cart, headphones, mice					
Total for 2210-2219 - Improvement of Instruction					\$76,224.46
Total for all other Function Codes					\$20,430.54
Total for all Function Codes					\$96,655.00
Adjusted Allocation					\$96,655.00
Remaining					\$0.00

Budget Overview

JACKSON CO SCHOOL DIST (3000) Public District - FY 2019 - School Improvement, 1003(a) - Rev 3 - School Improvement, 1003(a) - ST. MARTIN MIDDLE SCHOOL (3000024) -

Indirect Cost	
Total Contributing to Indirect Cost	\$42,636.70
Indirect Cost Rate	0.60%
Maximum Allowed for Indirect Cost	\$254.29

Filter by Location: All - \$96,655.00
[\[Download Data\]](#)

Object Code	Function Code	1130 - Middle-Junior High Programs	2210-2219 - Improvement of Instruction	Total
100-199 - Employee Salaries		16,250.00	11,355.00	27,605.00
200-299 - Employee Benefits		4,180.54	3,596.24	7,776.78
300-399 - Prof Services		0.00	1,500.00	1,500.00

Function Code	1130 - Middle-Junior High Programs	2210-2219 - Improvement of Instruction	Total
Object Code			
500-599 - Other Purchased Services	0.00	5,754.92	5,754.92
700-799 - Property	0.00	54,018.30	54,018.30
Total	20,430.54	76,224.46	96,655.00
		Adjusted Allocation	96,655.00
		Remaining	0.00

Budget Overview Plus/Minus

JACKSON CO SCHOOL DIST (3000) Public District - FY 2019 - School Improvement, 1003(a) - Rev 3 - School Improvement, 1003(a) - ST. MARTIN MIDDLE SCHOOL (3000024) -

Indirect Cost	
Total Contributing to Indirect Cost	\$42,636.70
Indirect Cost Rate	0.60%
Maximum Allowed for Indirect Cost	\$254.29

Filter by Location: All - \$96,655.00 ▼

Object Code	Function Code	1130 - Middle-Junior High Programs	2210-2219 - Improvement of Instruction	Total
100-199 - Employee Salaries		16,250.00 -\$11,355.00	11,355.00 +\$11,355.00	27,605.00
200-299 - Employee Benefits		4,180.54 -\$3,596.24	3,596.24 +\$3,596.24	7,776.78
300-399 - Prof Services		0.00	1,500.00	1,500.00

Function Code Object Code	1130 - Middle-Junior High Programs	2210-2219 - Improvement of Instruction	Total
500-599 - Other Purchased Services	0.00	5,754.92	5,754.92
700-799 - Property	0.00 -\$54,018.30	54,018.30 +\$54,018.30	54,018.30
Total	20,430.54 -\$68,969.54	76,224.46 +\$68,969.54	96,655.00
		Adjusted Allocation	96,655.00
		Remaining	0.00

School Improvement, 1003(a) School Allocations

JACKSON CO SCHOOL DIST (3000) Public District - FY 2019 - School Improvement, 1003(a) - Rev 3 - School Improvement, 1003(a) - ST. MARTIN MIDDLE SCHOOL (3000024) -

Grant Applicant	Current Allocation	Carryover Allocation	Total Allocation	Budget Amount
ST. MARTIN MIDDLE SCHOOL	\$96,655.00	\$0.00	\$96,655.00	\$96,655.00

Part II: Use of Section 1003 School Improvement Funds

JACKSON CO SCHOOL DIST (3000) Public District - FY 2019 - School Improvement, 1003(a) - Rev 3 - School Improvement, 1003(a) - ST. MARTIN MIDDLE SCHOOL (3000024) -

In the chart below, for each school in your district that 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 in each school. 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>. Please cite source of evidence in narrative description and reference each action step in the school's plan to be funded with 1003 funds by providing the corresponding indicator of effective practice code from MS SOARS, for example, LDR.1.09 OR PLN.1.01.

Improvement Status:

- CSI
- TSI
- ATSI

Strategy	If Other, Name Strategy or enter NA	Evidence Level	Narrative Description	Cost
Technology Integration	* 1 to 1 initiative	Moderate	<p>SMMS will purchase laptops with carts, mice, and headphones for all special education students. These technologies will be used as the vehicle for interventions. DC.1.03, PLN.4.05 Effect size: +0.61 to +0.78 LINK: https://ejournals.bc.edu/ojs/index.php/jita/article/viewFile/1607/1462-accessdate=19 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.</p>	\$ 36,830.00
On-Going, Job-Embedded Professional Development	* PD for school culture	Moderate	<p>SMMS will have a team of Special Educators and General Education teachers attend the 2019 Josten's Renaissance conference, which is designed to renew climate and culture within the school. There will also be a train the trainer PD for co-teaching. DC.1.03, LDR.3.07, Effect Size: 1.57 Collective Teacher Efficacy is the collective belief of teachers in their ability to positively affect students. With an effect size of d=1.57 Collective Teacher Efficacy is strongly correlated with student achievement. . http://www.allthingspic.info/files/uploads/picandthepositiveeffects.pdf</p>	\$ 7,254.92

Technology Integration	* Class VR	Moderate	<p>Special education students will use the versatile platform ClassVR to provide new and exciting learning experiences. Introducing a whole new concept in educational technology: a 'standalone' Virtual Reality headset complete with a unique student-friendly interface, gesture controls, embedded educational resources and simple-to-use teacher controls. ClassVR is a groundbreaking new technology designed to help raise engagement and increase knowledge retention for students of all ages. Abstract Using 3D virtual environments for educational purposes is becoming attractive because of their rich presentation and interaction capabilities. Furthermore, dynamically adapting the 3D virtual environment to the personal preferences, prior knowledge, skills and competence, learning goals, and the personal or (social) context in which the learning takes place becomes interesting, as there is a bulk of research demonstrating that individualized instruction is superior to the uniform approach of more traditional and one-size-fits-all teaching approaches. However, although such adaptive 3D Virtual Learning Environments (3D VLE) seem to be promising, this needs to be evaluated in practice. Usability of adaptive 3D VLE could be a problem since the user interface could become relatively complex. In this paper, the authors describe an experiment performed to validate the issues of usability and acceptability of an adaptive 3D VLE. This pilot evaluation reveals some important recommendations and improvements. DC.1.03 Effect Size: .51 Link:http://3wayne3050.pbworks.com/w/file/attach/94442417/Computers%20and%20Education.pdf We conducted three distinct meta-analysis of studies based on their categorization as games, simulations, or virtual worlds. Table 1 presents the descriptive features for each category (i.e. games, simulations, and virtual worlds) of desktop-based virtual environment. For the 13 studies that investigated the instructional effectiveness of games, a REM analysis for the relationship between game-based instruction and learning outcome gains resulted in a mean effect size of 0.51 (SE $\frac{1}{4}$ 0.13; 95% confidence interval 0.25-0.77); while the FEM analysis resulted in a mean effect size of 0.77 (SE $\frac{1}{4}$ 0.03; 95% confidence interval 0.69-0.85). The effect sizes ranged from 0.16 to 1.17. Eight of the studies (62%) showed statistically significant positive effects (i.e., game-based instruction increased learning outcome gains); three of studies (23%) produced statistically significant negative results, and two (15%) failed to reveal statistically significant effects between the virtual learning environments and the control groups. https://www.igi-global.com/article/usability-evaluation-adaptive-virtual-learning/76371</p>	\$ 5,870.00
Increased Learning Time	* Tutoring	Moderate	<p>SMMS will provide both during the school day and after-school tutoring. DC.1.03, Effect Size: .49 John Hattie (2009) effect size .49 effect size for Small Group Learning. Moderate John C. Begeny, Rebecca A. Levy & Stacey A. Field (2018) Using Small-Group Instruction to Improve Students' Reading Fluency: An Evaluation of the Existing Research, Journal of Applied School Psychology, 34:1, 36-64, DOI: 10.1080/15377903.2017.1328628 LINK: https://www.amlc.org/portals/0/pdf/rmle/rmle_vol34_no6.pdf https://www.amlc.org/portals/0/pdf/rmle/rmle_vol34_no6.pdf 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 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</p>	\$ 35,381.78

SMM will purchase Active Panels with laptops for our classrooms so that our teachers can utilize them for the instruction/interventions of our special education/general education students. 1. 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. The source of evidence can be found at: <https://ejournals.bc.edu/ojs/index.php/jlta/article/view/1607/1462-accessdate=19> 3. The effect size ranges from +0.61 to +0.78. 4. This strategy has not been previously implemented.

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

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

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

3/2/2021 6:07:20 PM

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

JACKSON CO SCHOOL DIST (3000) Public District - FY 2019 - School Improvement, 1003(a) - Rev 3 - School Improvement, 1003(a) - ST. MARTIN MIDDLE SCHOOL (3000024) -

N/A

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

	Headcount	FTE
Teachers	0.00	0.00
Paraprofessionals	0.00	0.00
Instructional Facilitators	0.00	0.00
Resource Specialists	0.00	0.00
Guidance Counselors	0.00	0.00
Parent Involvement	0.00	0.00
After-School/Extended Day Tutors	0.00	0.00
PD Stipend Recipients/Participants	0.00	0.00
Other: tutors (during and after school)	20.00	10.00
Total:	20.00	10.00

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

JACKSON CO SCHOOL DIST (3000) Public District - FY 2019 - School Improvement, 1003(a) - Rev 3 - School Improvement, 1003(a) - ST. MARTIN MIDDLE SCHOOL (3000024) -



N/A

Related Documents

JACKSON CO SCHOOL DIST (3000) Public District - FY 2019 - School Improvement, 1003(a) - Rev 3 - School Improvement, 1003(a) - ST. MARTIN MIDDLE SCHOOL (3000024) -

Optional Documents		
Type	Document Template	Document/Link
Revision Form Revised on 01/25/2021 for SI 1003 	 Revision Form	 SMM FY19 SIG REVISION  FY19 REVISION 2 FORM  FY19 REVISION 4 LETTER

Related Documents

JACKSON CO SCHOOL DIST (3000) Public District - FY 2019 - School Improvement, 1003(a) - Rev 3 - Assurances

Optional Documents		
Type	Document Template	Document/Link
Board Approval Signature Page [Upload up to 1 document(s)]	N/A	 JCSD Local Board Approval for SIG

JACKSON CO SCHOOL DIST (3000) Public District - FY 2019 - School Improvement, 1003(a) - Rev 3 - School Improvement, 1003(a) Checklist

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

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

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

<input type="checkbox"/>	1. Allocation	OK	Sharita Giles	10/8/2020 2:00:35 PM
	1. Allocations - Allocation total for each school and the LEA is accurate.			
<input type="checkbox"/>	2. Part I: District Application and Budget	OK	Sharita Giles	10/8/2020 2:00:35 PM
	1. Application- The district's narrative provided sufficient detail of how the district will carry out responsibilities for CSI, TSI, and ATSI schools that receive 1003 funding for each of the items (1-6).			
	2. The required assurance box has been checked indicating that schools will receive all of the funds it would have received in the absence of Section 1003 funds.			
	3. All 1003 funds are budgeted using the appropriate codes (function and object) and locations			
	4. Ensure funds budgeted are appropriate and reasonable for the program described and accurate for each school			
<input type="checkbox"/>	3. Part II: Use of 1003 Funds	OK	Sharita Giles	10/14/2020 1:40:59 PM
	1. Identification- School improvement status has been identified by clicking the appropriate identification for the school			
	2. Ensure intervention strategies are evidenced based and meet strong, moderate, or promising evidence levels (the appropriate evidence level has been selected)			
	3. The narrative for evidence-base provided sufficient detail of how intervention strategies will support identified areas of improvement (evidence must be found with the school's plan in MS SOARS)			
	4. The cost of the evidence-based intervention has been provided and aligns with the 1003 budget.			
<input type="checkbox"/>	4. Part III: Use of Required Title I, Part A Reservation for CSI, TSI and ATSI Schools	OK	Sharita Giles	10/8/2020 2:00:35 PM
	1. 20% of the identified school's Title I allocation has been populated from the approved Consolidated application			
<input type="checkbox"/>	5. Personnel Details	OK	Sharita Giles	10/8/2020 2:00:35 PM

1. Regular School Year- School Level Personnel is accurately provided for each school, if applicable (Headcount and Full Time Equivalent)

2. Summer School- School Level Personnel is accurately provided for each school, if applicable (Headcount and Full Time Equivalent)



6. Assurances/Related Documents

OK ▼

Sharita
Giles

10/8/2020
2:00:35 PM

1. Documentation of School Board Approval has been provided in MS SOARS