

WAYNE CO SCHOOL DIST (7700) Public District - FY 2021 - WAYNE COUNTY HIGH SCHOOL (7700026) Public School - School Plan - Rev 0

Student Demographics (Enrollment)

Year	School Enrollment	Female	Male	Asian	Black	Hawaiian Pacific	Hispanic	Native American	White	Multi-Racial	Economically Disadvantaged	IEP	English Learners	Immigrant	Migrant	Homeless	Foster Children	Military Children	
2017-18																			
2018-19																			
2019-20																			

School Data - Grid

Year	Students' Attendance Rate (%)	Teachers' Attendance Rate (%)
2017-18		
2018-19		
2019-20		

School Characteristics (ie. poverty, rural status, businesses/industries, natural disasters)

Wayne County High School serves 845 students, 9th-12th grade. The student population is made of students that come to the high school from five different K8 community schools. A vast number of educational support services are offered at Wayne County High School in order to help meet the needs of the varied student population these include, but are not limited to; special education, EL support, vocational courses, AP classes, Dual Credit courses, and ACT prep classes. The 2010 U.S. Census data reported that 28.8% of individuals live below the poverty level. Wayne County High School has 100% of students who are economically disadvantaged and 100% of the population qualifies for free breakfast and lunch due to the Community Eligibility Provision Grant. The vast majority of the population resides in rural areas and commute thirty plus minutes to school. The industries and businesses that make up the community mainly consist of education, health care, agriculture, retail, timber and oil.

Community Characteristics (ie. poverty, rural status, businesses/industries, natural disasters)

According to 2010 U. S. Census data, the population of Wayne County is 15,096 with 28.8% of those individuals living below the poverty level. There are 5,904 total households in Wayne County with only 17.4% of those consisting of a husband, wife, and their children. 19.3% of the total households consist of a female householder, no husband present, and 29.8% consists of a non-family household. Wayne County is considered a rural county with 810.75 square miles and a population per square mile of 25.6 persons. The racial demographics of the county are as follows: White-57%, Black- 42%, American Indian or Alaskan Native- 0.5%, Asian- 0.4%, Native American or Pacific Islander- 0.1%, Some Other Race- 1.0%. The median household income is \$29,887. For residents 25 years and older, 75% are high school graduates or higher, but only 12% possess a Bachelor's degree or higher. Wayne County's industry and business consists of timber, oil, agriculture, retail, education, and healthcare. There are 497 businesses that generated \$225,243,004 in gross sales during the fiscal year 2013 according to the Mississippi Department of Revenue.

Check the box that reflects your school accountability designation

Three-Year School Accountability Designation

Year	Priority	Focus	CSI	TSI
2017-18	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2018-19	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2019-20	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Elementary and Middle Schools

	Language Arts			Mathematics			Science			Participation Rate		
	17-18	18-19	19-20	17-18	18-19	19-20	17-18	18-19	19-20	17-18	18-19	19-20
Proficiency												
Growth All Students												
Growth Low 25%												
Accountability Grade	2017-18			2018-19			2019-20			2019-20		
Total Points	Select...			Select...			Select...			Select...		

High Schools

	English			Algebra			Biology			US History			Acceleration			Participation Rate			Graduation Rate			College & Career Readiness		
	17-18	18-19	19-20	17-18	18-19	19-20	17-18	18-19	19-20	17-18	18-19	19-20	17-18	18-19	19-20	17-18	18-19	19-20	17-18	18-19	19-20	17-18	18-19	19-20
Proficiency	36.40	28.20		21.00	35.30		42.40	44.30		60.90	76.00		100.00	100.00		79.30	77.30		81.80	29.50		31.30		
Growth All Students	59.80	56.50		50.40	79.70																			
Growth Low 25%	57.70	54.90		66.10	93.60																			
Accountability Grade	2017-18			2018-19			2018-19			2019-20			2019-20			2019-20			2019-20			2019-20		
Total Points	D			C			611.00			611.00			611.00			611.00			611.00			611.00		

School Plan - Student Achievement (School's Performance)

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Reading/Language Arts/Literacy (Progress Monitoring Instrument)

Please provide the percentage of students for each administration that did **NOT** meet at/or above the benchmark. If there are no grade levels represented by the school, please leave the appropriate box blank.

Name of assessment tool used:

Year	Kindergarten		1st Grade		2nd Grade	
	BOY*	EOY*	BOY	EOY	BOY	EOY
2017-178	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2018-19	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2019-20	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

* BOY means Beginning of the Year and EOY means End of the Year

English/Language Arts (MAAP)

Please provide the percentage of students who did **NOT** meet proficiency or above. If there are no grade levels represented by the school, please leave the appropriate box blank.

Year	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	English II
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

2017-18										63.60
2018-19										72.80
2019-20										

Mathematics (MAAP)

Please provide the percentage of students who did **NOT** meet proficiency or above. If there are no grade levels represented by the school, please leave the appropriate box blank.

Year	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	Algebra I
2017-18							79.00
2018-19							64.70
2019-20							

Special Subject Areas (MAAP)

Please provide the percentage of students who did **NOT** meet proficiency or above. If there are no grade levels represented by the school, please leave the appropriate box blank.

Year	5th Grade Science	8th Grade Science	Biology I	U.S. History
2017-18			67.60	56.60
2018-19			65.70	35.60

After analyzing data for all students, provide a summary of the progress and challenges and identify underlying causes for each. Cite specific examples and address racial/ethnic groups and other subgroups where relevant, such as, gender, ethnicity, EL, homeless, migrant, students with disabilities, military or foster children. Include all local data analyzed as part of the comprehensive needs assessment.

The toughest academic issue faced by the teachers at Wayne County High School is the reading level of their students. For the previous 2 years approximately 75% of the incoming Ninth Grade class has been reading below grade level. There are several factors that contribute to this in a poverty ridden area like ours, which include but are not limited to: Limited parental education, lack of 2 parent home, students being raised by elderly grandparents who may struggle with the learning concepts of the modern world. This lack of parental support coupled with the absence of importance of a strong education make for a difficult situation for teachers. In order for our students to thrive in today's world and continue to show growth on their state assessments we must continue to find ways to close this learning gap. With an influx in population of EL students, our teachers will be charged with yet another difficult task of growing students who are at somewhat of a disadvantage. However our teachers are loaded with fortitude and up to the task.

Describe the evidence-based strategies that will be implemented to provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards. How will the identified challenges be addressed to ensure that students meet the challenging State academic standards? Section 1114(b)(7)(A)(i-ii)

With the creation of the Compensatory Reading classes, Wayne County High School will increase the lexile level of its bottom 100 9th grade students by 2 or more grade levels. This will improve reading comprehension, vocabulary, and reading fluency among these students. With improvement in these areas these students will see more success in their general education as well as improved scores on all state assessments. Biology, English II, and U.S. History are very reading intensive assessments. With improved reading skills students will see more success and passing scores on

state assessments. This will be accomplished by offering these students a Compensatory Reading class in the first semester of their 9th grade year. This class will teach students the needed strategies to improve their overall reading skills. As English II students in tenth grade, they will receive intensive year-long remediation to help prepare them for the English II assessment. Improving our students ability to read, will make them more successful and deter them from dropping out of school.

Increase Performance Levels in Algebra 1 by 3.5%

1. Improved teacher instruction
 - a. Increased informal evaluation
 - b. Comparing Previous Formal Evaluation
 - c. Pairing student test data with teachers
1. Highly effective Professional Development embedded with improving test rigor.
 - a. Content based
 - b. Focusing on classroom management
 - c. Incorporating student led instruction
 - d. Emphasizing modeling practices
2. Peer collaboration through PLC meetings
 - a. An agenda will be created for each meeting
 - b. A sign-in sheet will be utilized for each meetings
3. Common Planning Time
4. First year Teacher Mentor Program

Mentor will be asked to observe mentees in their classroom for a duration of 10-15 minutes, two times per week. Mentor will then provide feedback to the mentees in a post-observation setting.

- a. Mentees will observe the mentors in a classroom setting 10-15 minutes, three times per week.
5. Increased Rigor in Common Assessments across the subject.
- a. The excellence group along with the MDC coordinator will construct a notebook consisting of notes, sample problems and test questions.
 - b. The Notebook will help to improve the rigor of the common assessments by making sure tests are structured with the correct percentages of questions from each DOK Level. Level 1 -25%, 2-50%, 3-25%, these percentages will increase as student achievement improves. These assessments will also vary in complexity in order to ensure the most rigor.
 - c. Common assessments will be added to the ELS program for feedback and analysis purposes at the department and administrative levels.

Increase Performance Levels in English II by 2%

1. Continued training with the LDC coordinator
 - a. 50% percent day for LDC training per Nine Weeks
2. Strategic planning across the subject area to improve Reading Literacy as well as Reading Informational Text
3. Improved teacher instruction
 - a. Increased informal evaluations
 - b. Effective professional development with an emphasis in improving reading comprehension, and understanding.
 - c. More Rigor during classroom instruction, through the implementation of the cold read and cold write method.

d. Cross-Curriculum Collaboration with the History and Science Departments using the close reading and cold read strategies. A larger emphasis will be placed on document based enrichment in USH in order to help English 2 SS.

Increase Performance Levels in Biology 1 by 2.5%.

1. Increased seat time for students due to the use of ASD as a form of discipline rather than ISS
2. Professional Development with an emphasis in questioning procedures
3. Improve test rigor to include more DOK level 2 and 3 questions as well as increasing the complexity of each level.
4. Incorporate bi-weekly small group experiments to be conducted in the Biology labs.
5. Cross-curriculum instruction to encompass Reading comprehension and Reading literary content
6. Strategic use of sample electronic or paper pencil practice testing, beginning two weeks prior to the test. Test will be chunked into two 20 question tests and one 60 question test. <http://www.mde.k12.ms.us/OSA/SATP2>

Increase Performance Levels in U.S. History by 2%

1. Common Planning
2. Common Assessments with increased Rigor added to ELS for immediate feedback.
3. Curriculum embedded Professional Development
4. Full day of remediation 1 week prior to testing.
 - a. Remediation will consist of teachers exchanging classes. For example Teacher A would remediate Teacher B's class and vice-versa.
 - b. Retesters will be remediated by an outside source
5. Cross-curriculum strategies that support ELA and improve reading skills.

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Not Applicable

College and Career Readiness 11th Grade ACT Scores

Year	Composite	English	Math	Reading	Science
2017-18	16	15	16	17	16
2018-19	17	16	16	17	17
2019-20	17.50	17.60	17.00	17.30	17.20

ACT Scores - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each. Describe how the school will address those challenges.

Data shows a steady increase in performance across the board for each subject. Growth in English is what stands out the most, considering that is a challenge area for us as a school and district. At WCHS we have made English/Reading a focal point the last three years and based on this data it is working. The implementation of the compensatory reading class, instructional coaching for our English 2 teachers, and improved instruction in our ACT Prep classes are the largest contributing factors for the growth in this area. Math is an area I would have expected for the growth numbers to be higher, however the most success we have in this subject comes from the growth of our b25%. AS a school we will continue to put a major emphasis on Reading, in turn we will see an improvement in English, Reading, and Science, as Science is also a heavily reading based assessment.

Not Applicable

Postsecondary Preparation Opportunities for Students

Year	Advanced Placement	International Baccalaureate	Dual Enrollment	Early College High School	Career and Technical Programs
2017-18					
2018-19					
2019-20					

From the data in the above charts, how has the school addressed these areas ensuring that all students are prepared for and aware of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools). Section 1114(b)(7)(A)(iii)(II)

Wayne County High School partners with Jones College in order to offer our students dual enrollment. These numbers have grown from From a total of 70 students taking courses in 2017-2018, highest enrollment of 147 in 2018-2019, to a 124 currently enrolled. Students continue to be enrolled at WCHS however they are earning college credit in courses such as English Comp 1 & 2, College Algebra, and Western Civ. We have also partnered with Families first to graduate students through their program. In continuing to partner with Jones College and its Jones Center located here in Wayne County, several of our students have helped to enroll in their GED program, graduated this program and enrolled in a technical course. These courses include but are not limited to Welding and Introduction to Electrical engineering, with this degrees students are able to immediately enter the workforce.

CTE: For those students who envision the workforce rather than college, we offer vocational education courses at our Wayne County Career and Technical Education Center (CTE). These courses expose students to different work-fields. Several courses offered at the WCCTEC: Welding, Concepts of Agri-science, Agriculture and Natural Resources I & II,

Law and Public Safety, Business Design and Technology, Health Science, Carpentry, Construction, Culinary Arts I & II, Heavy Machinery and STEM.

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Out-of-School Suspensions

	2017-18		2018-19		2019-20	
	Total Number of Days	Percent of Total Number of Days	Total Number of Days	Percent of Total Number of Days	Total Number of Days	Percent of Total Number of Days
All						
IEP						
EL						
Asian						
BLK/AA						
His/Lat						
NAM						
NH/PI						
White						

1. What specific discipline issues, if any, impact student achievement/growth?

Upon reviewing data from the previous school year there were 4 factors of that stood out to our team as areas of concern: Attendance, Tardies, profanity, and class disruption. Skipping, profanity, and class disruption are the top 3

discipline referrals entered as infractions at WCHS. All of these behaviors present a distraction to the classroom teacher and effect the learning process. The behaviors also lead to SS missing valuable seat time which in turn takes away from student achievement and growth. In terms of being able to control the largest amount of variables, the team agreed that attendance was the best area to target, this would include skipping and tardies as well.. The restructuring team set an attendance goal of 95% average attendance per week for the SY 2020-2021. A daily school-status report will be printed before 10 a.m. each morning. Counselors and any available administrators will use the report to call the parents of any absent student in order to verify the absence. Involving all stakeholders will create an open line of communication strengthening the bond between the school and community deterring unjustified absences. A policy set forth by the Wayne County Board of Education states, "That any senior student who compiles more than 9 absences in their senior year will not be eligible to participate in the graduation ceremony." Data shows tardiness to be most prolific the first block of the day and concentrated to a small percentage of the school population. To help combat this issue the administration has elected to move the start of school back 30 minutes from 7:50 a.m. to 8:25 a.m. Having knowledge of students and their situations allowed the leadership team to determine that many of these students were working night shifts after school. We feel there will be a reduction in tardies first block with allowing students thirty additional minutes in the morning to arrive at school.

Data from behavior reports demonstrated a large gap between OSS in African-American students and other ethnic groups, particularly black males. The leadership team evaluated this data and set a target to reduce OSS in black males by 10% for 2020-2021 school year. An alternate discipline plan has been devised and consists of multiple steps and incentives. Students that have been identified as habitual offenders will:

2. Identify specific steps to be taken to reduce the loss of instructional time. Section 1114(b)(7)(A)(iii)(III) and Section 1115(b)(2)(B)

WCHS Alternate Discipline Action Plan 2020-2021

- Identify habitual OSS students
- Identify teachers to assign as mentors

- Identify habitual behaviors
- Identify alternate means of discipline

Alternate Discipline:

1. Assign mentor

Meet with student weekly

- a. Offer encouragement and praise good and appropriate behavior

- b. Reward student for good behavior

- c. Be available to student when student is feeling overwhelmed or at a moment of loss of control

2. When a student receives a write-up they must attend a weekly meeting with their assigned counselor and mentor to discuss the reasons for their misbehavior. In these meetings, strategies will be developed to curb this behavior thus avoiding further disciplinary actions

3. When a student receives a level 3 write-up, they will be recommended for online school for 4 weeks. Once the student has completed the assigned 4 weeks, they will transition part time back into a traditional classroom setting.

3. Describe the implementation of a schoolwide tiered model and/or early intervening services to prevent and address problem behavior coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) Section 114(b)(7)(A)(iii)(III) and Section 1115(b)(2)(B)

Team Members Position

Rationale What strengths/perspective does this person bring to the team

Kevin Gandy Head Football Coach Strong minority male in a position of leadership

Fred McCann Assistant Football Coach Possesses great patience and relates well to our black male population

Yolanda Stewart Counselor Strong mentor that will be directly connected to students for four years

LaCedric Powe Counselor Strong Male role-model that will be directly connected to students for four years

Lasondra Everett English II Teacher Observes students in their daily environment allowing her to relate to them in a real-world setting

Raven Howard History Teacher Young teacher who has a grasp on the culture of our youth making her very relatable to students

Kendrick Davis Head Basketball Coach Strong minority male in a position of leadership who grew up in same community as many of our black male students

DeWanda Nelson Librarian Life-long resident who relates well to students and connects to community

Thomas Giles Algebra Teacher Teacher who has many business sector experiences he is able to share with students

Lauren Sims Comp. Reading Teacher Relates well to all students

Robert Hathorn Supervising Principal School leader

Justin Cooley Assistant Principal School leader

Anna Mills Assistant Principal School leader

Crystal Bates Data/Assistant Principal School leader

List of Data Analyzed

School status report

MSIS Discipline report

Disciplinary Infraction Rate

Percentage of Student by Subgroup

Suspension Rate

ELA Scores

Star Math and Reading scores

Graduation Rate

Attendance Rate

Retention Rate

Dropout Rate

Action Plan:

Attendance:

Upon reviewing data from the previous school year there were 3 factors that stood out to our team as areas of concern: Attendance, Tardies, and, Check-outs after lunch. In terms of being able to control the largest amount of variables, the team agreed that attendance was the best area to target. The restructuring team set an attendance goal of 95%

average attendance per week for the SY 2020-2021. A daily school-status report will be printed before 10 a.m. each morning. Counselors and any available administrators will use the report to call the parents of any absent student in order to verify the absence. Involving all stakeholders will create an open line of communication strengthening the bond between the school and community deterring unjustified absences. A policy set forth by the Wayne County Board of Education states, "That any senior student who compiles more than 9 absences in their senior year will not be eligible to participate in the graduation ceremony." Data shows tardiness to be most prolific the first block of the day and concentrated to a small percentage of the school population. To help combat this issue the administration has elected to move the start of school back 30 minutes from 7:50 a.m. to 8:25 a.m. Having knowledge of students and their situations allowed the leadership team to determine that many of these students were working night shifts after school. We feel there will be a reduction in tardies first block with allowing students thirty additional minutes in the morning to arrive at school.

Behavior:

Data from behavior reports demonstrated a large gap between OSS in African-American students and other ethnic groups, particularly black males. The leadership team evaluated this data and set a target to reduce OSS in black males by 10% for 2020-2021 school year. An alternate discipline plan has been devised and consists of multiple steps and incentives. Students that have been identified as habitual offenders will:

- Be assigned a mentor at the beginning of the year
- Mentors are to meet with students once per week
- If students feel the need, they may ask the teacher to leave class to meet with their mentor at any time
- After first write up students will also have to meet with counselor once per week
- After second write-up students will be recommended for online learning for an amount of time to be determined by administration
- Any level 3 write-up will result in the students being placed in on-line learning for 4 weeks then transitioned into part time school for 2 weeks

Course Performance:

Wayne County High School will increase the lexile level of its bottom 100 students by 2 or more grade levels. This will improve reading comprehension, vocabulary, and reading fluency among these students. With improvement in these areas these students will see more success in their general education as well as improved scores on all state assessments. Biology, English II, and U.S. History are very reading intensive assessments. With improved reading skills students will see more success and passing scores on state assessments. This will be accomplished by offering these students a Compensatory Reading class in the first semester of their 9th grade year. This class will teach students the needed strategies to improve their overall reading skills. As English II students in tenth grade they will receive intensive year-long remediation to help prepare them for the English II assessment

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1. Describe the use of methods and instructional strategies that strengthen the academic program in the school, increase the amount and/or quality of learning time, and/or help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education. Section 1114(b)(7)(A)(ii) and Section 1115(b)(2)(B).

Strengthen the academic program:

* The SREB (High Schools that Work Grant) provides teachers with coaching that prepares them to teach the College and Career Readiness Standards at a depth that promotes student achievement and ensures students are equipped with the skills necessary for college-level work. The curriculum is aligned with the standards and teachers receive extensive training to further their understanding and knowledge of the standards to ensure high-quality instruction. Through PLC's and grade level meetings, teachers collaborate on evidence-based effective teaching strategies that involve a high level of student engagement. Building level administrators are instructional leaders who monitor and support teachers. At Wayne County High School we offer Honors, Dual Credit, and AP courses. For SY 18-19, Title funds will be used to cover the costs of the AP exam and half the cost of tuition, fees, and materials for dual credit courses because the cost of the exam and tuition is a barrier for many of our students. We have increased participation in accelerated classes through this endeavor by eliminating the obstacle of cost.

* The top 100 11th-grade students are required to take both an math and English ACT Prep Class prior to the required administration of the ACT each year. The top 50 9th and all 10th grade student take the practice ACT test. We have partnered with our local junior college, Jones college to offer a variety of dual credit courses for Fall and Spring Semesters. Through this partnership, students are able to earn college credit through dual credit courses for no cost to them with Title IV paying the entire amount. Title funds also cover the cost of the Advanced Placement (AP) exam for every student who takes an AP course, and this has increased the number of students who participate in Advanced Placement Courses. We have also increased the number of AP courses by increasing the number of teachers with AP Certification.

For those students who envision the workforce rather than college, we offer vocational education courses at our Wayne County Career and Technical Education Center (CTE). These courses expose students to different work-fields. Several courses offered at the WCCTEC: Welding, Concepts of Agri-science, Agriculture and Natural Resources I & II,

Career Pathways

Agriculture, Food, and Natural Resources Pathway

Concepts of Agriscience

Concepts of Agriscience is the foundation course for the agricultural and environmental science and technology (AEST) program. All students must complete Concepts of Agriscience before being allowed to enroll in the advanced courses of the program. The course serves as an introduction to the sciences, technologies, and applied practices of the progressive agriculture/agriscience industry. Emphasis is on an active learning environment enriched with technology and science-based applications. The course focuses on providing an opportunity for students to explore the different fields of the agricultural sciences and develop foundational skills and knowledge needed for advancement in other courses and programs. Concepts of Agriscience may be taught to students in grades 9 or 10. The course carries one Carnegie unit of credit that can count as a science elective credit for high school graduation.

Science of Ag Animals I

AEST Science of Agricultural Animals Level I is a 0.5-credit course that focuses on genetics, reproduction, and animal growth as they relate to producing market or breeding animals. The course highlights technologies and applied practices of the progressive animal-agriculture industry. Emphasis is on an active learning environment enriched with technology, as well as hands-on, science-based applications. The course focuses on providing an opportunity for students to explore the areas of animal science and develop foundational skills and knowledge needed for advancement in other courses and programs. Science of Agricultural Animals Level II

AEST Science of Agricultural Animals Level II is a 1.0-credit course that is a culmination of an in-depth study in the production, management, and evaluation of livestock based upon intended use. The course also addresses livestock facilities and management and guides students to research current issues in animal agriculture. Emphasis is on an active learning environment enriched with technology and hands-on, science-based applications. The course directs students in further study leading to successful careers in the agricultural industry.

Science of Agricultural Environment Level I

The Level I Science of Agricultural Environment course is an intensive 0.5-credit course designed to take the AEST student deeper into the relationship between the environment and agriculture. Topics covered in this course include the science behind living organisms and the environment, land and soil classification and mapping, air and environmental quality, and forestry and wildlife management. The course is also designed to lead the student to a more defined, purpose-driven, supervised-experience program. Leadership development and career preparation are also emphasized as critical developmental components of the pathway.

Science of Agricultural Mechanization Level 1

The Science of Agricultural Mechanization Level I course establishes basic skills in metal fabrication as it applies to an agricultural work environment. Students will attain basic skills in metal cutting and welding, which will lead to a more advanced skill set in the subsequent Level II course. Emphasis is on an active learning environment enriched with technology, engineering, and math-based applications. The course serves as the Level I course for the Science of Agricultural Mechanization Level II course. The focus of this course is to begin the preparation of students for further study leading to successful careers in the agricultural industry.

Science of Agricultural Mechanization Level II

The Science of Agricultural Mechanization Level II course teaches advanced skills in mechanization as they apply to various aspects of an agricultural work environment. Students will attain advanced knowledge and skills in areas such as electricity, welding and fabrication, hydraulics and pneumatics, and the management and operation of agricultural equipment. Emphasis is on an active learning environment enriched with technology, engineering, and math-based applications. The course is the advanced level for the science of agricultural mechanization pathway within the AEST program. The focus is to begin the preparation of students for further study leading to successful careers in the agricultural industry.

Science of Agricultural Plants Level I

The Level I Science of Agricultural Plants is an intensive 0.5-credit course designed to introduce students to the role of plant and soil science in production agriculture, the importance of plant growth, nutrition and management, reproduction, and how to manage plant pests. Emphasis is on an active learning environment enriched with technology and science-based applications. The course is also designed to lead the student to a more defined, purpose-driven supervised experience program. Leadership development and career preparation are also emphasized as a critical developmental component of the

pathway.

Science of Agricultural Plants Level II

The Level II Science of Agricultural Plants is an in-depth 1.0-credit course designed to teach students the skills and scientific background needed to successfully grow agricultural-plant crops. Students will delve into plant nutrition, explore technology applications to plant production, manage growing systems, and market their end product. Emphasis is on an active learning environment enriched with technology and science-based, hands-on, real-world applications. The course is also designed to enhance the student's work-based learning experiences through their supervised experience program. Leadership development and career preparation are also emphasized as critical developmental components of the pathway.

Architecture and Construction Pathway

Construction Core

Construction introduces students to fundamentals of construction safety, tools, math, and blueprint reading, as well as basic carpentry, electrical, masonry, and plumbing skills.

Carpentry

The Carpentry course consists of an in-depth study of basic safety, construction math, materials, wall, ceiling, and roof framing; windows and doors; stairs, and construction essentials. This one-Carnegie-unit course should only be taken after students successfully pass Construction Core. Upon the completion of this course, students will have the knowledge to complete the NCCER Level I Certification.

Education and Training Pathway

Teacher Academy I

Teacher Academy I is an entry-level course. Students gain foundational competencies related to students as learners, planning and assessing teaching, teaching strategies, and communication skills. Students receive hands-on field experiences (two Carnegie units).

Teacher Academy II

Teacher Academy II provides students with the opportunity to gain advanced skills needed to enhance them as learners, teachers, and communicators. Students receive advanced hands-on field experiences (two Carnegie units).

Health Science Pathway

Health Science Core

The Health Science Core course introduces students to the field of health science and gives a solid foundation in anatomy, physiology, and pathophysiology of common disorders and disorders in the major body systems. Students will spend time researching and discovering the vast amount of career choices in health care, as well as be introduced to HOSA. They will cover topics including safety, infection control, legal and ethical practices, and medical terminology. The course continues with the basic anatomy and physiology of various body systems. These include the integumentary, skeletal, muscular, cardiovascular, respiratory, digestive, urinary, lymphatic, nervous, endocrine, and reproductive systems, along with sensory organs. Students will learn the signs, symptoms, treatments, and prevention methods of diseases/disorders associated with each system. The Health Science Core class ends by preparing students for employment and for the next year of the program. Students will dive deeper into various careers of their choice and create a portfolio to be used for class and for career advancement.

Healthcare and Clinical Services

Health care and clinical services (HCCS) is one of the options for a second course for students in the health sciences career cluster. Health science core is the prerequisite for this class. The HCCS course includes classroom and hands-on experiences that will provide students with an overview of the health care field, as outlined according to the health science cluster in the National Career Clusters Framework and the National Consortium on Health Science Education. It will also begin to prepare students for careers in occupations predicted to have a high number of available jobs in the next 10 years. The HCCS program requires a minimum of 100 hours of clinical-type experience to be obtained by the program's completion. It is recommended to spread these hours out among the length of the program by beginning to give students multiple opportunities to complete some hours in the Health Science Core class. The remaining number of hours not obtained by the student in the Health Science Core class should be obtained by the completion of the HCCS class. This clinical-type experience can include: tours of health care facilities, guest speakers, participation in health fairs or health-related community service, laboratory/skills practice, demonstration in the classroom, and observation or job shadowing experiences in various health care settings. Videos do not count toward this 100-hour requirement, unless they are used in conjunction with a hands-on training or class of some kind (i.e., CPR).

Culinary Arts I

This course identifies the foundational skills necessary in the foodservice industry. The first portion of the content includes the history and overview of the industry, safety and sanitation, standardized recipes, culinary math, equipment, and popular techniques used in the foodservice industry. Students who adequately master the competencies in this course will be well prepared to earn the ServSafe Food Handler certification. After this, preparation techniques for various foods are covered, along with the information needed to properly do these skills safely and efficiently. Foods included in this course are stocks, sauces, soups, basic baked goods, fruits, vegetables, potatoes, and grains. This course concludes with basic communication and customer service skills, management essentials, and a career readiness section to prepare students for their next step in life.

Culinary Arts II

This course begins with the ServSafe Manager certification material, giving those students who have adequately mastered the competencies the knowledge and skills necessary to earn their ServSafe Manager certification. This is followed by basic nutrition and food preparation skills for dishes with eggs, dairy products, breakfast foods, sandwiches, salads, garnishes, meat, poultry, seafood, desserts, and more complex baked goods. It concludes with a detailed overview and hands-on practice of some culinary business skills, followed by employability preparation requiring the students to put together job applications, résumés, and more.

Information Technology Pathway

Information Technology Associate I

This course covers the explanation of technology and computer hardware basics, compatibility issues, common errors associated with computer hardware, software installation and functions, security risks and prevention, Green IT, and preventative maintenance of computers. Students should be prepared to take the CompTIA IT Fundamentals Certification exam at the end of the course.

Information Technology Associate II

This course teaches the basic concepts of networking, network operating systems, networking types, standards, and how data is encoded and transmitted. This course is designed to prepare students for the Microsoft® Technology Associate: Networking Fundamentals Certification exam. This course should be

taken only after students successfully pass Information Technology Associate I.

Law, Public Safety, Corrections and Security Pathway

Law and Public Safety I

This course focuses on the history of law and legal systems in the United States. Students will leave the class with a firm foundation of knowledge in these areas. Additionally, students will learn the importance of personal health and safety in the work environments associated with law and public safety. Students will also be introduced to the emergency services found in local communities. Additionally, students will focus on corrections in the state of Mississippi, studying specifically how jails and prisons function.

Law and Public Safety II

This course focuses on specialized areas and topics within the law and public safety arena. Students will learn about these particular areas and examine the daily tasks and responsibilities of the professionals associated with them. The course will offer students the opportunity to examine all areas of the military and the professions associated with each. Additionally, students will learn about emergency management and workplace skills and will have meaningful, relevant job-shadowing experiences with professionals.

Manufacturing Pathway

Introduction to Welding

This course focuses on the NCCER Learning Series Core and SMAW. Students will leave the class with a firm foundation of knowledge in the areas of employability skills, safety, and basic tool knowledge. Additionally, students will learn Oxyfuel Cutting fundamentals. Students will cover proper equipment setup, safety measures, and correct welding techniques.

Advanced Welding

This course focuses on specialized PAC, CAC, and advanced techniques used in SMAW. Additionally, this course will offer students the opportunity to examine GMAW and FCAW. Additionally, students will learn about GTAW. Students will learn safety measures, setup procedures, and welding techniques for each type of welding. This two-Carnegie-unit course should only be taken after students successfully complete Introduction to Welding.

Transportation, Distribution, and Logistics Pathway

Diesel Service Technician I

Diesel Systems and Components contains information on safety, tool identification and use, employee information, estimating, service specification and information, measurement, and personal and business finance. It also contains Electrical/Electronic Systems content: electrical/electronic system theory, battery systems, starting systems, charging systems, concepts of gauges, warning devices, driver information systems, horn system, wiper/washer system, and accessories system diagnostic repair.

Diesel Service Technician II

Performance course contains information on safety, employability skills, advanced diesel service, diesel engine components and theory of operation, concepts of computerized engine control systems, and ignition systems. It also contains Auxiliary Components and Systems content: information and skills relating to hydraulics, Introductory Truck Brake Systems, Introductory Agriculture/Construction Power Train and Components, and Introductory Welding and Cutting.

Enhancement Courses

Work Based Learning

The WBL courses gives Mississippi high school students the opportunity to earn academic credit for their authentic work experiences. To receive credit, students must be enrolled in a WBL course and meet all course requirements. Students do not have to be enrolled in a CTE program to enroll in this course. Two course codes have been approved to give students the opportunity to enroll in a WBL credit-bearing course for multiple semesters.

College and Career Readiness Credit

Students enrolled in this course during their 11th and 12th grade years can substitute one WBL credit for the College and Career Readiness (CCR) credit required for graduation.

Career and Technical Diploma Endorsement

Credit earned in this course satisfies the WBL requirement option for the Career and Technical Diploma endorsement.

Contemporary Health

Contemporary Health (Grades 9-12) is a course that develops skills related to personal, social, and mental health. It includes instruction on human growth and development, disease prevention and control, substance abuse and prevention, community and environmental health, and safety and first aid.

This course is designed to satisfy the graduation requirement for health in Grades 9–12 (one semester, 0.5 Carnegie units).

Family Dynamics

Family Dynamics is a course that focuses on developing skills related to personal, family, and social issues. It includes instruction in dimensions of adolescent development, family decisions and responsibilities, social decisions and responsibilities, and management of family systems in today's society. (Grades 9–12, 1 Semester, 0.5 Carnegie Unit)

Nutrition and Wellness

Nutrition and Wellness is a course designed to help develop skills related to proper nutrition and the concept of overall wellness. It includes instruction in nutrition, exercise and diet, healthy food choices, meal preparation, and components for a healthy lifestyle. (Grades 9–12, 1 Semester, 0.5 Carnegie Unit)

Child Development

Child Development is a course centered on developing skills related to physical, social, intellectual, and emotional development of the child. It includes instruction on considerations for parenthood, prenatal

care, child growth and development, behavior management, the needs of exceptional children, and career opportunities. (Grades 9–12, 1 Semester, 0.5 Carnegie Unit)

Resource Management

Resource Management is a course that addresses the identification and management of personal resources and family finances to meet the needs and wants of individuals and families throughout the family life cycle, considering a broad range of economic, social, cultural, technological, environmental, and maintenance factors. (Grades 9–12, 1 Semester, 0.5 Carnegie Unit)

Computer Science

STEM Applications

STEM Applications is a one-credit course that introduces students to emergent technologies and careers using a project-based approach. Students will learn valuable 21st-century workforce skills while solving problems through low-tech and high-tech means. Safety, Newton's laws, electronics and mechanics, and robotics are among the exciting and relevant topics offered in this course. Students will complete a comprehensive e-portfolio and capstone project to help demonstrate their mastery of course content.

WCHS will seek out "LAS" Links testing support

Increase the amount and/or quality of learning time:

- * Class sizes are kept to a minimum
- * Rigor will continue to be increased in classroom instruction as well as in assessment
- * Common planning has been implemented for all teachers

Wayne County High School offers a wide selection of electives and extra curricular activities: Visual Arts I, Art Appreciation, Painting I, Music Appreciation, Choral, JROTC I & II, Debate, Band, Baseball, Basketball, Soccer, Tennis, Volleyball, Boxing, Dance Aerobics, Machine Aerobics, Power-lifting, Track, Strength and Conditioning, and Bass Club.

2. Describe the evidence-based strategies that will be implemented to address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. Section 1114(b)(7)(A)(iii)(I) and Section 1115(b)(2)(C).

Wayne County High School offers the following after school services to all students:

- After School Tutoring --- any student who is struggling can receive after school tutoring from a certified teacher
- Behavioral Specialist -- meets w/ at risk students to develop a plan for correcting behavior
- Outside mental health agencies (as needed, usually contacted by parent or behavior specialist)
- School Nurse - a school nurse is available to provide students with health issues
- After School Counseling - a counselor is available after school to provide counseling to students in need
- WCHS is in the process of partnering with Wayne General Hospital in order to provide an on-campus Health Clinic for students and faculty

3. Describe the evidence-based strategies that will be implemented for assisting preschool children in the transition from early childhood education programs to local elementary school programs. If it is not applicable, indicate "n/a" in the text box. Section 1114(b)(7)(A)(iii)(V).

N/A

School Plan - Professional Development

WAYNE CO SCHOOL DIST (7700) Public District - FY 2021 - WAYNE COUNTY HIGH SCHOOL (7700026) Public School - School Plan - Rev 0

School Year	Number of Teachers	Number of Certified Teachers	Number of Non-Certified Teachers	Number of Out of Field Teachers	Number of Inexperienced Teachers (0-3 years)	Professional Growth System Number of Teachers Scoring			
						1	2	3	4
2017-18	75	75	0	0	5	0.00	4.00	71.00	0.00
2018-19	64	64	0	0	3	0.00	18.00	42.00	4.00
2019-20	61	61	0	0	7				

1. Describe the evidence-based professional development that will be implemented to address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards. Section 1114(b)(7)(A)(iii)(IV) and Section 1115(b)(2)(D)

Wayne County High School will provide the following professional development activities to various groups and grade levels of teachers on our campus:

- * Effective Math Instruction- Professional development/instructional coaching is being provided to individual teachers as well as subject area settings through webinars and on-site meetings. These PDs will focus on power standards and calculator skills. Included will be a series focused on embedding more rigor in weekly assessments to gauge mastery.
- * Biology teachers will complete a session on stem-scopes training
- * 1:1 Initiative- All teachers participated in at least one day of training for the 1:1 Initiative, which included training on integrating technology in the classroom, and there have been several follow up sessions so far this school year.

*Newsela Training for the Newsela Website

* Content Specific PD at the high school- U.S. History, Biology, Algebra I, and English II teachers are all working with content specific Instructional coaches this school year

* ACT Prep- the new ACT Prep teachers received professional development on the ACT Prep Program

* Computer Assisted Instruction and Integration of Technology- see 1:1 Initiative

*Smart board training

*School status training

*Google Suite

*Family Zone Filter

*Suicide Prevention Training

2. What activities will be implemented for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessment? Section 1114(b)(7)(A)(iii)(IV) and Section 1115(b)(2)(D)

*Dissection and evaluation of state assessment results during PLCs

*Collaboration on effective strategies to implement in the classroom for growth toward proficiency on state assessments

*Construction of highly effective lessons

*Identification of Bubble Students on both ends of the spectrum (Those that are in danger of dropping a level as well as those that are at the threshold of improving)

*Identifying B25 students and creating a plan to help them succeed

*Creating pacing guides

*Assignment of mentor teachers

*Feedback from instructional coaches for content area teachers

3. What activities will be implemented to recruit and retain effective teachers, particularly in high-need subjects? Section 1114(b)(7)(A)(iii)(IV) and Section 1115(b)(2)(D)

Wayne County High School will provide the following support to recruit and retain teachers:

- *Recruitment will occur through local universities and colleges recruitment days
- *Professional Developments will be provided for new teachers concerning classroom management, first year expectations, school procedures, and school operating systems
- *Mentor teachers will be assigned for new teachers
- *New teachers will attend a Teacher Academy that is provided in house by Wayne County School District
- *Teacher appreciation lunches are provided 2-3 times throughout the school year
- *Birthday cards are signed by the office staff and sent to each faculty member

WAYNE CO SCHOOL DIST (7700) Public District - FY 2021 - WAYNE COUNTY HIGH SCHOOL (7700026) Public School - School Plan - Rev 0

1. Describe how the school will involve parents and family members in the development and evaluation of this plan. Section 1116(c)(3) and Section 1115(b)(2)(E)

- Knowledge of Plan displayed on district website
- Social Media Post
- Yearly Needs Assessment
- Information given out and collected during registration

This data will be used to develop a plan so that it is inclusive of all stakeholders. The plan will be evaluated using a number of measures which include but are not limited to:

- State test assessment growth toward proficiency
- Positive Social Media Post concerning the school
- In-person positive feedback from stakeholders

2. Describe the process used to develop, implement, and evaluate parent and family engagement activities to improve student academic achievement and school performance. Section 1116(d) and Section 1115(b)(2)(E)

Wayne County High School's leadership team analyzed previous years parent engagement and attendance to activities and used that information to determine the development of opportunities for parents to participate

in school activities for the current school year. The leadership team will reevaluate each year to develop a new plan for each upcoming school.

3. Describe how the school will provide programs that reach parents and family members at home, in the community, as well as at school. Section 1116(3)(D)(ii) and Section 1115(b)(2)(E)

Wayne County High School hosts several events throughout the school year that allow opportunities for parents/community to be involved in the educational setting. Some of the events that are hosted areas follows: Mississippi Scholars Program, Treat Street, Student and Parent of the Year, War Eagle Awards, Good Citizens Program, and Golden Apple Student. Parents and Family are invited to attend several programs throughout the school year. Some of these programs are as follows: Black History Program, Awards Days, Veterans Day Program, School Registration, 9th Grade Orientation/Open House, and Graduation. Through these events a stronger bond is built with all stakeholders, that include parents, local business owners, and community leaders.

4. Describe how the school will ensure that the schoolwide plan/targeted assistance plan is in an understandable and uniform format and, to the extent practical, provided in a language that parents can understand. Section 1114(b)(4), Section 1116(e)(5) and Section 1115(b)(2)(E)

Wayne County High School has the school wide plan and other plans, posted on the district and school website.

It is available in languages other than English.

WAYNE CO SCHOOL DIST (7700) Public District - FY 2021 - WAYNE COUNTY HIGH SCHOOL (7700026) Public School - School Plan - Rev 0

1. Summarize what is working in your school and why.

What is working at Wayne County High School:

- * A certified Dyslexia Therapists who provide Orton- Gillingham based instruction to those students diagnosed with Dyslexia to improve reading difficulties.
- * A Behavior Specialist who counsels students and provides interventions for behavior issues.
- * ACT Prep classes to improve students' ACT scores and increase graduation rates via the multiple graduation options, and we offer an "ACT Bootcamp" for teacher and students before the test is administered every year.
- * Differentiated instruction is practiced across the curriculum to improve student outcomes.
- * Active RTI team and interventionists provide remediation to struggling students.
- * Instructional coaching for teachers in areas of need allows the focus to be on growth for that teacher.
- * After-school tutoring

2. Summarize what is not working in your school and why.

- * Composite ACT scores need to improve. To meet this challenge an ACT Prep course is offered to the top 100 Juniors at WCHS. Certified teachers have received ACT Mastery Prep Professional Development to assure their proficiency in teaching ACT Prep. Our ACT Prep English/Reading teacher is in her third year teaching this course at our school, this consistency will provide a strong foundation for improved student achievement.

*Beginning SY20-21, Wayne County High School moved all athletics and activities to after school, which added additional teaching units to the master schedule and drastically shrinking class sizes. Students are still able to have their core coursework completed before 11th grade academic year allowing them to pursue dual credit or be eligible for early graduation. For example, students will take English I, II, III, and IV consecutively; therefore, all English core coursework will be completed before the ACT. *Teachers will work to improve their mastery of the state standards, state assessment blueprints, and the scaffolding document. This task will be accomplished through working in PLC's to collaborate and common plan District-wide Grade Level Meetings where scaffolding from one grade level to the next will be discussed, and with the addition of instructional coaches in state tested areas.

3. List, in order of priority, the areas of need as identified through the needs assessment. Prioritizing needs will identify the most critical areas where the work will begin with the creation of goals and strategies for (if not applicable indicate "n/a"):

a. Student Achievement Data

- Increase growth of bottom 25% on the MAAP Assessment in the subjects of ELA and Algebra
- Increase proficiency of Biology and U.S. History on the DRC Exam
- Increase growth of all students on the MAAP and DRC exams
- Increase proficiency in ELA and Math on MAAP assessment
- Increase teacher effectiveness in the classroom through stronger instructional delivery

b. College and Career Readiness

- Have students prepared to compete in the job market
- Provide students with graduation opportunities
- Provide students with career knowledge of what is available to them in their area, as well as abroad
- Provide Students with the skills needed to be good employees

- Provide students with assistance on financial aid and scholarship information

c. School Climate and Culture

- Provide a safe environment for all students no matter their gender, ethnicity, or financial background.
- High expectations from parents and faculty/staff for students
- Motivation -- students need to be internally motivated (school does provide rewards/incentives, but the internal motivation is lacking)
- Provide safe learning environment
- Provide a bullying free environment
- Create a more positive culture
- Improve classroom behavior

d. Curriculum and Instruction

1. Technology devices

- Smart boards
- Chromebooks
- Nearpod
- Stemsopes
- Star Math
- Star Reading
- Moby Max
- Quizlet
-

1. Math

- Algebra Nation
- Instructional Coach
- Star Math Assessment
- Case 21 benchmarks

1. Reading

- Star Reading
- Compensatory Reading Classes

1. English

- USA Test Prep
- Instructional Coach
- Case 21 Assessment

e. Professional Development

- Software Training
- Classroom Management
- Differentiated Instruction

f. Parent and Family Engagement

Effective communication of parent and family engagement opportunities

- 9th Grade Orientation/Open House

- School Registration
- Graduation
- Effective communication between teachers and parents

4. Describe how Title I funds and services are coordinated and integrated with other federal, state, and local services and programs, such as programs supported under ESEA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and school improvement activities. (If not applicable, enter "n/a".) Section 1114(b)(5) and Section 1115(b)(2)(F).

- After school tutoring and after school counseling are provided to our students who are most at risk via Title I and Title IV funds
- Our nutrition program provides a summer eating program for the students of the Wayne County School District