

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 Central School serves approximately 430 students from Kindergarten to 8th grade. The total number of students fluctuates daily as many students move frequently. The total number of students include regular education students, special education students, and special needs students. Wayne Central School services the only 4th-8th grade behavior modification class in the district. The school transitioned from being a K-4 to a K-8 during the 2017-2018 school year. The students that attend Wayne Central live in the county; however, the school itself is located in the city of Waynesboro, Mississippi. The school is primarily made up of low socioeconomic income level with all students receiving free breakfast and lunch everyday.

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

Wayne Central School is located within the city limits of Waynesboro, MS, and is approximately one mile from the Wayne County School District's central office. According to the 2010 Federal Census, Waynesboro has a population of 5,043 and a per capita income of below \$19,000. The make-up of the town is Caucasian 1,776 (35.2%), African Americans 3,120 (61.9%), American Indian (0.2%), Asian (0.4%), and other ethnicities (2.3%). Wayne Central's student population is an accurate representation of this ratio. The Wayne County School District is the largest employer in the county. Waynesboro and Wayne County are considered rural areas. Community industry includes production, transportation and material moving occupations, the lumber industry, poultry farming, oil, agriculture, retail, and

health care. Due to the overwhelming percentage of low socioeconomic families, many of our students do not have access to proper healthcare, basic resources, adequate technology, and opportunities for cultural or educational exposure beyond their immediate vicinity. To assist with these deficiencies, the school provides screeners for healthcare, as well as a school nurse on campus, breakfast and lunch daily, technology resources, field trips, and PTO programs to allow for cultural and educational growth. Many families consist of single parent homes where multiple families live together in generational poverty.

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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	28.20	27.40	27.40	17.40	22.80	22.80	47.70	47.40	47.40			
Growth All Students	56.80	50.80	50.80	38.50	61.50	61.50	0.00	0.00	0.00	100.00	100.00	100.00
Growth Low 25%	62.20	65.70	65.70	45.20	70.00	70.00	0.00	0.00	0.00	100.00	100.00	100.00
Accountability Grade	2017-18			2018-19			2019-20					
Total Points	D 295.00			C 346.00			C 346.00					

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																									
Growth All Students																									
Growth Low 25%																									
Accountability Grade	2017-18			2018-19			2018-19			2019-20			2019-20												
Total Points	Select...			Select...			Select...			Select...			Select...			Select...									

School Plan - Student Achievement (School's Performance)

WAYNE CO SCHOOL DIST (7700) Public District - FY 2021 - WAYNESBORO CENTRAL SCHOOL (7700024) Public School - School Plan - Rev 0

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:

STAR Early Literacy & STAR Reading

Year	Kindergarten		1st Grade		2nd Grade	
	BOY*	EOY*	BOY	EOY	BOY	EOY
2017-178	54.00	32.00	47.00	24.00	37.00	31.00
2018-19	69.00	43.00	41.00	21.00	51.00	37.00
2019-20	40.00	22.00	69.00	57.00	43.00	33.00

* 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

2017-18	71.00	58.00	79.00	79.00	93.00	78.00	0.00
2018-19	65.00	76.00	66.00	82.00	73.00	86.00	0.00
2019-20	65.00	76.00	66.00	82.00	73.00	86.00	0.00

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	85.00	80.00	91.00	88.00	88.00	82.00	0.00
2018-19	83.00	72.00	83.00	77.00	72.00	83.00	0.00
2019-20	83.00	72.00	83.00	77.00	72.00	83.00	0.00

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	50.00	55.00	0.00	0.00
2018-19	66.00	74.00	0.00	0.00

2019-20

66.00

74.00

0.00

0.00

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.

Wayne Central School was converted into a pre-k-8th grade school for the first year in 2017-2018. The school was previously known as Waynesboro Elementary that only serviced students in grades K-4. This transition doesn't allow a true analysis of the data from year to year. However, the school did raise the accountability score from a 286 to a 295 during the 2017-2018 school year and 295 to a 346 during the 2018-2019 school year. The state of Mississippi did not take MAAP assessments in 2019-2020 due to COVID-19; therefore, there is no data to report.

In 2018-2019, progress was made in ELA bottom 25%, Math Overall Growth, Math Proficiency, and Math Bottom 25%. The areas that need improvement are ELA Overall Growth, ELA Proficiency, and Science Proficiency.

Over the past three years, the special education students are not growing year to year as they should, which resulted in the school being named a TSI for the 2018-2019 and 2019-2020 school year. The school services such a large population of special education and special needs students with limited personnel to support them. Therefore, the school is in the process of continuing the plan to provide more interventionists, devices, equipment, and software to continuously track the students' progress and intervene with each individual student.

The EL population is very small within our school (3 students); therefore, the accountability model is not affected by these students.

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)

The evidence based strategies that are currently implemented and will continue to implement so that all students can meet the state academic standards are:

- Intervention for students with learning needs/provide more personnel and interventionists (effect size 0.77)
- Technology: more devices, equipment, and software (effect size 0.57)

These effect sizes come from John Hattie, 2015.

School Plan - College and Career Readiness

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Not Applicable

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.

n/a

Not Applicable

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)

n/a

WAYNE CO SCHOOL DIST (7700) Public District - FY 2021 - WAYNESBORO CENTRAL SCHOOL (7700024) Public School - School Plan - Rev 0

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?

Certain disciplinary offenses require an immediate office referral (e.g., sexual harassment, possession of a weapon or drugs, making threats, fighting, etc.). These incidents may immediately

result in an Out-of-School suspension or other consequences as outlined in Wayne County School District's student handbook. Out-of-school suspensions negatively impact student achievement; however, student and school safety take precedence. To reduce Out-of-School (OSS), which removes students from the learning environment and adversely affects their performance, we implemented after-school detention in SY17-18 and in school suspension in SY19-20. Rather than removing students who have committed a disciplinary infraction from the classroom and causing missed instructional time, those students report to after school detention or in school suspension depending on the infraction. Both programs are used to keep our students in the classrooms where they receive the instruction they need to grow and master our state's high academic standards.

The most prevalent and reoccurring discipline issue is "noncriminal behavior", which are level 1 and 2 violations on our assertive discipline ladder. Some examples are the failure to do work, tardies, disruption of learning, use of profanity, skipping class, and inappropriate use of electronic devices. The issue is that these violations are initially minor but become repetitive which results in stronger disciplinary measures.

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)

Absenteeism is an issue at the school that has had a major impact in student performance. The school has initiated a monthly reward program for students who are present with no checkouts. The school has one part-

time and one full-time behavior specialist who counsel the students proactively to prevent loss of instructional time as well as after a disciplinary issue to help prevent it from occurring again. After School Detention and In-School Suspension are methods in place to handle noncriminal behavior without removing a student from class where instructional time would have been reduced. According to the district policy, a student who has been suspended can make up any and all work missed during the suspension where grades and skill development are not affected.

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 1114(b)(7)(A)(iii)(III) and Section 1115(b)(2)(B)

The Wayne County School District has a Behavioral Referral Process for Regular Education Students as well as Special Education Students. Our school adheres to this policy which states that when a regular education student has had 3 disciplinary reports, the behavior process begins by completing a behavior referral form, collecting information on the student, performing classroom observations, and the teachers completing forms. The behavior specialist creates a Functional Behavior Assessment and/or Behavior Intervention Plan if warranted. The plan(s) are given to the teachers and parents at a formal meeting. The teachers monitor the

behavior using a weekly tracking form and the student meets with the behavior specialist at least once a week. Charts are completed to track and reflect progress. The Special Education Behavior Referral Process is similar except the IEP is reviewed to see if it needs to be revised to include a behavior goal.

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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).

The students at Wayne Central receive a well-rounded education by not only receiving the core academic classes but also having the opportunity to enrich their experience at school by having additional classes/programs. The school provides additional classes such as PE & Library to all students in K-8. The school also provides intervention services during school hours to the students who have major deficits and are considered the bottom 25%. Students who are gifted in grades 2-6 have a gifted class that they attend once per week so that instructional time in the regular classroom is protected. There are many extra-curricular activities the school offers such as Beta Club, Student Council, and sports/athletics.

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).

The students who are not meeting the state academic standards and students with special needs are receiving intervention services two-four days a week (depending on the MTSS Tier) as well as additional support from inclusion personnel. The students who need behavioral and emotional support have access to behavior specialists daily. The students who are more at risk have scheduled meetings (individual and/or small group) to provide these students with coping and decision making strategies. The school provides opportunities for mentors to come in and speak to the junior high students throughout the school year. To help motivate all students, the school has a student of the month program and a perfect attendance program to reward students monthly. The school also provides rewards for students who grow academically on each district assessment.

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 - WAYNESBORO CENTRAL SCHOOL (7700024) 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	53	41	12	0	2	0.00	41.00	0.00	0.00
2018-19	58	41	17	0	0	1.00	39.00	1.00	0.00
2019-20	58	41	17	0	0	1.00	25.00	15.00	0.00

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 Central school has partnered with a consulting company to provide the teachers with coaches who work with them inside their classrooms monthly to plan, co-teach, provide best practices and strategies, and

resources to improve their instruction which benefits all students. (using days left over from last year 19-20 due to an early closure for COVID-19)

Students not meeting the state standards, special needs students (TSI), and EL students are receiving remediation based on their data outside the classroom with a retired, certified teacher as well as additional help within the classroom where an inclusion teacher assists them as needed.

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)

The school has implemented weekly PLC's with pre-assigned agendas that focus on analyzing data and using it to drive the instruction within the classroom. The school has also developed weekly data talks where teachers meet with the administration weekly to discuss their data and progress towards meeting their yearly goal.

The teachers are going to be trained on how to dissect their data and how to use it to improve student performance. The teachers in turn will train their students using class data as well as individual student data to improve academic standard performance.

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)

The school provides many teacher rewards to help retain effective teachers such as teacher of the year who has special parking privileges. Each nine week period a teacher is selected and rewarded with a trip to McDonald's to receive a small gift. The teachers receive many small rewards throughout the year such as duty free lunch, donuts in the morning, lunch, Christmas gifts, teacher appreciation week gifts, and many more. The school is actively seeking effective teachers year round in the event an opening does occur.

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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)

The school has a parent on the team to develop this plan. The school also has parents on the P16 community team as well as the title funding team to help strengthen the ties within the community to better improve the school. This plan will also be available to the public with a link to the plan on the school website.

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)

The school 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 year.

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)

The school provides multiple opportunities for parents and community members to be involved with the school such as:

- summer reading books
- reading at home through AR
- schoolstatus communication (text messages and phone calls)
- remind text messages
- class dojo for behavior monitoring/messaging with parents
- parent portal: parent immediate access to student grades
- school and district one call/texts
- WCSD facebook page
- luncheons and breakfasts

- book fairs
- blood drives
- 3rd grade mandatory parent meeting about gate test
- fall festival/spring fling
- pageant
- Beta Convention

Rewards for parent attendance are given out to increase parent attendance and involvement.

*Some programs are restricted and limited due to COVID-19 safety protocols.

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)

The plan will be available on the school's website for all to view.

There are yearly site meetings where the plan is discussed and revised as needed.

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

- The school has an uninterrupted reading block that has greatly had a positive impact in the reading scores.
- The school has phonemic awareness and phonics programs that provide students with the basic knowledge needed to learn to read.
- Thematic units and integrated subjects throughout all grade levels.

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

- Software- The school does not have an online software for science to track progress throughout the school year that aligns with state testing format.
- Personnel- The school does not have enough personnel to service students who are not academically on grade level (special needs students- TSI, EL student, regular ed students).
- Technology- The school does not have the technological equipment needed to enhance instruction.

- Parent Involvement- The school does not have enough parent involvement tools to build academic importance at home.
- Supplies- The school does not have enough basic classroom supplies.

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

-Software: Science

b. College and Career Readiness

n/a

c. School Climate and Culture

n/a

d. Curriculum and Instruction

Increase Personnel- Interventionists for special needs students (TSI), EL students, and regular ed students
 Technology- equipment to enhance instruction
 Supplies- basic classroom supplies

e. Professional Development

n/a

f. Parent and Family Engagement

Parent Involvement- Tools to enhance academic success and importance at home.

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).

Title I funds are coordinated and integrated with Title IV funds to provide yearly science consumables and hands-on kits. Title I funds and Title V funds are coordinated and integrated with Library funds to provide books and instructional materials to all students. Title I funds will also be used to purchase general classroom supplies, software, technological equipment, and parental involvement tools. Improvement Funding (TSI) will be used to provide more staff (interventionists) to aid in filling achievement gaps with all students (regular ed, special ed, EL).