

# FY26 1003 Application Review

February 19, 2026

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Lakeisha Willians, OSI Program Coordinator



# Vision, Mission & Strategic Plan Goals

## Vision

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

## Mission

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

## Strategic Plan Goals

1. **All Students Proficient and Showing Growth in All Assessed Areas**
2. **Every Student Graduates from High School and is Ready for College and Career**
3. **Every Child Has Access to a High-Quality Early Childhood Program**
4. **Every School Has Effective Teachers and Leaders**
5. **Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes**
6. **Every School and District is Rated "C" or Higher**

# Agenda

- FY26 Funding Application Review
  - Updates
  - Reminders
- Support
  - Resources
  - OSI Staff

# Funding Updates & Reminders

# Funding for Identified Schools

Identification	Are SI funds awarded?	FY25 Base Amount Revision
CSI - Federal	Yes, if identified	Tier I: Lowest 5% Title I- \$90,687 Tier II: Graduation Rate- \$63,476 Tier III: Escalated Subgroup- \$54,408
TSI - Federal	Yes, but based on availability, may be less	Tier IV: \$36,272
ATSI - Federal	Yes, but based on availability, may be less	Tier IV: \$36,272
SAR - State	No, SAR schools do not receive SI Funds, unless also federally identified	\$0

# 1003 School Improvement Grant Life Cycle

Grant	Funding Year	Academic School Year	Obligation Date	Liquidation Date	Grant Life
The specific grant being awarded	The spring of the academic school year.	The current school year.	The date the funds from the specific funding year must be obligated by the district. (September 30 <sup>th</sup> )	The date the funds from the specific funding year must be liquidated by the district. (December 30 <sup>th</sup> )	The period the grant is available is 30 months. (27 months to obligate and 3 months to liquidate)
<b>Example</b>					
Grant	Funding Year	Academic School Year	Obligation Date	Liquidation Date	Grant Life
1003	2026	2025-2026	September 30, 2027	December 30, 2027	July 1, 2025 – December 30, 2027

# Substantial Approval

# Substantial Approval Steps for Submission

Permits the allocation and obligation of funds to address evidence-based interventions, activities, or strategies aligned to the following areas:

- leadership
- high quality instructional materials
- technology integration
- ongoing job-embedded professional development
- increased learning time
- early childhood programs (Pre-K)
- evidence-based instructional resources
- other interventions intended to support instructional practices

Obligation of allowable expenditures that support the program may date back to July 1, 2025,

# Substantial Approval Steps for Submission

- Complete and submit Part I: District Application in MCAPS for Section 1003 School Improvement Funds
- Ensure that items 1-9 have been answered completely (each part of the question must be addressed as described in the prompt)
- Ensure that the required assurance has been selected
- Ensure that the LEA Approval certification addressing that the application will be reviewed by the identified parties prior to final approval has been selected
- Ensure that the district will verify the approved budget will be aligned to the district's accounting package has been selected

# Substantial Approval Steps for Submission

- Save the document using the following naming convention District Name\_FY25 1003 Application Substantial Approval Request
- Download the PDF using the MCAPS printing function (do not submit the web version) and email a copy to [tsi@mdek12.org](mailto:tsi@mdek12.org) no later than **March 6, 2026**
- Await approval by the OSI team
- An email granting substantial approval will be sent to the Federal Programs Director upon receipt and review of the requested documentation
- The district may **obligate** funds following notification from the Office of School Improvement
- The district may not request reimbursement until it has a fully approved plan and application (LEA Superintendent Approved)

# Deadlines

- Deadline to request substantial approval: **March 6, 2026**
- Deadline to submit plan and application: **March 27, 2026**

# FY26 1003 Application Updates and Reminders

# Success Elements of a Needs Assessment



## Elements of a Successful Needs Assessment

### Needs-Driven and Context-Specific Approach

To be needs-driven, the needs assessment design and scope should be built around an organizing framework that defines the problems, topics, and questions to be addressed. Educators may wish to adopt an existing research-based improvement framework or develop a local version to ground their needs assessment process (Cullico & Husby-Slater, 2018).

To be context-specific, the design and questions must represent and reflect the context of the work. Specific interventions, practices, environments, and/or driving forces may be key to driving school improvement in certain instances. A context-specific approach allows school leaders to examine all factors contributing to the school's being. Providing the opportunity for internal and external stakeholders (students, parents, community members, teachers, administrators, and district office personnel) to participate in the needs assessment when the design is context-specific, allows perspectives to inform how the school's components impact continuous school improvement. Identifying needs through a context-specific approach becomes important when interpreting factors which may be causing needs that are hindering student achievement and improvement.

### Rigorous Data Analysis

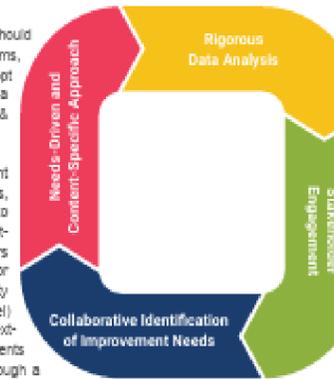
A successful needs assessment uses rigorous data analysis which includes diverse and high-quality data sets (Cullico & Husby-Slater, 2018). It also involves exploration into root causes.

### How can I collect data?

EXAMPLES OF COLLECTION METHODS	
Qualitative Data	Quantitative Data
Interviews Focus Groups Observations (descriptive) Survey Data (open response) School Plans	Achievement Data Attendance Data Graduation Rates Classroom Observations (scored) Demographic Trend Data Survey Data (Likert Scale)

### What type of data can be collected?

TYPES OF DATA		
Input	Output	Demographics
Resources Materials Plans Training Support	Achievement Behavior Attendance Performance Overall Culture	Student Population Staff Population Population Trends Student Subgroups Mobility



## Elements of a Successful Needs Assessment

### Stakeholder Engagement

The process of conducting the needs assessment should include local stakeholders. When conducting the needs assessment, engage school staff, parents and guardians, community leaders and members, and students.

Engaging stakeholders provides diverse data as well as an opportunity to build trust and relationships that are established long after the needs assessment is complete.

### What are benefits of including stakeholders?

- Builds Ownership
- Builds Trust
- Leverages Implementation Science
- Leads to Action
- Promotes Transparency
- Increases Utility of Data
- Provides School Communities with an Authentic Voice and a Role in the Process

[Stakeholder Engagement Resources-Community Engagement Councils](#)  
[Stakeholder Engagement Resources-Family Guides for Success](#)  
[Comprehensive Needs Assessment Resources-Needs Assessment Guidebook](#)  
[Comprehensive Needs Assessment Resources-Root Cause Analysis](#)

### Collaborative Identification of Improvement Needs

The primary outcome of the needs assessment process is a set of needs, or a prioritized area of focus, that will inform improvement efforts. Collaborative identification of those needs means that priorities are identified collaboratively with stakeholders. The local leaders, parents, guardians, teachers, students, staff, and community members represented in the data collection are responsible for carrying out the implementation strategies that are identified by the needs assessment, and therefore, have a stake in identifying and prioritizing needs. When key indicators are determined at the local level, ownership and understanding increase (Curtis & City, 2009).

## Typical Cycle for Comprehensive Needs Assessment

Typically, districts conduct this process during the spring of each year to plan for its consolidated application for the Office of Federal Programs. Additionally, when schools begin to develop their Title I Schoolwide Plans for the upcoming year, they revisit data to ensure it is still relevant. The Office of School Improvement further recommends that comprehensive needs assessment data be revisited when developing the School Improvement Plan and application for funds to ensure relevance based on the most current accountability results.

## Evidence-Based Interventions

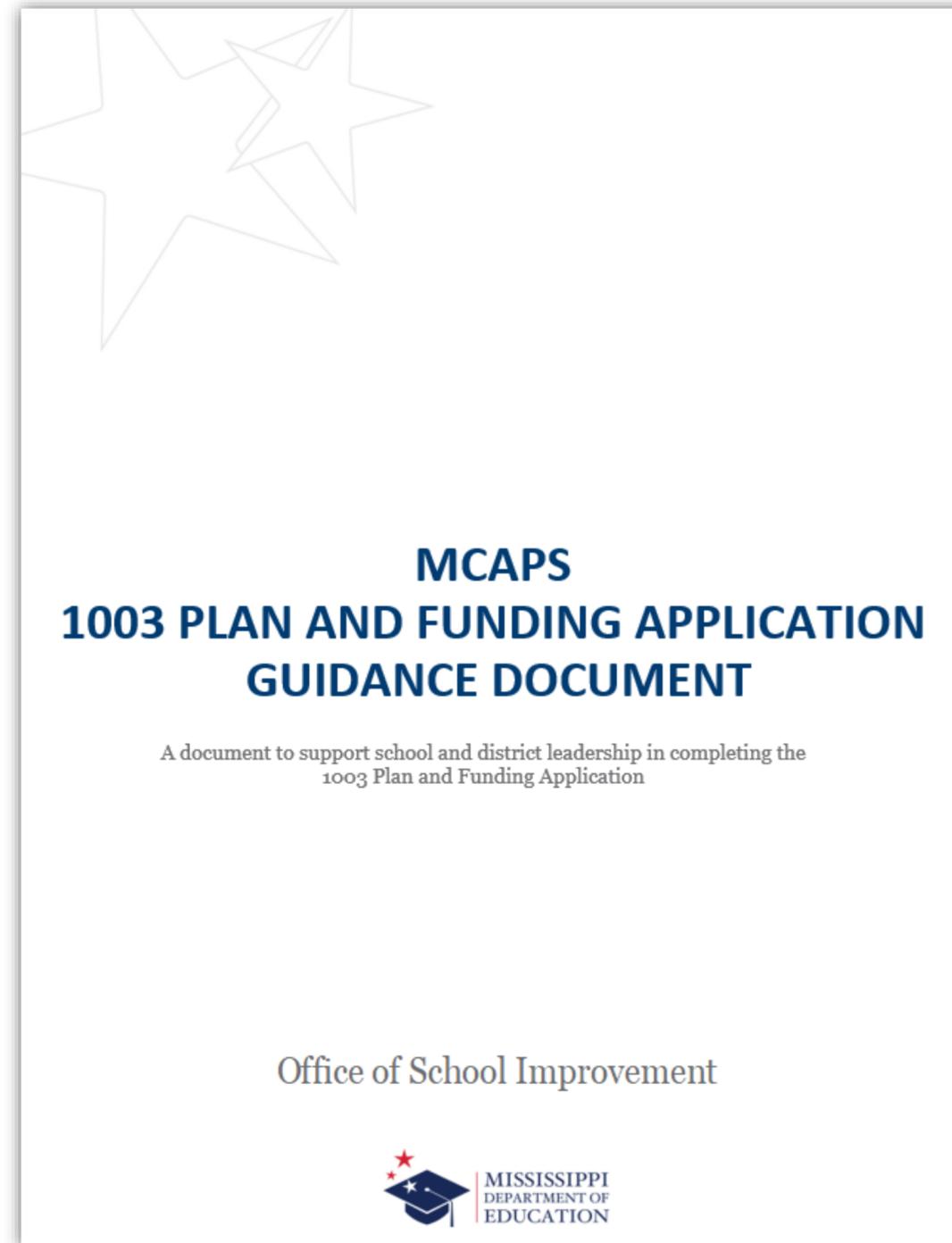
The Mississippi Department of Education supports school district efforts to invest in proven strategies that have an evidence base for effectiveness toward improving outcomes for children in our schools. The factors that undergird the MDE's position include but are not limited to the expectations and requirements bulleted below.

- State law requires that we categorize all programs and activities based on evidence of effectiveness (Mississippi Code 27-103-159).
- Federal law requires that we select and implement evidence-based programs when using federal funds (Every Student Succeeds Act).
- The Mississippi Board of Education has established the expectation that we are to create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce. To obtain this vision, we must use evidence-based practices/programs with a proven track record of success.

# MCAPS Guidance Document and Exemplar Part I Responses

## More Details...

- Narrative Descriptions
- Progress Towards Proficiency Examples
- Budget Detail Reminders
- MRO Schools Reminders



# MCAPS Guidance Document and Exemplar Part I Responses



## OFFICE OF SCHOOL IMPROVEMENT

### Part I: District Application – Exemplar Responses

<b>1. CSI Schools Only</b>
In collaboration with the school's leadership team, the LEA will review the school comprehensive needs assessment, accountability results, benchmark data, and stakeholder feedback in order to prioritize the areas to target for the greatest impact on student academic outcomes. After determining the needs of each school, the district and school leadership team will determine which evidence-based strategies/intervention to fund.
<b>1a. Districts with MRO schools are required to answer 1a.</b>
The district will ensure effective implementation of HQIM for both ELA and Math by maintaining inventory, conducting instructional observations, and identifying and providing professional learning on the components of the resources and materials. The district team will work with the MDE to identify, plan, and host professional learning on the HQIM.
<b>2. TSI and ATSI Schools Only</b>
The LEA will support the principals in developing and implementing the plan. The support will consist of providing targeted professional development, engaging in bi-weekly team meetings, and reviewing assessment and progress monitoring data. The LEA will ensure that the schools have needed resources to ensure plan implementation.
<b>3. All Identified Schools</b>
The district will monitor schools receiving Section 1003 funds by requiring monthly updates of plan implementation (ex: agendas, minutes). The district and school leadership team will meet monthly to review strategies funded with 1003 funds and discuss what is working and the needed changes or updates to meet their goals. The district will consistently aid in planning and the implementation of goals for the school.
<b>3a. Districts with MRO schools are required to answer 3a.</b>
The district and school leadership will meet quarterly to review progress toward implementation of the HQIM. Based on feedback received through the quarterly review, adjustments, as needed to ensure effective implementation will be made.
<b>4. TSI and Non-Title I ATSI Schools Only</b>
a. The school improvement team will consist of stakeholders from all levels of the school community to support the development of the plan. We will identify the plan goals and objectives. We will meet with the school improvement team to share the selected interventions, discuss how they support the goals and objectives, review progress monitoring data, and receive feedback for implementation.
b. Additional action will be taken by the LEA after the school has been identified for two (2) consecutive years.
<b>5. All Identified Schools</b>
<b>Recruitment:</b> The district will actively seek out and engage with potential external partners through various means, such as issuing requests for proposals, conducting outreach to relevant organizations and experts, and attending relevant events and conferences and reviewing prior performance of potential vendors.
<b>Screening:</b> The district will screen potential partners based on a set of criteria, such as their experience, qualifications, and track record in implementing similar programs or interventions.
<b>Selection:</b> Based on the results of the screening process, the district will select a shortlist of potential partners to move forward to the next stage of the process. The selection may be based on a combination of factors, including the partners' qualifications, experience, and the potential for the partnership to achieve desired outcomes.
<b>Evaluation:</b> The district will evaluate the performance of external partners throughout the implementation of strategies or interventions funded with Section 1003 funds. This may involve regularly reviewing data and reports, conducting site visits inclusive of classroom observations, and engaging in ongoing dialogue with the partner to monitor progress and identify areas for improvement.



MISSISSIPPI  
DEPARTMENT OF  
EDUCATION

Provided at the  
Convening and in the  
electronic copy of the  
MCAPS Guidance  
Document.

# Part I: District Application

## MRO Schools Prompt 1a:

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

## MRO Schools Prompt 3a:

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

## All Identified Schools Prompts 3, 5, 6, 7, 8:

Heading: All Identified Schools

## MRO- More Rigorous Options

# Budget and Personnel

## Part-time Non-Certified Tutor

Add Budget Detail		<< First   < Previous   1   Next >   Last >>   Items 1-2 out of 2				Items/Page: 10
Delete	Edit	Budget Detail			Narrative Description	
		Function Code:	1280 - Tutorial/Supplemental Educ. Services		Non-certified tutor to support the identified subgroup. 1 FTE  \$18 X 5hrs X 4 days X 10  <b>Non-certified tutor to support the identified subgroup. 1 FTE</b>  <b>\$18 X 5hr X 4days X 10wks</b>  (Part-time employee = salary formula)	
		Object Code:	100-199 - Employee Salaries			
		School Improvement:	O-Other			
		Location Code:	BRANDON MIDDLE SCHOOL (6100016)			
		Quantity:	1.00			
		Cost:	\$3,600.00			
		Line Item Total:	\$3,600.00			
		Function Code:	1280 - Tutorial/Supplemental Educ. Services		Non-certified tutor benefits	
		Object Code:	200-299 - Employee Benefits			
		School Improvement:	O-Other			
		Location Code:	BRANDON MIDDLE SCHOOL (6100016)			
		Quantity:	1.00			
		Cost:	\$720.00			
		Line Item Total:	\$720.00			

# Budget and Personnel

## Laptops and Supplies

 	Function Code:	1130 - Middle School Programs	20 headphones X \$5 = \$100 20 laptop cases X \$10 = \$200
	Object Code:	600-699 - Supplies	
	School Improvement:	TI-Technology Integration	
	Location Code:	BRANDON MIDDLE SCHOOL (6100016)	
	Quantity:	1.00	
	Cost:	\$300.00	
	Line Item Total:	\$300.00	
<div style="background-color: #ADD8E6; padding: 5px;"> <p><b>20 HEADPHONES X \$5 = \$100</b>  <b>20 LAPTOP CASES X \$10 = \$200</b>                      Supplies (for technology integration) = formula</p> </div>			
 	Function Code:	1130 - Middle School Programs	20 laptops X \$200 = \$4000
	Object Code:	700-799 - Property	
	School Improvement:	TI-Technology Integration	
	Location Code:	BRANDON MIDDLE SCHOOL (6100016)	
	Quantity:	1.00	
	Cost:	\$4,000.00	
	Line Item Total:	\$4,000.00	
<div style="background-color: #ADD8E6; padding: 5px;"> <p><b>20 LAPTOPS X \$200 = \$4000</b>                      Property= formula</p> </div>			

# Budget and Personnel

## After School Program

Add Budget Detail		<< First   < Previous   1   Next >   Last >>   Items 1-1 out of 1				Items/Page: 10 ▾
Delete	Edit	Budget Detail			Narrative Description	
		Function Code:	1260 - After School Programs			After school program for the identified subgroup. Benefits paid with a different funding source.  1 ELA Teacher    \$25 X 2hrs X 3days X 10w 1 Math Teacher    \$25 X 2hrs X 2days X 10w  <b>1 ELA TEACHER \$25 X 2hr X 3days X 10wks</b> <b>1 Math TEACHER \$25 X 2hrs X 2days X 10wks</b>  <b>Benefits paid with a different funding source.</b> (After school employee = salary formula)
		Object Code:	100-199 - Employee Salaries			
		School Improvement:	ILT- Increased Learning Time			
		Location Code:	BRANDON MIDDLE SCHOOL (6100016)			
		Quantity:	<input type="text" value="1.00"/>			
		Cost:	<input type="text" value="\$2,500.00"/>			
		Line Item Total:	<input type="text" value="\$2,500.00"/>			

# Budget Reminders

Responses should include:

- ✓ Alignment of function codes, object codes, and budget tags
- ✓ Payment formulas for part-time & afterschool salary positions, PD stipends, technology integration devices and supplies
- ✓ Concise narrative of the funded strategy



## Part II: The Plan

### CSI Level Options:

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

### MRO Option (MRO Schools Only):

- Select "MRO"
- Upload MRO Evidence Level Documentation
- MRO Schools select MRO and CSI- Lowest 5% Title I

# Part II: Improvement Status and MRO Documentation

**\* Mission of the School:**

Check Spelling

0 of 36000 characters

**\* MRO School?**

Documents		
Type	Document Template	Document/Link
MRO Evidence Level Documentation <span style="font-size: small;">i</span>	N/A	

**\* Improvement Status**

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

**\* Grade Band**

**MRO OPTION**



**MRO DOCUMENT LINK**

**CSI OPTIONS**

**MRO DOCUMENT: Should clearly state the evidence level/effect size of the action/strategy.**

# Part II: MRO Documentation

## Effect Size to Evidence Level:

- ✓ 0.5 = moderate effect
- ✓ 0.8 = strong effect

## Documentation verifies:

- ✓ The **evidence level**
- ✓ The **research findings** of the evidence level  
(i.e., a short excerpt of the abstract, methodology)
- ✓ Study and Strategy Alignment

## ESSA's Levels of Evidence

1. <b>STRONG</b>	**At least 1 well-designed and well-implemented <b>experimental</b> study (i.e., randomized)
2. <b>MODERATE</b>	**At least 1 well-designed and well-implemented <b>quasi-experimental</b> study (i.e., matched)

# Part II: Progress Towards Proficiency

**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
ELA	Economically Disadvantaged	24 %	47 %	
Add Row				
Math	Economically Disadvantaged	32 %	36 %	
Add Row				
Science	Select...	%	%	
Add Row				
History	Select...	%	%	
Add Row				

**1003 PLAN AND FUNDING APPLICATION**  
**MISSISSIPPI SUCCEEDS REPORT CARD**  
 Accessing Progress Toward Proficiency Data



Use the following steps to locate proficiency percentages for subgroups in the MS Succeeds Report Card.

**STEP 1**

Go to [msrc.mdek12.org](https://msrc.mdek12.org) or click the [MS Succeeds Report Card](#) link in *Part II: The Plan* of the 1003 Plan and Funding Application. Search for the school district. Select the school.



Provided at the Convening and as an electronic copy of the MCAPS Guidance Document.

# Part II- Action Plan

**Action Plan**  
 The content of my currently approved CSI, TSI, or ATSI Plan will not be modified without the Commission's permission.

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	July 1, 2025 - September 30, 2027	Cost
Practice 3.1	Interventionist Check Spelling 15 of 50 characters	Strong	School Administrator			\$ 65,343.00
Practice 3.3	Laptops Check Spelling 7 of 50 characters	Moderate	School Administrator			\$ 300.00
Practice 3.3	Headphones and cases Check Spelling 20 of 50 characters	Moderate	School Administrator			\$ 4,000.00
Practice 3.2	Tutor Check Spelling 5 of 50 characters	Strong	Instructional/Academic Coach			\$ 4,320.00
Practice 3.3	Afterschool Program Check Spelling 19 of 50 characters	Select...	Select...			\$ 3,500.00

**EVIDENCE LEVEL**

- 1. **STRONG** \*\*At least 1 well-designed and well-implemented experimental study (i.e., randomized)
- 2. **MODERATE** \*\*At least 1 well-designed and well-implemented quasi-experimental study (i.e., matched)
- 3. **PROMISING** \*\*At least 1 well-designed and well-implemented correlation study with statistical controls for selection bias

Position Responsible:

- Select...
- Select...
- School Administrator
- Counselor
- Lead Teacher
- Instructional/Academic Coach
- Interventionist
- School Improvement Facilitator
- Other (describe in next column)

## Part II Reminders

### Progress Towards Proficiency

- ✓ TSI and ATSI: Select the correct proficiencies (Past, Current, Target) based on the Mississippi Succeeds Report Card **subgroup** data
- ✓ CSI: Select "All" for subgroup

### Action Steps

- ✓ Clear, concise description of funded action step (not budget tags)
- ✓ Cost(s) aligned with the budgeted amount
- ✓ Action steps are provided for each budgeted action allocation (exceptions: PD, ILT)



# Personnel Details: Regular School Year/Summer School

## Principal Contact Information

\* Name

Franklin Robertson

\* Phone Number

601-359-1003

\* Email

TSI@MDEK12.org

The role =  
budget  
narrative  
description

	Headcount	FTE
Teachers	<input type="text"/>	<input type="text"/>
Paraprofessionals <span style="color: red;">Uncertified Position</span>	<input type="text" value="1.00"/>	<input type="text" value="1.00"/>
Instructional Facilitators	<input type="text"/>	<input type="text"/>
Interventionists	<input type="text" value="2.00"/>	<input type="text" value="2.00"/>
Guidance Counselors	<input type="text"/>	<input type="text"/>
Parent Involvement	<input type="text"/>	<input type="text"/>
After School/Extended Day Tutors	<input type="text"/>	<input type="text"/>
PD Stipend Recipients/Participants	<input type="text"/>	<input type="text"/>
Other: BUS DRIVER	<input type="text" value="1.00"/>	<input type="text" value="1.00"/>
<a href="#">Add Row</a>		
<b>Total:</b>		<input type="text" value="4.00"/>

Head Count and  
FTE = budget  
narrative  
description

FTE = What percent of 1003 funds is being used  
(i.e., 1= 100%, .5= 50%, .25= 25%, etc.)

## Part III: Title I 20% Reservation for School Improvement

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... ▾	<input type="text"/> // Check Spelling 0 of 50 characters	Select... ▾	Select... ▾	<input type="text"/> // Check Spelling 0 of 50 characters	\$ <input type="text"/>

- Describe the action funded with the Title I reservation (no budget tags)
- The allocated amount must be equal to or greater than 20% of Title I funding.

## Part III: Additional Section

- Provides the total Title I Allocation and the required 20% reservation.

## Related Documents: Job Description Uploads

- ✓ The job description title must match the district plan and budget narrative
  - ✓ Required for all personnel paid with salary and benefits
  - ✓ Upload to the *Job Description* link
  - ✓ Must be School Board approved
- **Do not upload board approved signature forms**

# Application Resources

- ✓ MCAPS Guidance Document
- ✓ Part I: District Plan Exemplar Responses
- ✓ MS Succeeds Report Card Quick Guide
- ✓ FY26 SI Identification List
- ✓ OSI District Contact/Supervisors



# Questions?

# FY26 1003 Application Review

Lakeisha Willians, Program Coordinator

[mdek12.org/osi](https://mdek12.org/osi)

[LWilliams@mdek12.org](mailto:LWilliams@mdek12.org)

