



MCAPS 1003 PLAN AND FUNDING APPLICATION GUIDANCE DOCUMENT

A document to support school and district leadership in completing the
1003 Plan and Funding Application

Office of School Improvement



MISSISSIPPI
DEPARTMENT OF
EDUCATION

TABLE OF CONTENTS

03 Accessing MCAPS and the 1003 Funding Application

04 The Sections Landing Page

05 Part I: District Application

06 The Budget

09 Part II: Plan

13 Part III: Title IA Reservation

13 Personnel Details

15 Related Documents

15 Additional Resources

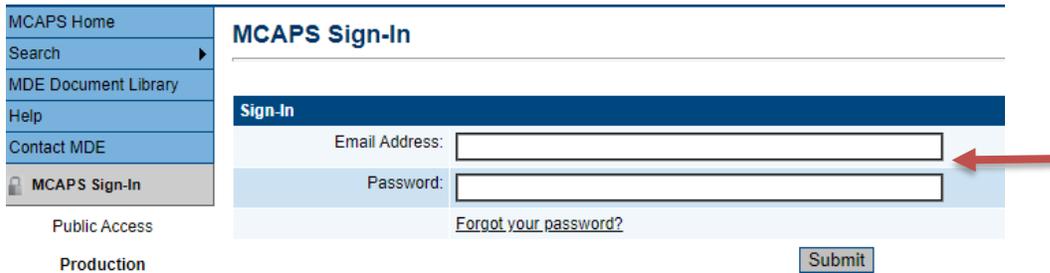
Purpose

This guidance document provides the steps to complete each section of the 1003 Plan and Funding application. For additional support, contact your Office of School Improvement MCAPS district contact.



Accessing MCAPS and the 1003 Funding Application

1. Go to <https://mcaps.mdek12.org/> or visit the *Office of School Improvement* webpage.
2. Sign-in to MCAPS.



MCAPS Home
Search
MDE Document Library
Help
Contact MDE
MCAPS Sign-In

Public Access
Production

MCAPS Sign-In

Sign-In

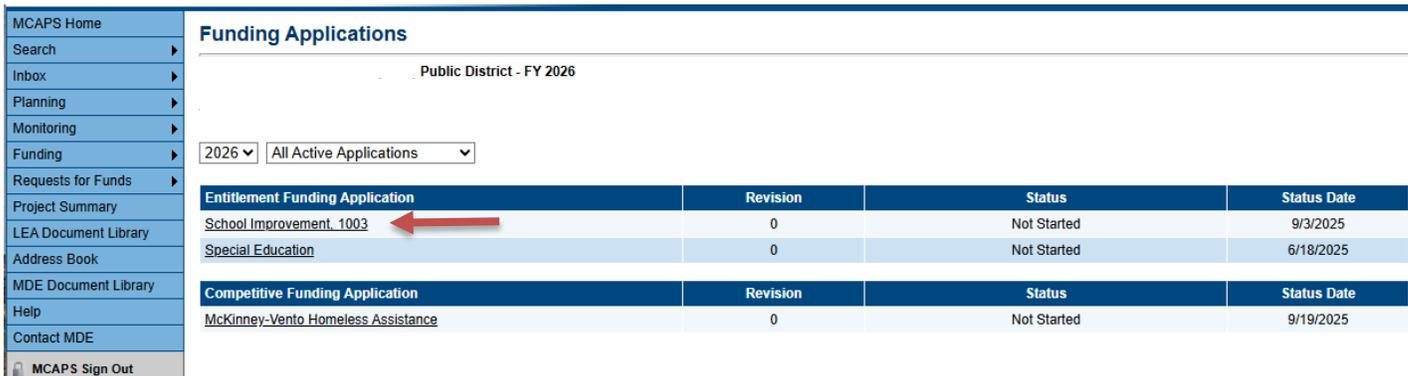
Email Address:

Password:

[Forgot your password?](#)

Submit

3. Below the *Funding Application* heading, locate the school district name and fiscal year. Select the *School Improvement, 1003* application link.



MCAPS Home
Search
Inbox
Planning
Monitoring
Funding
Requests for Funds
Project Summary
LEA Document Library
Address Book
MDE Document Library
Help
Contact MDE
MCAPS Sign Out

Funding Applications

Public District - FY 2026

2026 All Active Applications

Entitlement Funding Application	Revision	Status	Status Date
School Improvement, 1003	0	Not Started	9/3/2025
Special Education	0	Not Started	6/18/2025

Competitive Funding Application	Revision	Status	Status Date
McKinney-Vento Homeless Assistance	0	Not Started	9/19/2025

[Back to Table of Contents](#)



Section Landing Page

4. Change the status to *Draft Started* to begin the application.

Sections

Application Status: Not Started
Change Status To: [Draft Started](#)

The landing page is the first page of the application. The application section links are located here. If more than one school has an identification, click the down arrow to select the desired school.

MCAPS Home
Search
Inbox
Planning
Funding
Requests for Funds
Project Summary
LEA Document Library
Address Book
MDE Document Library
Help
Contact MDE
MCAPS Sign Out

Sections

SCHOOL DISTRICT Public District - FY 2026 - School Improvement, 1003 - Rev 0

Application Status: Draft Started
Change Status To: [LEA Federal Programs Draft Completed](#)

Description (View Sections Only View All Pages)	Validation	Print
All	Messages	Print
History Log		Print
History Log		Print
Create Comment		
Allocations		Print
Allocations		Print
District Level Application		Print
Application Components		Print
Part I: District Application for Section 1003 School Improvement Funds		Print
School Improvement, 1003 <input type="text" value="School Improvement, 1003"/>	Messages	Print
Budget	Messages	Print
Budget Overview		Print
School Improvement, 1003 School Allocations		Print
Part II: Plan		Print
Part III: Use of Required Title I, Part A Reservation for CSI, TSI and ATSI Schools		Print
Personnel Details (Regular School Year Pre K-12 School Level)		Print
Personnel Details (Summer School Pre K-12 School Level)		Print
Related Documents		Print
Assurances		Print
Related Documents		Print
School Improvement, 1003 Checklist		Print
Checklist		Print
All	Messages	Print

[Back to Table of Contents](#)



Completing the Application

Part I: District Application

5. The district application consists of nine prompts. Each response should consist of information resulting from engagement and collaboration between the district and school leadership teams. Responses should concisely and accurately address each part of the prompt. [Response samples](#) are provided to utilize as a guide.

Once all nine prompts are answered, check each box to verify the following statements.

-  * 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.

[Back to Table of Contents](#)



Budget

- The budget section outlines the school's total allocation of funds for action/strategies to implement the plan. There will be a zero-balance once all funds are allocated.

Entering Budget Details

- Click *Budget* on the application landing page. Choose the function code that aligns to the action/strategy. Click *Modify* next to the function code to enter the budget detail.

MCAPS Home

Search

Inbox

Planning

Monitoring

Funding

Requests for Funds

Project Summary

LEA Document Library

Address Book

MDE Document Library

Help

Contact MDE

MCAPS Sign Out

Budget

SCHOOL DISTRICT Public District - FY 2024 - School Improvement, 1003 - Rev 0 - School Improvement SCHOOL NAME

Go To

Indirect Cost	
Total Contributing to Indirect Cost	\$0.00
Indirect Cost Rate	1.48%
Maximum Allowed for Indirect Cost	\$0.00

[Copy 2023 Budget Detail](#)

[Budget by Object Code](#)

	Function Code	Total
Modify	1105 - Pre-Kindergarten Programs	\$0.00
Modify	1110 - Kindergarten Programs	\$0.00
Modify	1120 - Elementary Programs	\$0.00
Modify	1130 - Middle School Programs	\$0.00
Modify	1140 - High School Programs	\$0.00
Modify	1142 - Career & Technical Education Programs	\$0.00
Modify	1191-1195 - Other Regular Programs	\$0.00
Modify	1196 - E-Learning Programs	\$0.00
Modify	1197-1199 - Other Regular Programs	\$0.00
Modify	1210 - Gifted Education Programs	\$0.00
Modify	1220 - Special Education Programs	\$0.00
Modify	1230 - Alternative School Programs	\$0.00
Modify	1250 - Title I Programs	\$0.00
Modify	1260 - After School Programs	\$0.00
Modify	1270 - Remediation/Extended School Year Programs	\$0.00
Modify	1280 - Tutorial/Supplemental Educ. Services	\$0.00
Modify	1285 - Drop-out Prevention Programs	\$0.00
Modify	1290-1294 - Defined Special Programs	\$0.00
Modify	1295 - Private School Participation	\$0.00
Modify	1296-1299 - Other Special Programs	\$0.00
Modify	1310-1390 - Adult Continuing Education Programs	\$0.00

Click *Modify* to begin adding budget details under a function code.

[Back to Table of Contents](#)



Budget Detail

Enter separate budget details for each action/strategy.

- b. Click Add Budget Detail to begin.

Delete	Edit	Budget Detail	Narrative Description
			Total for filtered Budget Details: \$0.00
			Total for all other Budget Details: \$0.00
			Total for all Budget Details: \$0.00
			Adjusted Allocation: \$77,171.00
			Remaining: \$77,171.00

[Return](#)

- c. Next:
 1. Select the object code.
 2. Select the budget tag.
 3. Enter the quantity and cost.
 4. Enter the narrative description. The application reviewer must be able to determine if the expenditure is allowable and reasonable.

Budget Detail	Narrative Description
Function Code: 1130 - Middle School Programs	
Object Code: 100-199 - Employee Salaries	
School Improvement: Select Tag	
Location Code: SCHOOL NAME	
Quantity: 1.00	
Cost: \$0.00	
Budget Detail Total: \$0.00	
	Total for all other Budget Details: \$0.00
	Total for all Budget Details: \$0.00
	Adjusted Allocation: \$77,171.00
	Remaining: \$77,171.00

[Create](#) [Cancel](#)

- d. Click *Create* to save.

Deleting or Editing Budget Details

- e. Details can be deleted or edited by clicking the *trash bin* and *pencil* icons. After budget details are added for the action(s), click *Return* to go back to the Budget page.

Budget Reminders

Verify that the school budget has a zero (\$0) balance after adding all budget details to the Budget.

Narrative Description

Professional Development

- **State whether the consultant** (external provider) is **working with teachers or facilitating PD**
- PD outside the regular school day- **State *Stipend*** and include hourly rate and time frame for teachers (ex: 4 Teachers, \$40/hr, 4hrs/day, 2 days)

Technology Integration

- Provide the itemized cost (ex: 15 laptops at \$900/ laptop)

Bus Drivers

- State the hourly rate (ex: \$15/hour, 3hrs/day, 4 days) or amount per route

After School/Summer School

- Include hourly rate & time frame for teachers (ex: 4 Teachers, \$40/hr, 2hrs/day, 4 days, 3 weeks)

Part-time Tutor

- Include hourly rate & time frame for teachers (ex: 3 Part-time tutors, \$25/hr, 4hrs/day, 24 days)

Other Budget Details

1. All actions pertaining to professional development have the *OJEPD* budget tag
2. All actions pertaining to after school and extended school year programs have the *ILT* budget tag
3. When using the HQIM budget tag, verify the materials are on the MDE HQIM list
4. More Rigorous Options (MRO) Schools: Instructional materials must be High Quality Instructional Materials (HQIM) unless the materials are supplemental to previously purchased HQIM.

[HQIM Resources](#)



Part II: Plan

7. Each section of Part II provides specific details related to the school and the plan for improvement. All areas with an asterisk (*) must be completed.

Vision, Mission, Improvement Status, Grade Band, and MRO status

- a. Enter the school vision and mission statements. Select the improvement status. Enter the school grade band.

* Vision of the School:

Check Spelling
0 of 36000 characters

* Mission of the School:

Check Spelling
0 of 36000 characters

+ * MRO School?

* Improvement Status

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

* Grade Band

MRO Documentation

- b. More Rigorous Option (MRO) CSI schools are required to upload the research findings of the evidence level (i.e., a short excerpt of the abstract, methodology) for chosen actions/strategies. The actions/strategies evidence level must be either moderate or strong (.5- .79 effect size = moderate, .8 or greater effect size = strong).

Progress Towards Proficiency

Content Area

- c. Select the content area(s):
- CSI Schools: Enter data for all content areas based on school grade band.
 - ATSI Schools: Enter data for all content areas based on school grade band.
 - TSI Schools: Enter data for ELA and/or Math only. (Based on the subgroup identification located in the superintendent secure accountability SharePoint file)

Subgroup

- d. Select the identified subgroup(s) from the dropdown menu. Click *Add Row* if the school has more than one subgroup identification. School identifications are provided in the *School Improvement Identification* list, provided on the OSI website.

[Back to Table of Contents](#)



Progress Towards Proficiency

Examples by School Identification

TSI Identification (ELA and/or Math only)

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

*** Grade Band**
 6th-8th

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	Black	24 %	47 %	55 %
Add Row				
Math	Black	32 %	38 %	45 %
Add Row				
Science	Select...	%	%	%
Add Row				
History	Select...	%	%	%
Add Row				

ATSI Identification (all content areas based on school grade band)

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

*** Grade Band**
 K-5th

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	24 %	40 %	50 %
Add Row				
Math	Students with Disabilities	18 %	32 %	40 %
Add Row				
Science	Students with Disabilities	30 %	37 %	45 %
Add Row				
History	Select...	%	%	%
Add Row				

CSI Identification (all content areas based on school grade band)

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

*** Grade Band**
 9th-12th

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	All	35 %	39 %	45 %
Add Row				
Math	All	25 %	33 %	40 %
Add Row				
Science	All	20 %	27 %	35 %
Add Row				
History	All	28 %	32 %	40 %
Add Row				



Domains and Practices

The domains and practices are based on the *Four Domains for Rapid School Improvement* which is the framework for the Office of School Improvement. Each Domain has three (3) practices. Each funded action/strategy must align to one of the domain practices in the evidence-based action plan.

Four Domains Framework

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

Each funded action/strategy must align to one of the strategies as a budget tag in the budget section.

Strategy Key
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.

Note: Increased Learning Time (ILT) Interventions, strategies, or practices are intended to support an increase in the amount of time *beyond* the regular school day. ***ILT is instructional time outside of the regular school day.***



Action Plan

8. The Action Plan includes action steps all actions/strategies. To clearly identify all allocated funds, add a row for *each* action/strategy. All information must align to the budget details.

Action Steps
The content of my currently approved CSI, TSI, or ATSI Plan will not be modified with this submission.

Use the drop-down and the table below to create an evidence-based action plan.

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, 2023 - September 30, 2025	Cost
<input type="button" value="Select"/> <div style="border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 5px auto;">A</div>	<input type="text"/> <div style="border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 5px auto;">B</div>	<input type="button" value="Select"/> <div style="border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 5px auto;">C</div>	<input type="button" value="Select..."/> <div style="border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 5px auto;">D</div>	<input type="text"/> <div style="border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 5px auto;">E</div>	<div style="border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 5px auto;">F</div>	<input type="text"/> <div style="border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 5px auto;">G</div>

[Add Row](#)

A. Domain Practice

From the drop-down menu, select the Domain Practice that aligns to the action/strategy.

B. Action Description

Enter a concise statement that matches the narrative description provided in the budget details.

C. Evidence Level

From the drop-down menu, select the evidence level of the funded action/strategy.

MDE evidence-based definition

MRO Schools: Action evidence level must be either moderate or strong.

D. Position Responsible

From the drop-down menu, select the position responsible for monitoring implementation of the action step.

E. Describe Other

Only add the position description in this column if the position responsible for monitoring the implementation is not listed in the *Position Responsible* column.

F. Cost

Enter the cost of the action/strategy. The cost must align to the cost in the budget details.

Part III: Use of Required Title I, Part A Reservation for CSI, TSI and ATSI Schools

Title I Schools Only

9. The 20% reservation action plan must be entered. It will not auto-populate from the Consolidated Application. The total amount reserved for the action(s) must be greater than or equal to 20% of the total Title I Part A amount.

This section is not required for non-Title I-A schools.

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

Personnel Details

10. This section documents salaried positions allocated in the Budget.

For each position, enter the head count and full-time equivalent (FTE). The headcount is the number of personnel budgeted for the role. The FTE is based on the percentage of 1003 funds allocated for the role. (Ex: 100% = 1, 50% = .5)

If the position is not listed (i.e., graduation coach, academic coach, bus driver), type the position title in the *Other* row. If an additional *Other* row is needed, click *Add Row*, and type the position title in the new row. Enter the head count and FTE for the added position(s).

Notes:

- Paraprofessional positions are reserved for non-certified support.
- Interventionists are reserved for certified support, and any personnel considered an interventionist.
- Professional development stipends are reserved for teacher professional development outside of the regular school day.

[Back to Table of Contents](#)



Regular School Year

- a. Positions for the regular school year should be added in the *Personnel Details (Regular School Year Pre K-12 School Level)* section.

Enter the principal's name, phone number, and email address. Select the salaried position(s) provided in the budget. Enter the head count and FTE for each.

Principal Contact Information

* Name ←

* Phone Number ←

* Email ←

N/A

Regular School-Year Personnel Funded with School Improvement, 1003

	Headcount ←	FTE ←
Teachers	<input type="text"/>	<input type="text"/>
Paraprofessionals	<input type="text"/>	<input type="text"/>
Instructional Facilitators	<input type="text"/>	<input type="text"/>
Interventionists	<input type="text"/>	<input type="text"/>
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: <input type="text"/>	<input type="text"/>	<input type="text"/>
Add Row		
Total:	0.00	0.00

Summer School

- b. Summer positions should be added in the *Personnel Details (Summer School Pre K-12 School Level)* section. Enter the head count and FTE for each salaried position provided in the budget.

N/A

Summer School Personnel Funded with School Improvement, 1003

	Headcount ←	FTE ←
Teachers	<input type="text"/>	<input type="text"/>
Paraprofessionals	<input type="text"/>	<input type="text"/>
Instructional Facilitators	<input type="text"/>	<input type="text"/>
Interventionists	<input type="text"/>	<input type="text"/>
Guidance Counselors	<input type="text"/>	<input type="text"/>
Parent Involvement	<input type="text"/>	<input type="text"/>
PD Stipend Recipients/Participants	<input type="text"/>	<input type="text"/>
Other: <input type="text"/>	<input type="text"/>	<input type="text"/>
Add Row		
Total:	0.00	0.00

Related Documents

The Job Description

11. A job description is required for salaried positions. Upload the job description to the *Job Description* link on the *Related Documents* page. The title on the job description provided by the district must match what is in the budget narrative description and personnel details. The position must be board approved before it can be added to the budgeted allocations. A job description is not required for external providers.

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

Additional Resources

1. [MCAPS 101: An Introduction to the 1003 Funding Application](#)
2. [FY25 1003 Plan and Funding Application](#)
3. [HQIM Resources](#)
4. [Four Domains for Rapid School Improvement](#)
5. [MDE Evidence-Based Definition](#)
6. [Accounting Manual](#)

[Back to Table of Contents](#)

