

History Log

JACKSON CO SCHOOL DIST (3000) Public District - FY 2026 - School Improvement, 1003 - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	3/20/2026 10:39:57 AM	Leslie Tillman	Status changed to 'Draft Started'.	S
	10/17/2025 9:48:46 AM	Mariea Jackson	Status changed to 'Not Started'.	S

Allocations

JACKSON CO SCHOOL DIST (3000) Public District - FY 2026 - School Improvement, 1003 - Rev 0 - Allocations

Allocation Type	(1)	SI 1003	Total
Original		\$186,420.00	\$186,420.00
Reallocated		\$0.00	\$0.00
Additional		\$0.00	\$0.00
Released		\$0.00	\$0.00
Forfeited		\$0.00	\$0.00
Total		\$186,420.00	\$186,420.00

Application Components

JACKSON CO SCHOOL DIST (3000) Public District - FY 2026 - School Improvement, 1003 - Rev 0 - District Level Application

This section of the application has three parts:

Part I: District Application for Section 1003 School Improvement Funds

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

Part II: Use of Section 1003 School Improvement Funds

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

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

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

Part I: District Application for Section 1003 School Improvement Funds

JACKSON CO SCHOOL DIST (3000) Public District - FY 2026 - School Improvement, 1003 - Rev 0 - District Level Application

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

CSI Schools Only

1. Describe how the LEA will develop the school improvement plan(s).

Not Applicable

Districts with MRO schools are required to answer 1a.

1a. What will the LEA do in response to the Instructional Process Standards review feedback regarding ELA and Math?

Not applicable

TSI and ATSI Schools Only

2. Describe how the LEA will support schools in developing or implementing the school improvement plan(s).
As a district-level leadership team, the Superintendent, Special Education Director, Business Manager, Curriculum Director, and the Assistant Superintendent of Curriculum and Instruction will work together to ensure that all TSI/ATSI schools have the support needed to provide transformational leadership in their buildings, to develop new and existing teacher talents, to implement instructional initiatives, and to positively shift school culture. The curriculum department, with leadership oversight by the Assistant Superintendent of Curriculum and Instruction and the Curriculum Director, will provide instructional coaching support in all schools and act as an advisor to school administration as TSI/ATSI plans are developed and implemented. The business office will provide any cost data

needed to evaluate spending options. Overall, JCSD district-level leadership team will provide technical support using our staff to answer questions and guide the process, when necessary.

All Identified Schools

3. Describe how the district will monitor the implementation of the school improvement plan(s).

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/ATSI plan implementation by providing support and advisement for plan revision. The Assistant Superintendent of Curriculum and Instruction, along with the Director of Curriculum and Instruction, will schedule frequent principal meetings with all identified ATSI/TSI schools to ensure that strategies are implemented with fidelity and with a goal of maximizing student academic performance. The business office will apply the same procedures used to expend all Title funds with regards to budgets and purchasing procedures. The Superintendent and/or the Assistant 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, Case Managers, 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, a review of data will occur and recommendations for adjustments in areas that are not progressing will be discussed and addressed. This will be an ongoing, monthly process.

Districts with MRO schools are required to answer 3a.

3a. How will the LEA monitor their action in response to the Instructional Process Standards review feedback?

Not Applicable

TSI and Non-Title I ATSI Schools Only

4. Address the following:

- a. Describe what the school will do with stakeholders (including principals, other school leaders, teachers, and parents) to develop and implement a school-level TSI plan to improve student outcomes based on the indicators in the statewide accountability system.
- b. What is the LEA's determined number of years for a school to be identified before additional action will be taken by the LEA?

a). The school level plan will be aligned with the statewide accountability system indicators, therefore, the planning sessions with all stakeholders will be anchored to the discussions pertaining to the indicators. All stakeholders will be present to include principals, other school leaders, teachers and parents, which will be led and overseen by the Jackson County School District Curriculum and Instruction department.

b). Each school examines their plan on an annual basis, and adjustments are made based on student achievement outcomes. After 2 years of annual reviews by the school and district level educational team, the JCSD district-level educational team, which consists of the Assistant Superintendent of Curriculum and Instruction and the Director of Curriculum and Instruction will take additional action. Close collaboration between the curriculum department, special education department, and the technology department will help to guide and meet the needs of each school. All collaboration will involve a review of the implementation of strategies that are working and those that are not. Both district and school level educational leadership teams will make adjustments and/or removals if strategies are not proving to be advancing student achievement. All collaborative sessions will consist of reviewing data and making immediate adjustments as needed. All ATSI/TSI school teams will be required to present their annual data and strategies utilized to bridge educational gaps. These presentations will be shared with the JCSD Board of Education during the Summer or after scores have been released.

*** All Identified Schools**

5. Describe the district's rigorous review process to a) recruit, b) screen, c) select, and d) evaluate external partners funded by the district to implement strategies or interventions. Provide a description for parts a, b, c, and d.
 - a. Recruit
 - b. Screen
 - c. Select
 - d. Evaluate

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.

- A). The Special Education department has a variety of cooperative agreements with many agencies and businesses. This department actively seeks out and engages with potential external partners by requesting proposals, attending various relevant educational conferences, and reviewing the prior performance of potential vendors.
- B). The Special Education director and the MET team is responsible for screening and selecting all external partners for special education students through the examination of their experience, qualifications, references, and track record in implementing similar programs or interventions.
- C). All Special Education team members, to include school principals, will be involved in selecting any external supports districtwide. Their input via surveys and face-to-face administrative meetings will be most valuable, since their feet are on the ground implementing the TSI/ATSI plans. The Special Education director will create a finalized listing of potential partners, and move forward with the final selection. The selection will be based on a combination of factors to include the following: a partner's qualifications, experience, and the potential for the partner to provide services to achieve the desired outcomes.
- D). 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 in their implementation of strategies and interventions funded with Section 1003 funds. Principals will report observations and data reviews regarding external partners' performance and implementation to the district-level leadership team, including the Special Education director during district-level and grade-span meetings.

*** All Identified Schools**

- 6. Describe how the district will align a) other Federal, b) State, and c) Local resources to support strategies funded with Section 1003 funds. Provide a description for parts a, b, and c.
 - a. Federal (i.e., Title I, IDEA, Homeless, Migrant, EL, 21st Century, etc.)
 - b. State
 - c. Local
-
- A). Other federal resources will be used to hire interventionists and other tutorial staff.
 - B). State resources will be used to hire certified staff. Those funds will also be used to purchase needed instructional supplies and equipment.
 - C). Local resources: The district will engage with local organizations, businesses, and community groups to identify

resources that align with supporting 1003a activities, including local funds received through taxes.

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

*** All Identified Schools**

7. Describe how the district will make necessary modifications to practices and policies to provide operational flexibility that enables full and effective implementation of school improvement plans.

There will be periodic review of district policy and practices. If there is any policy or practice that is impeding the implementation of the plan, the district administration will examine the policy and/or practices. If the policy or practice modifications are needed, assigned personnel will work with the superintendent or his/her designee, and the school board to make the modifications.

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

The JCSD district-level administrative team will use its authority to remove barriers and allow for school-level autonomies, including budget, staffing, and curriculum autonomies. The district will allocate funding and resources based on the needs of our SPED student population and the Special Education and Curriculum Director will ensure that a system is developed to support, monitor, and sustain school improvement efforts.

*** All Identified Schools**

8. Describe the collaborative process used by the district and school leadership teams to a) identify and b) select the evidence-based interventions. Provide a description for parts a and b.

- a. Identify
- b. Select

The Federal Programs Director and the Federal Programs Coordinator will facilitate a district-wide school-improvement planning session with all school teams to aid collaboration amongst ATSI/TSI identified school leadership. The Special Education Director, Technology Director, Assistant Superintendent of Curriculum and Instruction and the Curriculum Director will assist school-level leadership with identifying and selecting evidence-based interventions during designated work sessions and/or principal/admin meetings. During the work session principals and district-level admin will utilize the What Works Clearinghouse portal, along with the Google Scholar search engine. School teams will then go back to their campuses, and continue planning with their SLTs. During the designated work sessions each individual SLT and the FP Director, FP Coordinator will finalize spending options for evidence-based interventions and input selections within the MCAPs system, if required.

CSI and ATSI Schools:

9. Describe how the district identifies resource inequities, which may include a review of the LEA and school level budgeting, that will be addressed through implementation of the school improvement plan(s). (ESEA section 1111(d) (1)(B)(iv) and (2) (C)).

Resource Inequity Considerations May Include:

Outcomes such as academic readiness in kindergarten, attendances, performance on course work, on track for graduation, and post-secondary readiness
Access to opportunities and resources such as participation in early childhood programs, effective teaching, rigorous coursework, curriculum resources, academic supports, supportive schools and classroom environments

Each school will have an individual meeting to review the LEA and school level-budgeting that will be addressed through the implementation of the plan. Principals and school leadership teams will attend the meetings, in which strategies and best practices to address deficiencies will be discussed to increase learning outcomes for students. Agendas and sign-in sheets will be utilized. Resource inequities that will be focused on include academic engagement, assessment performance, and access to and participation in tutoring or other types of support.

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

* LEA Approval Certification: The district certifies that the plan and funding application for each school that received

Section 1003 funds has been reviewed at the school and district level as well as has received approval from the principal, federal programs director, business manager, superintendent and local school board.

* I understand that upon approval of our application, the district is required to enter the approved budget into the district's accounting package and align it to the approved application in MCAPS. In addition, I understand that this alignment must be done with each approved application revision.

Budget

JACKSON CO SCHOOL DIST (3000) Public District - FY 2026 - School Improvement, 1003 - Rev 0 - School Improvement, 1003 - ST. MARTIN MIDDLE SCHOOL (3000024) - Public School

Indirect Cost	
Total Contributing to Indirect Cost	\$37,284.00
Indirect Cost Rate	2.95%
Maximum Allowed for Indirect Cost	\$1,068.36

Function Code	Total
1105 - Pre-Kindergarten Programs	\$0.00
1110 - Kindergarten Programs	\$0.00
1120 - Elementary Programs	\$0.00
1130 - Middle School Programs	\$1,034.00
1140 - High School Programs	\$0.00
1142 - Career & Technical Education Programs	\$0.00
1191-1195 - Other Regular Programs	\$0.00
1196 - E-Learning Programs	\$0.00
1197-1199 - Other Regular Programs	\$0.00
1210 - Gifted Education Programs	\$0.00
1220 - Special Education Programs	\$0.00
1230 - Alternative School Programs	\$0.00
1250 - Title I Programs	\$0.00

1260 - After School Programs	\$0.00
1270 - Remediation/Extended School Year Programs	\$0.00
1280 - Tutorial/Supplemental Educ. Services	\$0.00
1285 - Drop-out Prevention Programs	\$0.00
1290 -1294 - Defined Special Programs	\$0.00
1295 - Private School Participation	\$0.00
1296-1299 - Other Special Programs	\$0.00
1310-1390 - Adult Continuing Education Programs	\$0.00
1410-1420 - Summer School Programs	\$0.00
1930-1990 - Other Instructional Programs	\$0.00
2110-2119 - Attendance & Social Work Svs.	\$0.00
2120-2129 - Guidance Services	\$0.00
2130-2139 - Health Services	\$0.00
2140-2149 - Psychological Services	\$0.00
2150-2159 - Speech Pathology and Audiology Services	\$0.00
2160 - School Resource Officer (Not Security/Police)	\$0.00
2190 - Other Support Services - Students	\$0.00
2210-2219 - Improvement of Instruction Services	\$36,250.00
2220-2229 - Educational Media Services	\$0.00
2240 - Academic Student Assessments	\$0.00
2290 - Other Support Services-Instructional Staff	\$0.00
2330 - Special Area Administration Services	\$0.00

2510-2599 - Business Services		\$0.00
2610-2699 - Operation and Maintenance Services		\$0.00
2710-2799 - Student Transportation Services		\$0.00
2810-2849 - Central Support Services		\$0.00
3300 - Community Services Operations		\$0.00
3900-3949 - Other Non-instructional Services		\$0.00
7110 - Indirect Costs Transfers Out		\$0.00
7120 - Other Transfers Out		\$0.00
	Total	\$37,284.00
	Adjusted Allocation	\$37,284.00
	Remaining	\$0.00

Budget Detail

JACKSON CO SCHOOL DIST (3000) Public District - FY 2026 - School Improvement, 1003 - Rev 0 - School Improvement, 1003 - ST. MARTIN MIDDLE SCHOOL (3000024) - Public School

1130 - Middle School Programs - \$1,034.00 ▼

Budget Detail		Narrative Description
Function Code:	1130 - Middle School Programs	Supplies for Student Interventions
Object Code:	600-699 - Supplies	
School Improvement:	EBIR - Evidence-based Instructional...	
Location Code:	ST. MARTIN MIDDLE SCHOOL (3000024)	
Quantity:	1.00	
Cost:	\$1,034.00	
Line Item Total:	\$1,034.00	
Total for 1130 - Middle School Programs:		\$1,034.00
Total for all other Function Codes:		\$36,250.00
Total for all Function Codes:		\$37,284.00
Adjusted Allocation:		\$37,284.00
Remaining:		\$0.00

Budget Detail

JACKSON CO SCHOOL DIST (3000) Public District - FY 2026 - School Improvement, 1003 - Rev 0 - School Improvement, 1003 - ST. MARTIN MIDDLE SCHOOL (3000024) - Public School

2210-2219 - Improvement of Instruction Services - \$36,250.00 ▼

Budget Detail		Narrative Description
Function Code:	2210-2219 - Improvement of Instruction Services	Onsite PD to build teacher efficacy through educator coaching
Object Code:	300-399 - Prof Services	
School Improvement:	OJEPD - On-Going Job-Embedded Profe...	
Location Code:	ST. MARTIN MIDDLE SCHOOL (3000024)	
Quantity:	1.00	
Cost:	\$36,250.00	
Line Item Total:	\$36,250.00	
Total for 2210-2219 - Improvement of Instruction Services:		\$36,250.00
Total for all other Function Codes:		\$1,034.00
Total for all Function Codes:		\$37,284.00
Adjusted Allocation:		\$37,284.00
Remaining:		\$0.00

Budget Overview

JACKSON CO SCHOOL DIST (3000) Public District - FY 2026 - School Improvement, 1003 - Rev 0 - School Improvement, 1003 - ST. MARTIN MIDDLE SCHOOL (3000024) - Public School

Indirect Cost	
Total Contributing to Indirect Cost	\$37,284.00
Indirect Cost Rate	2.95%
Maximum Allowed for Indirect Cost	\$1,068.36

Filter by Location: All - \$37,284.00

[\[Download Data\]](#)

Object Code	Function Code	1130 - Middle School Programs	2210-2219 - Improvement of Instruction Services	Total
300-399 - Prof Services		0.00	36,250.00	36,250.00
600-699 - Supplies		1,034.00	0.00	1,034.00
Total		1,034.00	36,250.00	37,284.00
			Adjusted Allocation	37,284.00
			Remaining	0.00

School Improvement, 1003 School Allocations

JACKSON CO SCHOOL DIST (3000) Public District - FY 2026 - School Improvement, 1003 - Rev 0 - School Improvement, 1003 - ST. MARTIN MIDDLE SCHOOL (3000024) - Public School

Grant Applicant	Current Allocation	Carryover Allocation	Total Allocation	Budget Amount
ST. MARTIN MIDDLE SCHOOL	\$37,284.00	\$0.00	\$37,284.00	\$37,284.00

Part II: Plan

JACKSON CO SCHOOL DIST (3000) Public District - FY 2026 - School Improvement, 1003 - Rev 0 - School Improvement, 1003 - ST. MARTIN MIDDLE SCHOOL (3000024) - Public School

*** Vision of the School:**

St. Martin Middle School envisions a community of lifelong learners who are equipped with the skills, confidence, and values necessary to thrive in a global society. We strive to inspire curiosity, creativity, and a passion for learning in every student, while fostering a sense of belonging and respect. Our goal is to empower students to become innovative thinkers, compassionate individuals, and engaged citizens who contribute positively to their communities.

*** Mission of the School:**

At St. Martin Middle School, our mission is to foster a nurturing and inclusive environment where every student is empowered to reach their fullest potential. We are committed to providing a rigorous, well-rounded education that promotes academic excellence, personal growth, and character development. Through collaborative learning, respect for diversity, and a focus on critical thinking, we prepare our students to become responsible, compassionate leaders in a dynamic and ever-changing world.

MRO School?

*** Improvement Status**

CSI - Lowest 5% Title I CSI - Escalated ATSI CSI - Graduation Rate TSI ATSI

*** Grade Band**

6-8

Mississippi ESSA Long Term Goals:

ELA: All Subgroups will attain 70% proficiency.

Math: All Subgroups will attain 70% proficiency.

Graduation Rate: All Subgroups will have 90% graduation rate.

Progress Towards Proficiency - MS Succeeds Report Card

Area	Subgroup	Prior Year Proficiency % MAAP Spring Assessment	Current Year Proficiency % MAAP Spring Assessment	Target Proficiency % on MAAP Spring Assessment
ELA	Students with Disabilities ▼	21.8 %	18.2 %	25 %
Math	Students with Disabilities ▼	25.2 %	20.4 %	25 %
Science	Select... ▼	%	%	%
History	Select... ▼	%	%	%

Domains and Practices

I. Transformational Leadership

Practice 1.1 Prioritize improvement and communicate its urgency

Practice 1.2 Monitor short and long-term goals

Practice 1.3 Customize and target support to meet needs

II. Talent Development

Practice 2.1 Recruit, develop, retain, and sustain talent

Practice 2.2 Target professional learning opportunities

Practice 2.3 Set clear performance expectations

III. Instructional Transformation

Practice 3.1 Diagnose and respond to student learning needs

Practice 3.2 Provide rigorous evidence-based instruction

Practice 3.3 Remove barriers and provide opportunities

IV. Culture Shift

Practice 4.1 Build a strong community intensely focused on student learning

Practice 4.2 Solicit and act upon stakeholder input

Practice 4.3 Engage students and families in pursuing educational goals

Strategy Key

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Leadership (L) Interventions, strategies, or practices that address the development of school leaders.

High Quality Instructional Materials (HQIM) Interventions, strategies, or practices that are aligned with MDE High Quality Instructional Materials Requirements.

Technology Integration (TI) Interventions, strategies, or practices that are intended to support the use of technology in its various forms to improve or support instructional practices.

Ongoing, Job-Embedded, Professional Development (OJEPD) Interventions, strategies, or practices that are intended to support the use of deep and continuous professional learning to improve or support instructional practices.

Increased Learning Time (ILT) Interventions, strategies, or practices that are intended to support an increase in the traditional school day to improve or support instructional practices.

Early Childhood (Pre-K) Programs (ECP) Interventions, strategies, or practices that are intended to support the implementation of early childhood learning practices or programs.

Other (O) Interventions, strategies, or practices that are not aligned to the named categories intended to improve or support instructional practices.

Evidence-based Instructional Resources (EBIR) Interventions, strategies, or practices that are intended for use in its various forms to improve or support instructional practices.

Action Plan

Use the table and drop-downs below to create a plan of action.

Domain Practice	What action is being taken to improve outcomes?	Evidence Level	Position Responsible: What position will monitor implementation of the action step?	Describe "Other" if selected in drop down	Cost
				July 1, 2025 - September 30, 2027	

Practice 2.3 ▼	Teacher Efficacy PD	Strong ▼	School Administrator ▼			\$ 36,250.00
Practice 3.3 ▼	Student Supplies	Strong ▼	School Administrator ▼			\$ 1,034.00

JACKSON CO SCHOOL DIST (3000) Public District - FY 2026 - School Improvement, 1003 - Rev 0 - School Improvement, 1003 - ST. MARTIN MIDDLE SCHOOL (300024) - Public School

Evidence-Based Action Plan for Schools Identified as Comprehensive, Targeted, and Additional Targeted Support and Improvement

Any School identified as Comprehensive, Targeted, or Additional Targeted Support and Improvement must set aside a minimum of 20% of the school's Title I, Part A Allocation for Evidence-Based interventions. Complete the table below and provide the domain practice, the action that will be implemented to improve outcomes, evidence level, position responsible and the cost for each proposed activity.

Domain Practice	What action is being taken to improve outcomes?	Evidence Level	Position Responsible: What position will monitor implementation of the action step?	Describe "Other" if selected in the drop down	Amount
Select...	▼	Select... ▼	Select...	▼	\$

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

JACKSON CO SCHOOL DIST (3000) Public District - FY 2026 - School Improvement, 1003 - Rev 0 - School Improvement, 1003 - ST. MARTIN MIDDLE SCHOOL (3000024) - Public School

Principal Contact Information

* Name

Wendell Ellis

* Phone Number

228-283-3500

* Email

wej3816@jcsd.ms



N/A

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

JACKSON CO SCHOOL DIST (3000) Public District - FY 2026 - School Improvement, 1003 - Rev 0 - School Improvement, 1003 - ST. MARTIN MIDDLE SCHOOL (3000024) - Public School



N/A

Related Documents

JACKSON CO SCHOOL DIST (3000) Public District - FY 2026 - School Improvement, 1003 - Rev 0 - School Improvement, 1003 - ST. MARTIN MIDDLE SCHOOL (3000024) - Public School

Conditional Documents		
Type	Document Template	Document/Link
MRO Evidence Level Documentation 	N/A	

Optional Documents		
Type	Document Template	Document/Link
Revision Form Revised on 01/25/2021 for SI 1003 	 Revision Form	
Personnel Job Description	N/A	

JACKSON CO SCHOOL DIST (3000) Public District - FY 2026 - School Improvement, 1003 - Rev 0 - School Improvement, 1003 - ST. MARTIN MIDDLE SCHOOL (3000024) - Public School

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

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

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

3/26/2026 6:25:13 PM

Related Documents

JACKSON CO SCHOOL DIST (3000) Public District - FY 2026 - School Improvement, 1003 - Rev 0 - Assurances

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

Checklist

JACKSON CO SCHOOL DIST (3000) Public District - FY 2026 - School Improvement, 1003 - Rev 0 - School Improvement, 1003 Checklist

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

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

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

<input type="checkbox"/> 1. Allocation	Not Reviewed	
1.01 Allocations - Allocation total for each school and the LEA is not accurate.		
1.02 The budget(s) are not aligned to the appropriate function and cost objective.		
1.03 The school's budget narrative does not provide sufficient details to address how funds are allocated.		
1.04 The budget tag(s) are not aligned to the appropriate function and budget code.		
1.05 Total school allocation is not budgeted.		
<input type="checkbox"/> 2. Part I: District Application	Not Reviewed	
2.01 A description of how the LEA will develop the school improvement plan(s) for schools is not provided.		
2.02 A description of how the LEA will support schools in developing or implementing the school improvement plan(s) is not provided.		
2.03 A description of how the district will monitor the implementation of the school improvement plan(s) is not provided.		
2.04 A description of what the school will do with stakeholders (including principals, other school leaders, teachers, and parents) to develop and implement a school-level TSI plan to improve student outcomes based on the indicators in the statewide accountability system or the LEA's determined number of years for a school to be identified before additional action will be taken by the LEA is not provided.		
2.05 A description of the district's rigorous review process to a) recruit, b) screen, c) select, and d) evaluate external partners funded by the district to implement strategies or interventions is not provided or each part of the process is not addressed.		
2.06 A description of how the district will align a) other Federal, b) State, and c) local resources to support strategies funded with Section 1003 is not provided or each part of the process in not addressed.		
2.07 A description of how the district will make necessary modifications to practices and policies to provide operational flexibility that enables full and effective implementation of school improvement plans is not provided.		
2.08 Action Steps have not been created with all components addressed or domain practices have not been identified.		
2.09 A description of how the district identifies resource inequities, which may include a review of the LEA and school level budgeting, that will be addressed through implementation of the school improvement plan(s) is not provided.		

2.10 Assurance and Certification of Approval are not all checked.		
<input type="checkbox"/>	3. Part II: Plan	Not Reviewed ▼
	3.01 A vision of the school is not provided.	
	3.02 A mission of the school is not provided.	
	3.03 The improvement status is not selected.	
	3.04 The correct subgroups and/or content areas are not selected based on school identification.	
	3.05 Prior Year Proficiency % MAAP Spring Assessment is not provided for all required subgroups.	
	3.06 Current Year Proficiency % MAAP Spring Assessment is not provided for all required subgroups.	
	3.07 Target Proficiency % on MAAP Spring Assessment is not provided for all required subgroups.	
	3.08 Evidence-based action plan has not been created with all components addressed or funded indicators have not been identified	
	3.09 The cost associated with the action step(s) is not provided or is not aligned to the budget.	
<input type="checkbox"/>	4. Part III: Use of Required Title I, Part A Reservation for CSI, TSI and ATSI Schools	Not Reviewed ▼
	4.01 20% of the identified school's Title I allocation has not been populated from the approved Consolidated application.	
<input type="checkbox"/>	5. Personnel Details	Not Reviewed ▼
	5.01 School information has not been provided. Current information for Principal has not been provided.	
	5.02 Regular School Year: School Level Personnel is not accurately provided for each school, if applicable (Headcount and Full Time Equivalent equal to the amount paid from 1003 funds). For example: 100%=1, 50%=.5, 25%=.25, 20%=.20	
	5.03 Summer School: School Level Personnel is not accurately provided for each school, if applicable (Headcount and Full Time Equivalent equal to the amount paid from 1003 funds). For example: 100%=1, 50%=.5, 25%=.25, 20%=.20	
<input type="checkbox"/>	6. Related Documents	Not Reviewed ▼
	6.01 The correct version of the revision form has not been uploaded.	
	6.02 The revision form is not completed accurately with all components addressed.	
	6.03 The job description is not uploaded.	