



Comprehensive Needs Assessment 2023 - 2024 District Report



Walton County

1. PLANNING AND PREPARATION

1.1 Identification of Team

The comprehensive needs assessment team consists of people who are responsible for working collaboratively throughout the needs assessment process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. A required team member’s name may be duplicated when multiple roles are performed by the same person. Documentation of team member involvement must be maintained by the LEA. Watch the [Planning and Preparation webinar](#) for additional information and guidance.

Required Team Members

Program	Position/Role	Name
Multiple Program(s)	Superintendent/Assistant Superintendent	Dr. Nathan Franklin
Multiple Program(s)	Federal Programs Director	Shannon Hammond
Multiple Program(s)	Curriculum Director	Celeste Cannon
Multiple Program(s)	School Leader (#1)	Lindsey Allen
Multiple Program(s)	School Leader (#2)	Brian Hicks
Multiple Program(s)	Teacher Representative (#1)	Lamaricee Brooks
Multiple Program(s)	Teacher Representative (#2)	Lori Perry
McKinney-Vento Homeless	Homeless Liaison	Eric Rubio
Neglected and Delinquent	N&D Coordinator	Shannon Hammond
Rural	REAP Coordinator	n/a
Special Education	Special Education Director	Jimmy Pitzer
Title I, Part A	Title I, Part A Director	MIke Robison
Title I, Part A	Family Engagement Coordinator	Mike Robison
Title I, Part A - Foster Care	Foster Care Point of Contact	Eric Rubio
Title II, Part A	Title II, Part A Coordinator	Shannon Hammond
Title III	Title III Director	Shannon Hammond
Title IV, Part A	Title IV, Part A Director	Shannon Hammond
Title I, Part C	Migrant Coordinator	Shannon Hammond

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Assistant Superintendent	Rusty Linder
Multiple Program(s)	Testing Director	Louise Hutchens
Multiple Program(s)	Finance Director	Robin Bryant
Multiple Program(s)	Other Federal Programs Coordinators	n/a
Multiple Program(s)	CTAE Coordinator	Celeste Cannon
Multiple Program(s)	Student Support Personnel	Pam Reaves

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Principal Representatives	Bryan Hicks
Multiple Program(s)	High School Counselor / Academic Counselor	Audrey Rodriguez
Multiple Program(s)	Early Childhood or Head Start Coordinator	n/a
Multiple Program(s)	Teacher Representatives	Katie Woods
Multiple Program(s)	ESOL Teacher	Sandra Cleveland
Multiple Program(s)	Local School Governance Team Representative (Charter Systems only)	n/a
Multiple Program(s)	ESOL Coordinator	Shannon Hammond
21st CCLC	21st CCLC Program Director	Carolyn Akridge
21st CCLC	21st CCLC Site Coordinator or Data Specialist	n/a
Migrant	Preschool Teacher	n/a
Special Education	Student Success Coach (SSIP)	n/a
Title II, Part A	Human Resources Director	Lance Young
Title II, Part A	Principal Supervisors	n/a
Title II, Part A	Professional Learning Coordinators	Shannon Hammond
Title II, Part A	Bilingual Parent Liaisons	n/a
Title II, Part A	Professional Organizations	n/a
Title II, Part A	Civil Rights Organizations	n/a
Title II, Part A	Board of Education Members	Tom Gibson
Title II, Part A	Local Elected/Government Officials	John Howard
Title II, Part A	The General Public	n/a
Title III	Refugee Support Service Staff	n/a
Title III	Community Adult ESOL Providers	Dominique Malcom
Title III	Representatives from Businesses Employing Non-English Speakers	n/a
Title IV, Part A	Media Specialists/Librarians	Courtney Lowe
Title IV, Part A	Technology Experts	Duane Embry
Title IV, Part A	Faith-Based Community Leaders	Chad Myers

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Required stakeholders must be engaged in the process to meet the requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the LEA. Watch the [Planning and Preparation webinar](#) for additional information and guidance.

Required Stakeholders

Program	Position/Role	Name
Multiple Program(s)	Students (8th - 12th grade)	Carly Robison, Caty Beth Bolemon, Maggie McGaughey
Multiple Program(s)	Private School Officials	Rita Dickinson
Migrant	Out-of-School Youth and/or Drop-outs	n/a
Title I, Part A	Parent Representatives of Title I Students	Nicole Malcolm
Title I, Part A - Foster Care	Local DFCS Contacts	Kim Lafreniere
Title II, Part A	Principals	Bryan Hicks
Title II, Part A	Teachers	Lori Perry
Title II, Part A	Paraprofessionals	Claudia Sanchez
Title II, Part A	Specialized Instructional Support Personnel	Celeste Tobler
Title II, Part A	Other Organizations or Partners with relevant and demonstrated expertise	Dessa Morris
Title III, Part A	Parents of English Learners	Claudia Sanchez

Recommended and Additional Stakeholders

Program	Position/Role	Name
Multiple Program(s)	RESA Personnel	Laurie Alison
Multiple Program(s)	Technical, College, or University Personnel	Paula Mellom
Multiple Program(s)	Parent Advisory Council Members, School Council Parents, Parent - Teacher Association or Parent - Teacher Organization Members	Shea Gibson
21st CCLC	21st CCLC Advisory Council Members	Dena Huff
Migrant	Local Head Start Representatives (regular and/or migrant Head Start agencies)	n/a
Migrant	Migrant PAC Members	n/a
Migrant	Local Farmer, Grower, or Employer	n/a

Recommended and Additional Stakeholders

Program	Position/Role	Name
Migrant	Family Connection Representatives	n/a
Migrant	Local Migrant Workers or Migrant Community Leaders	n/a
Migrant	Farm Worker Health Personnel	n/a
Migrant	Food Bank Representatives	n/a
Migrant	Boys and Girls Club Representatives	n/a
Migrant	Local Health Department Representatives	Sheri Traylor
Migrant	ABAC MEP Consortium Staff	Maggie Taylor
Migrant	Migrant High School Equivalence Program / GED Representatives	n/a
Migrant	College Assistance Migrant Programs	n/a
Neglected and Delinquent	Residential Facility(ies) Director(s)	n/a
Special Education	Parents of a Student with Disabilities	n/a
Special Education	Parent Mentors	n/a
Title II, Part A	School Council Members	n/a

<p>How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?</p>	<p>The Walton County School District completed a Comprehensive Needs Assessment in February to March 2023. When beginning this process, the team reviewed the GaDOE's list of required and suggested stakeholders to identify participants. The selection of stakeholders included participants from all levels and grade spans, all administrative representatives of all departments within the district, community leaders from non-faith based, non-profit, private school, Migrant, the general public, elected governmental official(s), and faith-based community leaders. Minority representation from EL, Immigrant, and various ethnicities were included. Most of the "Recommended and Additional" stakeholders that were applicable in the district were included. Strategies to engage stakeholders who may not be English proficient included translated invitations and having interpreters available for all meetings at which the CNA and DIP were discussed.</p>
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<p>How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?</p>	<p>The Walton County School District engages our stakeholders in our continuous improvement process in multiple ways throughout the year. A survey for parents of students attending Title I schools is administered each spring. This survey aims to capture feedback from all subgroups, but particularly low-income, lowest-achieving, and English learners' parents. The Special Education department administers a parent survey annually as well, and all parents of children with disabilities are encouraged to participate. The Director of Student Services and our School Social Workers continually engage parents of children and youth experiencing homelessness, asking for their feedback as to their needs and ways the school district can help them. The Director of Student Services and our School Social Workers also work closely with guardians of children and youth in foster care, seeking to learn about the</p>
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needs of the children they are fostering and things the schools can do to support them. Parents of English Learners and Immigrant children and youth are engaged during Title I-A activities at their children's schools, with special breakout sessions provided at these events in which parents of ELs can express their concerns and needs of their children. In addition to these opportunities for various subgroups, all internal and external stakeholders, without regard for subgroup, are encouraged to participate in their school's Needs Assessment process and development of their school's School Improvement Plan. Invitations to participate are made via website postings, emails, individual phone calls, automated phone system call-outs.

In Spring 2023, surveys were published to our internal stakeholders and including parent with an opportunity for stakeholders to provide input regarding perception data within all schools regarding school environment and learning opportunities. These same surveys collected feedback about the importance of how CARES III funding was used over the past two years. These same surveys also included questions related to Title I programming, but only those survey participants who indicated that they had a connection to a Title I schools were directed to complete those specific questions. All stakeholders were invited to meet with the Director of Federal Programs at the Board of Education Offices on 6/23/22 to ask any questions in a face-to-face setting.

Using survey results, a draft of the District Improvement Plan was created and posted on the district website for the general public to view and offer feedback on, as well as emailed to identified stakeholders for them to review. Stakeholders were encouraged to email their feedback. Stakeholders who may not be English proficient were encouraged to respond in whatever language was most comfortable for them, and translations of their comments would be obtained when necessary. The final draft of the district DIP will be presented in part with all district leadership on 07/22/23 at an administrative retreat and any additional feedback will be welcomed at that time and minor adjustments will be made if necessary.

2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

Analyze the LEA’s data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of instructional needs. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS). See the [Coherent Instructional System webinar](#) for additional information and guidance.

Coherent Instruction Data

GDPS - Learning and Teaching (Standard 1): Engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards		
1. Exemplary	The district continuously engages and supports all schools in systematic processes for curriculum design to align instruction and assessment with the required standards. District staff work to build the capacity of school staff to lead curriculum design efforts.	
2. Operational	The district engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards.	✓
3. Emerging	The district processes for engaging and supporting schools in curriculum design without district process or support.	
4. Not Evident	District schools are left to work in isolation on curriculum design without district processes or support.	

GDPS - Learning and Teaching (Standard 2): Develops and communicates common expectations for implementing curriculum, instruction, and assessment practices across all schools.		
1. Exemplary	A clear understanding of common expectation fosters a culture of results-based practices in curriculum, instruction, and assessment throughout the district with appropriate flexibility for schools to address specific needs as they arise.	
2. Operational	The district develops and communicates common expectations for implementing curriculum, instruction, and assessment practices across all schools.	✓
3. Emerging	The district expectations for implementing curriculum, instruction, or assessment practices are not fully developed or are not clearly communicated to all schools.	
4. Not Evident	The district has not developed or communicated expectations for implementing curriculum, instruction, or assessment practices.	

Coherent Instruction Data

GDPS - Learning and Teaching (Standard 3): Guides, supports, and evaluates the implementation of curriculum, instruction, and assessments		
1. Exemplary	The district provides a collaborative and systematic approach for guiding, supporting and evaluating the implementation of curriculum, instruction, and assessments. District staff build the capacity of school level staff to evaluate the implementation of curriculum, instruction, and assessments.	
2. Operational	The district effectively guides, supports, and evaluates the implementation of curriculum, instruction, and assessments.	✓
3. Emerging	The district provides limited guidance and support for evaluating the implementation of curriculum, instruction, and assessments.	
4. Not Evident	The district does not take an effective role in guiding, supporting, or evaluating the implementation of curriculum, instruction, or assessments.	

GDPS - Learning and Teaching (Standard 6): Guides and supports schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning		
1. Exemplary	The district systematically provides guidance and ongoing support to schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning.	
2. Operational	The district guides and supports schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning.	✓
3. Emerging	The district provides some limited guidance and support in the selection or implementation of effective strategies, programs, and interventions to improve student learning.	
4. Not Evident	The district provides little or no support or guidance in the selection or implementation of effective strategies, programs, and interventions. The district may require or allow some inappropriate strategies, programs, or interventions.	

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric . 	

Teacher Keys Effectiveness System- Standard

Standard	Score
<p>2. Instructional Planning:The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.</p>	
<p>3. Instructional Strategies:The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.</p>	
<p>Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric.
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<p>4. Differentiated Instruction:The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.</p>	
<p>5. Assessment Strategies:The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.</p>	
<p>6. Assessment Uses:The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instruction content and delivery methods, and to provide timely and constructive feedback to both students and parents.</p>	
<p>8. Academically Challenging Environment:The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.</p>	
<p>Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric.
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2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of leadership needs. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS). See the [Effective Leadership webinar](#) for additional information and guidance.

Effective Leadership Data

GDPS - Allocation and Management of Resources (Standard 1): Administers a clearly defined, collaborative, data-driven budget process that ensures the equitable, efficient, and transparent distribution of resources to support learning and teaching		
1. Exemplary	The well-established budget process allows input from departments and programs and is driven by the needs of the schools and district. Various funding sources are efficiently maximized at the district and school levels.	✓
2. Operational	The budget process is clearly defined, collaborative, and data-driven, resulting in the equitable, efficient, and transparent distribution of resources to support learning and teaching.	
3. Emerging	A budget process is in place, but it does not consistently include collaborative, data-driven decisions. In some instances, resource distribution in the district lacks efficiency, equity, or transparency.	
4. Not Evident	Across the district, individual departments and programs develop budgets in isolation resulting in gaps, duplication, or poor cost effectiveness. District staff serve primarily as controllers of funds and provide little or no assistance to schools on the funding of plans.	

GDPS - Allocation and Management of Resources (Standard 2): Allocates and monitors the use of time, materials, equipment, and fiscal resources to support learning and teaching		
1. Exemplary	The district allocates and continually monitors the use of time, materials, equipment, and fiscal resources to address both immediate and long-term goals to ensure resources are maximized to support learning and teaching.	
2. Operational	The district allocates and regularly monitors the effective use of time, materials, equipment, and fiscal resources to ensure that they are utilized to support learning and teaching.	✓
3. Emerging	The district inconsistently allocates and monitors the use of time, materials, equipment, and fiscal resources to support learning and teaching.	
4. Not Evident	The district does little to allocate or monitor effectively the use of time, materials, equipment, or fiscal resources to support learning and teaching.	

Effective Leadership Data

GDPS - Governance (Standard 1): Builds support for district and school goals and initiatives by engaging stakeholders, including school board members, to improve learning and teaching		
1. Exemplary	Stakeholders, including school board members, take leadership roles in advancing district and school goals and initiatives that improve learning and teaching.	
2. Operational	The district consistently engages stakeholders, including school board members, in supporting district and school goals and initiatives that improve learning and teaching.	✓
3. Emerging	The district provides some opportunities for a range of stakeholders to be engaged in supporting goals and initiatives that will improve learning and teaching.	
4. Not Evident	Engagement of stakeholders is limited or nonexistent, or the engagement occurs with issues that do not impact learning and teaching.	

GDPS - Governance (Standard 2): Uses an established process to align policies, procedures, and practices with laws and regulations		
1. Exemplary	A systematic and collaborative process is used for ongoing development, revision, and alignment of policies, procedures, and practices with laws and regulations.	✓
2. Operational	The district regularly uses an established process to align policies, procedures, and practices with laws and regulations.	
3. Emerging	A process to align policies, procedures, and practices with laws and regulations is not comprehensive or is not used on a regular basis.	
4. Not Evident	A process is not in use to align policies, procedures, and practices with laws and regulations.	

GDPS - Governance (Standard 4): Grants defined flexibility, based on results, to school leaders to address individual school needs to improve learning and teaching		
1. Exemplary	Flexibility granted to school leaders, based upon sustained high performance, is well defined, reviewed periodically, and fully supports the improvement of learning and teaching.	
2. Operational	The district grants defined flexibility, based on results, to school leaders to address individual school needs to improve learning and teaching.	✓
3. Emerging	The district grants limited flexibility, or the flexibility that is given does not allow leaders to improve learning and teaching sufficiently.	
4. Not Evident	The district grants little or no flexibility or inappropriate flexibility to school leaders to improve learning and teaching.	

Effective Leadership Data

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 5): Organizes and provides personnel, expertise, and services to achieve district and individual school goals		
1. Exemplary	The organization and strategic allocation of personnel, expertise, and services lead to the achievement of district and individual school goals. The district is focused on building the capacity and expertise of school and district staff to solve problems and perform at high levels.	
2. Operational	The organization and allocation of personnel, expertise, and services are sufficient to achieve district and individual school goals.	✓
3. Emerging	The organization or allocation of personnel, expertise, and services is provided intermittently or on a short-term basis as a solution for immediate, pressing needs.	
4. Not Evident	The organization or allocation of personnel, expertise, and services does not effectively support the needs of the district and schools.	

GDPS - Planning, Organizing, and Monitoring (Standard 1): Uses a collaborative, data-driven planning process at the district and school levels for improving student learning		
1. Exemplary	A collaborative, data-driven planning process results in aligned, comprehensive plans at the district and school levels for improving student learning.	
2. Operational	At the district and school levels, staffs engage in a collaborative, data-driven planning process to improve student learning.	✓
3. Emerging	At the district and school levels, staffs engage in a planning process to improve student learning, but limitations exist with data analysis, collaboration, or other issues.	
4. Not Evident	A collaborative, data-driven planning process for improving student learning is not in place at the district or school levels.	

GDPS - Planning, Organizing, and Monitoring (Standard 2): Uses protocols and processes for problem solving, decision-making, and removing barriers		
1. Exemplary	The district uses and reviews established protocols and processes for problem solving, decision-making, and removing barriers on a regular basis. Contingency plans are developed for unlikely occurrences.	
2. Operational	The district uses protocols and processes for problem solving, decision-making, and removing barriers.	✓
3. Emerging	District use of protocols and processes for problem solving, decision-making, or removing barriers is limited or inconsistent.	
4. Not Evident	The district does not use protocols or processes for problem solving, decision-making or removing barriers.	

Effective Leadership Data

GDPS - Planning, Organizing, and Monitoring (Standard 3): Uses processes to monitor and provide timely guidance, support, and feedback to individual schools as they implement improvement plans and initiatives		
1. Exemplary	The district has ongoing, comprehensive processes in place to monitor and provide guidance, support and feedback to individual schools as they implement improvement plans, programs or initiatives. The district builds the capacity of school level staff to monitor the implementation and effectiveness of improvement plans, programs, and initiatives.	
2. Operational	The district uses processes to monitor and provide timely guidance, support, and feedback to individual schools as they implement improvement plans and initiatives.	✓
3. Emerging	The district has some limited processes in place to monitor and provide guidance, support, and feedback to schools as they implement improvement plans and initiatives.	
4. Not Evident	The district does not use structured processes for monitoring or providing guidance, support, or feedback to individual schools as they implement improvement plans or initiatives.	

GDPS - Vision and Mission (Standard 1): Creates and communicates a collaboratively-developed district vision, mission, and core beliefs that focus on preparing all students for college and career readiness		
1. Exemplary	The collaboratively-developed vision, mission, and core beliefs that emphasize preparing all students for college and career readiness are continuously and clearly communicated to all stakeholders and are pervasive in the culture and daily actions of the district.	
2. Operational	The collaboratively-developed vision, mission, and core beliefs that emphasize preparing all students for college and career readiness have been created and communicated to stakeholders and are evident in most across the district.	✓
3. Emerging	The vision, mission, and core beliefs have been developed with some emphasis on preparing students for college and career readiness, but may have weakness due to insufficient collaboration with stakeholders, poor communication, or other limitations.	
4. Not Evident	The vision, mission, and core beliefs may not exist or may not focus on preparing students for college and career readiness.	

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	
2. School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	

Leader Keys Effectiveness System- Standard

Standard	Score
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	
6. Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	
7. Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric . 	

Teacher Keys Effectiveness System- Standard

Standard	Score
9. Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric . 	

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

Analyze the LEA’s data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of professional capacity needs. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS). See the [Professional Capacity webinar](#) for additional information and guidance.

Professional Capacity Data

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 2): Establishes and implements processes that increase the effectiveness of teachers, leaders, and staff		
1. Exemplary	Comprehensive data-driven processes that increase the effectiveness of leaders, teachers, and other staff are pervasive in the district and result in a culture of measurable, continuous improvement.	
2. Operational	Processes that increase the effectiveness of leaders, teachers, and staff have been established and consistently implemented throughout the district.	✓
3. Emerging	Processes that increase the effectiveness of leaders, teachers, and staff are not fully developed or are implemented unevenly or inconsistently across the district.	
4. Not Evident	Few, if any, processes to increase the effectiveness of leaders, teachers, and staff have been developed or successfully implemented in the district.	

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 3): Guides and monitors the use of a state approved evaluation system to ensure fidelity of implementation and to evaluate accurately the effectiveness of district and school leaders, teachers, and staff		
1. Exemplary	The district collects and analyzes comprehensive data from the state-approved evaluation system to inform staff retention, salaries, and professional learning throughout the district.	
2. Operational	The district guides and monitors a state-approved evaluation system to ensure fidelity of implementation and to evaluate accurately the effectiveness of district and school leaders, teachers, and staff.	✓
3. Emerging	The district offers some guidance for the implementation of a state- approved evaluation system, but some parts of the system are not implemented with fidelity or could benefit from more support or monitoring.	
4. Not Evident	The district does little to guide or monitor the implementation of a state-approved evaluation system.	

Professional Capacity Data

GDPS - Learning and Teaching (Standard 4): Ensures that professional learning is relevant and addresses adult and student needs		
1. Exemplary	The district fosters a culture of systematic, quality, and relevant professional learning that consistently addresses the needs of its adults and its students.	
2. Operational	The district ensures that professional learning at the school and district levels is relevant and addresses adult and student needs.	✓
3. Emerging	The professional learning at the school and district levels is not consistently relevant or is not consistently linked to adult or student needs.	
4. Not Evident	The professional learning at the school and district levels is not relevant and does not address adult or student needs.	

GDPS - Learning and Teaching (Standard 5): Assesses the impact of professional learning on staff practices and student learning and makes adjustments as needed		
1. Exemplary	The impact of professional learning on staff practices and student learning is systematically monitored at the district and school levels by examining performance data throughout the year and timely, appropriate adjustments are made as needed.	
2. Operational	The impact of professional learning on staff practices and student learning is assessed and adjustments are made as needed.	✓
3. Emerging	The impact of professional learning on staff practices or student learning is assessed on a limited or inconsistent basis, or appropriate adjustments are not always made.	
4. Not Evident	The impact of professional learning on staff practices or student learning is not assessed by district or school staff.	

Leader Keys Effectiveness System- Standard

Standard	Score
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	
6. Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	
7. Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric . 	

Teacher Keys Effectiveness System- Standard

Standard	Score
1. Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	
9. Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric . 	

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

Analyze the LEA’s data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to family and community engagement. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS). See the [Family and Community Engagement webinar](#) for additional information and guidance. Visit Georgia’s Family Connection Partnership’s [KIDS COUNT](#) for additional data.

Family and Community Engagement Data

GDPS - Family and Community Engagement (Standard 1): Establishes and communicates district-wide expectations for schools to engage families and the community to support learning and teaching		
1. Exemplary	Expectations for family and community engagement are embedded in the culture and result in family and community members being active supporters of student learning and teaching throughout the district.	
2. Operational	Expectations for schools to engage families and the community to support learning and teaching are established and communicated throughout the district.	✓
3. Emerging	Expectations for family and community engagement are inconsistent, varying from school to school, or are unevenly communicated across the district.	
4. Not Evident	Expectations for family and community engagement have not been established across the district.	

GDPS - Family and Community Engagement (Standard 2): Establishes structures which promote clear and open communication between schools and stakeholders		
1. Exemplary	The district implements and continuously monitors structures for reliable, ongoing, and interactive communication between the schools and stakeholders.	
2. Operational	Structures which promote clear and open communication between schools and stakeholders have been effectively established.	✓
3. Emerging	The district structures between schools and stakeholders result in communication that sometimes may not be consistent, clear, or timely.	
4. Not Evident	Structures which promote clear and open communication between schools and stakeholders have not been effectively established or implemented.	

GDPS - Family and Community Engagement (Standard 3): Ensures that families and community members have feedback and problem-solving opportunities throughout the district		
1. Exemplary	The district engages family and community members to take leadership roles in feedback and problem- solving activities throughout the district.	
2. Operational	The district ensures that family and community members routinely have feedback and problem-solving opportunities throughout the district.	✓
3. Emerging	Opportunities for family and community members to be involved in feedback and problem-solving are limited or inconsistently provided across the district.	
4. Not Evident	Opportunities for family and community feedback and involvement in problem-solving seldom occur in the district.	

Family and Community Engagement Data

GDPS - Governance (Standard 3): Communicates district policies and procedures in a timely manner to relevant audiences		
1. Exemplary	Strategic, comprehensive processes and protocols are in place for clearly and continuously communicating policies and procedures in a timely manner to all stakeholders.	
2. Operational	The district consistently communicates policies and procedures in a timely manner to relevant audiences.	✓
3. Emerging	Communication of policies and procedures to relevant audiences is sometimes inadequate or inconsistent.	
4. Not Evident	Communication of district policies and procedures to relevant audiences is very limited or ineffective.	

GDPS - Vision and Mission (Standard 2): Fosters, within the district and broader community, a culture of trust, collaboration, and joint responsibility for improving learning and teaching		
1. Exemplary	The actions of the district are well established and have created a strong culture of trust, collaboration, and shared responsibility for improving learning and teaching within the district and in the broader community. Processes and procedures are pervasive in the district and schools to support the district's vision and mission.	
2. Operational	The actions of the district effectively foster a culture of trust, collaboration, and shared responsibility for improving learning and teaching within the district and broader community. Processes and procedures are implemented to support the district's vision and mission.	✓
3. Emerging	The actions of the district are inconsistent in fostering a culture of trust, collaboration, and shared responsibility for improving learning and teaching. Some effective processes and procedures are used to support the district's vision and mission.	
4. Not Evident	The actions of the district do not foster a culture of trust, collaboration, and shared responsibility for improving learning and teaching. Few, if any, effective processes and procedures are used to support the district's vision and mission.	

Leader Keys Effectiveness System- Standard

Standard	Score
2. School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric . 	

Teacher Keys Effectiveness System- Standard

Standard	Score
<p>10. Communication:The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.</p>	
<p>Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric.
</p>	

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

Analyze the LEA’s data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to a supportive learning environment. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS). Student subgroups with a count of less than 15 are denoted by “TFS” (too few students). See the [Supportive Learning Environment webinar](#) for additional information and guidance.

Supportive Learning Environment Data

GDPS - Allocation and Management of Resources (Standard 3): Develops and implements processes to maintain facilities and equipment to ensure an environment, which is safe and conducive to learning		
1. Exemplary	The district has a comprehensive schedule for ongoing, proactive maintenance of facilities and equipment. Repairs and services are provided in a timely manner and do not disrupt the learning environment.	
2. Operational	The district develops and implements effective processes to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.	✓
3. Emerging	Irregular or insufficient processes are in place to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.	
4. Not Evident	The district has done little to develop or implement processes to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.	

GDPS - Allocation and Management of Resources (Standard 4): Provides, coordinates, and monitors student support systems and services		
1. Exemplary	The district provides, coordinates, and systematically monitors a comprehensive, accessible array of services to meet the educational, physical, social and emotional needs of its students.	
2. Operational	The district provides, coordinates, and monitors student support systems and services.	✓
3. Emerging	The district provides some student services, but improvements are needed in some areas such as program coordination and monitoring.	
4. Not Evident	The district has systemic problems with providing, coordinating, or monitoring student support systems or services.	

Supportive Learning Environment Data

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 4): Defines the roles, responsibilities, skill sets, and expectations of leaders at all levels of the district to improve student learning and staff performance		
1. Exemplary	Actions of leaders throughout the district reflect a deep understanding of their leadership roles, responsibilities, and expectations. Leaders demonstrate the appropriate skill sets necessary to improve student learning and staff performance.	
2. Operational	The district defines the roles, responsibilities, skill sets, and expectations of leaders at all levels to increase student learning and staff performance.	✓
3. Emerging	The general roles, responsibilities, skill sets, or expectations for leaders are not fully developed by the district.	
4. Not Evident	Leader roles, responsibilities, skill sets, and expectations are not defined or are not up-to-date at the school or district levels.	

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	
2. School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	
6. Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	
7. Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric . 	

Teacher Keys Effectiveness System- Standard

Standard	Score
1. Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	
2. Instructional Planning: The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	
3. Instructional Strategies: The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	
4. Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	
5. Assessment Strategies: The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	
6. Assessment Uses: The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instruction content and delivery methods, and to provide timely and constructive feedback to both students and parents.	
7. Positive Learning Environment: The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	
8. Academically Challenging Environment: The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	
9. Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric . 	

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

Analyze the LEA’s data and answer the guiding questions to determine existing trends and patterns that support the identification of demographic and financial needs. Student subgroups with a count of less than 15 are denoted by “TFS” (too few students).

<p>What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]</p>	<p>Parent perception surveys for all schools rating environment, communication, instruction and learning effectiveness and student success were utilized in March 2022. This perception also survey included effectiveness of ESSER spending and Title I parent questions about programs. A community stakeholder perception survey was used to measure effectiveness of schools, staff and student preparation for the work force. Teacher perception surveys were given regarding their school environment and leadership. A school leader perception survey measured district leader effectiveness by department. In March 2023, an additional Title I survey was sent to parents at all Title I schools in. Also in March 2023, all district instructional staff were provided the Standards Assessment Inventory (SAI) that measures the effectiveness of professional learning within the district. In February 2023 all principals, assistant principals and district leaders were asked to rate the district on Georgia District Performance Standards.</p>
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<p>What does the perception data tell you? (perception data can describe people’s knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question “What do people think they know, believe, or can do?”)</p>	<p>Relative strengths include:</p> <ol style="list-style-type: none"> 1) Stakeholders, including school board members, take leadership roles in advancing district and school goals and initiatives that improve learning and teaching. 2) All stakeholders on every level find our district and schools inviting and safe. They feel welcome and supported by school level and district level staff. 3) The district collects and analyzes comprehensive data from the state-approved evaluation system to inform staff retention, salaries, and professional learning throughout the district. <p>Relative weaknesses include:</p> <ol style="list-style-type: none"> 1) A significant proportion of the schools measured the district as emerging regarding guidance, supports, and evaluation of the implementation of curriculum, instruction, and assessments. 2) Parents indicated a need for improved communication from schools.
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<p>What process data did you use? (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)</p>	<p>Sign in sheets from parent engagement meetings, PTSO presidents meetings with superintendent, PBIS implementation data including the TFI, TKES data, MARS attendance and discipline data. ETCH FTE data for capturing students, student participation in extracurricular activities, Talking Points usage</p>
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<p>What does the process data tell you? (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question “What did you do for whom?”)</p>	<p>All fifteen of our schools are implementing PBIS. WCSD develops a district wide TKES implementation calendar each year. District office staff deliver orientation to all teachers from a common script to ensure a consistent orientation message. Calibration of scoring is important and is emphasized across the district. Although attendance is improving, data from comparative years before COVID identifies a continued need to be addressed. Talking points has been nearly fully implemented, but still have a need to improve communication.</p>
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<p>What achievement data did you use?</p>	<p>Milestones, ACCESS for ELLs, GOSA, NWEA MAP data</p>
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<p>What does your achievement data tell you?</p>	<p>For the third year, the district administered NWEA's Measures of Academic Progress (MAP) assessment to all students in grades K through 8 three times during the year. A review of this MAP data reveals a continued lack of significant growth in Reading, across all schools and all grade levels. The summative assessment, Milestones, further indicates that literacy must remain the primary area of focus for the district, particularly in these post-pandemic times. We continue to monitor ELs progress toward English proficiency by analyzing ACCESS scores annually. In 2023, we had an EL exit rate of approximately 7%, which is relatively good considering learning loss due to the pandemic. The 2023 graduation rate is not yet finalized. However, local preliminary calculations suggest that the district will remain above 90 percent for the third consecutive year.</p>
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<p>What demographic data did you use?</p>	<p>Enrollment data in our SIS, GOSA</p>
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<p>What does the demographic data tell you?</p>	<p>Our total student population is increasing with the greatest growth on the west side of the district in the Loganville Cluster. Additionally, growth in the Loganville and Walnut Grove clusters is increasingly diverse. EL enrollment increased from 2% to almost 5% in just three years. Approximately 10% of the district's students live in a household where a language other than English is spoken, and more than 43 languages are spoken by our students and their families. Twelve percent of our student population is Hispanic, 2% are Asian, 25% are Black, 56% are White, and 5% are mixed race and other. Thirteen percent of our students have IEPs. Forty-six percent of WCSD students qualify for free or reduced lunch. This percentage was down significantly in FY21 due to the pandemic, which impacted enrollment patterns as well as parents' willingness to complete applications but has begun to creep back up. Additionally, the poverty percentage varies widely from school to school, with some schools as low as 30% and others as high as 77%.</p>
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

Read the trends and patterns summaries from each section of the data analysis process. Use the information in these summaries to complete 3.2 and 3.3. Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.2. Watch the [Identifying Need webinar](#) for additional information and guidance.

Strengths and Challenges Based on Trends and Patterns

<p>Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Teachers of the same subject or grade level meet for collaborative planning at least twice per month. An administrator attends at least one of these meetings each month. Tasks at bi-monthly planning meetings include creating lessons, assessment items and analyzing data from prior assessments. These meetings are most consistent at the elementary and middle school levels. High school schedules make consistent common planning more challenging.</p> <p>Beginning in 2020-2021, the NWEA MAP was administered as our district-wide benchmark assessment replacing STAR. MAP benchmarks have been administered 3 times per year in grades K-8. Following each benchmark the curriculum department meets with school level administrators to plan instructional actions based on MAP results. MAP results indicate that while reading was a consistent weakness at most schools, grade levels and among most sub groups, 2023 spring MAP results show improvement over previous years. MAP testing and intensive professional learning for teachers and administrators at grades K-8 have continued for the 2022-23 school year. District leaders meet with school leaders to analyze MAP growth reports at least twice per year.</p> <p>Elementary teachers in partnership with BOE directors have done extensive work to organize and develop a purposeful design in ELA and math to facilitate learning at all grade levels. There are district curriculum maps/pacing guides, common formative assessments, and regular meetings with representatives from all nine elementary schools. The ELA and math ambassadors work is the ongoing improvement of products, and processes through incremental steps of the continuous improvement cycle.</p> <p>While structures are in place for common instructional planning, some grades and subjects go through the motions without really "buying in" to common planning as a best practice, particularly at the high school level. Planning groups function at a variety of levels. Some are highly effective and student achievement reflects the planning and progress monitoring of the teachers. Other groups meet only because they must but teach and monitor students in isolation. There has been a shift in thinking about collaborative planning for instruction in all schools. The 2022-23 school year saw an improvement in collaborative instructional planning practices which is reflected in growth and achievement gains on MAP.</p>
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Strengths and Challenges Based on Trends and Patterns

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<p>Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Our board of education are a cohesive group who truly care about "what is best for students" and adhere to a code of conduct that separates their roles and responsibilities from the autonomy of leaders to carry out the day-to-day operations of the district. In FY 23 our BOE is named as finalist for the Georgia School Board Association's Governance Team of the Year.</p> <p>During the perception survey process, school and district leaders were praised for their implementation of professional practices and providing welcoming school environments. They also gleaned high praise for their decision making regarding the continuation of school and other processes during the COVID19 pandemic. Building leaders were continually praised for their rolls in making their school inviting and welcoming.</p> <p>We have a relatively new cadre of school leaders. About 40% of our principal and assistant principal positions have "turned over" in the last three years. Additionally, we have multiple principals who will retire within the next 1-2 years and many district leaders will retire as well. There is a legitimate concern about the viability of our succession plan.</p>
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<p>Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>A highly desirable geographic location and competitive pay attract many applicants for nearly all positions. The retention rate in the district has been steady at more than 95% for several years. Professional development opportunities are offered through various RESAs and internally by school level and district level experts. The district priorities are outlined at the annual work session in June and leadership retreat each July. We have been increasing our effort to align professional learning to district priorities</p> <p>The Title II-A program coordinator has worked to make professional learning opportunities available and to provide more transparency regarding these opportunities. In the past, staff often self-selected professional learning and endorsement activities. Great strides have been made toward more thoughtful selection of staff to enroll in certificate upgrades or endorsements based on district or school needs, as well as other PL opportunities. Each year approximately 40 teachers complete additional endorsements to add fields to their teaching certificates. Efforts continue to streamline professional learning opportunities and provide clarity for staff as to processes for selecting and enrolling in these opportunities.</p> <p>Each school has a Professional Learning Liaison who assists teachers with their PL needs. Title I schools maintain full time Instructional Coaches who provide</p>
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Strengths and Challenges Based on Trends and Patterns

	<p>ongoing professional learning for staff in their schools.</p> <p>The district contracts with external professional learning providers to ensure staff professional learning needs are met.</p>
<p>Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>WCSD is engaged in a progressive partnership with the Walton Economic Development Authority. The concerns of the business community and the concerns of the school district have merged to produce a calendar of events which is mutually beneficial. The partnership is branded "Walton Works". Hitachi, Panel Steel, Wal-Mart distribution, Leggett and Platt, Walton EMC, and Takeda deliver soft skills training directly to students, produce employability skills videos, arrange field trips, and interview senior job candidates each spring. The Chamber of Commerce education committee developed and launched a One Walton education marketing campaign in 2012 which continues to this day. The school district and the community recognize that they are dependent on each other for optimal growth and achievement. One Walton promotes all schools and harmony between schools as a tool to attract new business and residents. Work-based learning programs in the high schools are robust. Three hundred and two students participated in work based learning in 2022-23. Work-based learning coordinators cultivate positive relationships with area businesses, train students in workplace etiquette and place students on work sites which complement their career goals.</p> <p>Historically it has been difficult at some schools (especially CMS, MAHS) to get parents in the door except for sporting events. A challenge is finding alternative ways to engage parents in their children's education that does not require them actually being present at the school for a meeting or event. Several evening meetings on topics such as career development, internet safety and great local careers were well attended during the 2022-23 school year and will be repeated for FY 24. In addition the growth of the CMS FFA program has worked wonders for parent engagement at that school.</p>
<p>Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>English Learners in all three high schools participate in a creative ESOL scheduling model in which they can earn credit for most of their ELA required courses while in an ESOL classroom. Many ELs are finding great success in this model and are performing well on ELA EOCs.</p> <p>High School math options have been updated to reflect the new math standards to be implemented for SY24. Counselors have been trained on the Dual Achievement Program and Accelerated Career Diploma option for students who might find those programs an ideal fit. High school teachers</p>

Strengths and Challenges Based on Trends and Patterns

	<p>participate in comprehensive professional learning for their roles as advisers who can assist students in making personalized educational choices. Advisers keep the same group of students from grade 9-12 so that students have the same caring adult in their lives for all of high school.</p> <p>Due to concerns regarding student emotional needs, Ripple Effects has been purchased using ESSER funds and will be utilized in grades 6-12 as an SEL support for PBIS goals and personalized interventions related to non-academic barriers to school success.</p>
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<p>Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The district consistently has a 5-star Financial Efficiency Rating. Our per-pupil expenditure amount is \$8748. For at least the past five years financial audits have yielded no findings. In their report in March 2019, AdvancEd (now Cognia) wrote that the district "uses financial resources wisely and utilizes a thoughtful, inclusive budgeting process each year." SPLOST audits indicate that "expenditures... were related to capital projects approved in the SPLOST resolutions" and that funds are utilized with best outcomes for students and maintaining public trust in mind.</p> <p>We have noticed that despite a lower percentage of students qualifying for free or reduced meals in the Loganville cluster, in many cases individual schools have higher numbers of FRM students than schools with higher overall percentages. This means that the educational challenges which often accompany poverty exist in all parts of the district.</p>
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<p>Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>For the third consecutive year, the district administered NWEA's Measures of Academic Progress (MAP) assessment to all students in grades K through 8 three times during the year. A review of this MAP data reveals a continued lack of significant growth in Reading, across all schools and all grade levels. The summative assessment, Milestones, further indicates that literacy must remain the primary area of focus for the district, particularly in these post-pandemic times.</p> <p>We continue to monitor ELs progress toward English proficiency by analyzing ACCESS scores annually. In 2023, we had an EL exit rate (5.0 or higher CPL) of approximately 7 percent.</p> <p>The 2023 graduation rate is not yet finalized. However, local preliminary calculations suggest that the district will remain above 90 percent for the fourth consecutive year.</p> <p>Elementary and Middle School Strengths Proficiency Rates The English/Language Arts proficiency rates in grades 3-4 and 6-8 improved from 2022. Seventh and eighth grade had the greatest amount of improvement</p>
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Strengths and Challenges Based on Trends and Patterns

	<p>at 5 and 9 percentage points, respectively.</p> <p>The Mathematics proficiency rates in grades 3-4 and 8 exceeded the prior year's performance. Fourth and eighth grade made the greatest gains at 6 and 5 percentage points, respectively.</p> <p>The 2023 science performance was encouraging. While grade 8 performance rebounded from a 6-percentage point decline in the previous school year and nearly met the pre-pandemic rate, the grade 5 performance improved from 2022 and surpassed the pre-pandemic level of performance by nearly 4 percentage points.</p> <p>The grade 8 social studies proficiency rate showed positive movement in 2023 and surpassed the pre-pandemic level by 2 percentage points.</p> <p>RESA and State EOG performance data is not yet available for comparison.</p> <p>Weighted Proficiency Rates</p> <p>English/Language Arts and mathematics weighted proficiency rates continue to trend upward since the COVID-19 pause in spring 2020. The elementary level (3-5) have improved by 5.5 percentage points in ELA and 3.5 in mathematics. The middle grades (6-8) increased weighted proficiency rates by 4.2 and 5.9 in ELA and mathematics, respectively.</p> <p>Literacy and Writing</p> <p>At all grade levels, the percent of students reading on or above grade level met or exceeded the 2023 rates. The greatest amount of improvement occurred in 8th grade at 5 percentage points, reaching the pre-pandemic level of performance. Additionally, the percent of students meeting the literacy readiness level (midpoint of the stretch band) improved for the second consecutive year at both the elementary and grades level. Middle grade students increased this rate by 5 percentage points.</p> <p>On the extended writing task, student performance at all grade levels showed positive movement in both Ideas and Language Usage. Language Usage posted the better results measuring the percent of students earning at least 2 of the 3 possible points. The greatest gains occurred in 4th grade at 16 points. Eighth grade had the highest percent at nearly 80.</p> <p>Narrative writing performance improved in 5 of 6 grade levels, where students earned at least 3 of the 4 possible points.</p> <p>Acquisition of the English Language</p> <p>English Learners at the elementary level continue to make progress toward English/Language proficiency - better than 90 percent for the 7th consecutive year.</p> <p>Growth Areas</p> <p>Proficiency Rates</p> <p>While the district posted many gains in the 2023 assessment year, English/Language Arts continues to be the greatest concern. All 3-8 rates in</p>
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Strengths and Challenges Based on Trends and Patterns

	<p>this area continue to remain below the pre-pandemic levels. The results show that nearly 30 percent of all 3rd graders performed at the beginning learner level while more than a quarter of 6th and 7th grade students also perform at this level. The percent of students reading below grade level in grades 4 and 6 is also glaring at 37 and 39, respectively.</p> <p>Literacy and Writing Although there was positive movement in the percent of students reading on grade level, rates still fall well below the pre-pandemic rates, particularly in grades 3, 4 and 7. Additionally, the gap between the students meeting grade level reading status and those meeting the literacy readiness status widened in grades 5 and 7.</p> <p>Reading and Vocabulary and Key Ideas have the greatest deficits, by as much as 52 to 61 percent of students on a given grade level needing remediation. Additional struggles are also in the domain areas of reading literacy text and reading informational text.</p> <p>Achievement gaps in grade level reading and literacy readiness remain a primary concern. The 2023 gaps in race, SWD status, EL status, and ED status are still up to 40 percentage points.</p> <p>Acquisition of the English Language The progress toward English/Language proficiency in the middle grades declined significantly from the previous year but remained above the 2021 performance.</p> <p>High School Strengths Proficiency Rates The 2023 US History proficiency rate remained stable in comparison to the prior year, while the distinguished level rates improved from the 2021 level in Algebra and US History. RESA and State EOC performance data is not yet available for comparison.</p> <p>Weighted Proficiency Rates The 2023 weighted proficiency rates in all tested subjects were better than the rates in the first spring following the COVID pause – Algebra (+1), American Literature (+2.8), Biology (+3.5) and US History (+6.8). RESA and State EOC performance data is not yet available for comparison.</p> <p>Literacy and Writing The percent of students reading on grade remained above 70 percent in 2023 while the percent of students reaching the literacy readiness level was maintained from 2022.</p> <p>On the extended writing task, student American Literature performance showed positive movement in both Ideas and Language Usage. In Language Usage, 92 percent of students earned at least 2 of the 3 possible points. The percent earning at least 3 of the possible 4 points in Ideas increased by nearly 15 percentage points.</p> <p>Narrative writing performance also showed improvement to 75 percent, where students earned at least 3 of the 4 possible points.</p> <p>Acquisition of the English Language English Learners at the high school level improved slightly in 2023, although it</p>
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Strengths and Challenges Based on Trends and Patterns

	<p>remains slightly below 70 percent.</p> <p>Growth Areas</p> <p>Proficiency Rates</p> <p>The proficiency rates declined in 3 of the 4 subject areas (Algebra, American Literature, and Biology) and continue to fall far below the pre-pandemic levels. Level 1 performance in Biology continues to be extremely high with nearly a quarter of students performing at this level. The distinguished level of performance in American Literature continues to remain below 10 percent (at 6.5 in 2023, the lowest of all four subjects). Algebra also posted a 2023 distinguished level rate below 10 percent (8.3).</p> <p>Literacy and Writing</p> <p>Double digit achievement gaps in race, economic status, and program (SWD, EL) continue to exist for students reading on or above grade level. Reading and Vocabulary and Key Ideas have the greatest deficits, 52 and 51 percent, respectively, needing remediation. Additional struggles are also in the domain areas of reading literacy text and reading informational text.</p>
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IDEA - Special Education

Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the [Identifying Need webinar](#) for additional information and guidance.

Strengths	<p>The organizational structure of the Special Education Department is aligned so that supports are in place for the implementation of special education services across the district. At the district level the special education director and two special education coordinators provide technical assistance and support to assigned building special education administrators at each school and assigned special education instruction specialists (SEIS). The special education director and special education coordinators are actively engaged with the instructional programming for the district. These individuals meet weekly with the curriculum directors and coordinators and monthly with building principals. The special education coordinators ensure compliance with all special</p>
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IDEA - Special Education

Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the [Identifying Need webinar](#) for additional information and guidance.

	<p>education procedures related to special education evaluations, eligibility determinations, development of compliant IEPs and transition plans, and discipline of special education students. The special education director and coordinators periodically review special education files and progress monitoring data, and conduct classroom walk-throughs at each school. The special education director and coordinators meet monthly with the SEIS to review policies and procedures, communicate reminders and due dates for reports, provide updates on special education programs and plan for professional learning for special education teachers based on file reviews and walk through observational data. The special education instruction specialists, along with supervision by the school level special education administrators, provide ongoing support for special education teachers and paraprofessionals. The SEIS ensures that district procedures are followed at the school level such as adhering to timelines for drafting IEP information, collection of progress monitoring data, fidelity with implementation of special education instruction programs, etc. Noncompliance is reported to the school level special education administrator for any necessary technical assistance or corrective action. This organizational structure has contributed to the district's compliance with state expectations in the identification, placement and discipline of special education students (no findings of significant disproportionate representation).</p> <p>The district has very low teacher turnover from year to year. The special education department ensures that special education teachers have the programs/materials needed for designing instruction to meet varying levels of special needs students. The district ensures that these programs/materials are research based, align to Georgia State curriculum standards and provide embedded methods for teachers to collect progress monitoring data required to determine mastery of IEP goals and objectives. The district understands the burden of special education paperwork on its teachers. These programs/materials have been purchased to provide relief of this burden. For reading instruction, the district has an intensive focus on phonemic awareness, phonics and fluency. Foundations is used in grades prek-2 and Wilson Reading in grades 3-8. Special education teachers are trained at the beginning of each year and on-going support is provided through the year by a reading consultant through GLRS. The district uses Let's Go Learn in grades K-12 for supplemental instruction in reading and math. The specially designed lessons in Let's Go Learn are data driven at students' zone of proximal development. Let's Go Learn provides online diagnostic assessments that identify learning gaps and narrative present levels (PLAAFPs) which saves special education teachers time with developing annual IEPs. In addition, Let's Go Learn provides real-time one-click progress monitoring ensuring that student</p>
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IDEA - Special Education

Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the [Identifying Need webinar](#) for additional information and guidance.

	<p>progress toward IEP annual goals are measured frequently. Let's Go Learn is supported by on-going professional learning provided at the district, school and individualized levels. The district uses TeachTown Basics in its special needs prek program. TeachTown Basics offers a blend of computer-delivered and teacher-led applied behavior analysis instruction proven to increase as student's vocabulary, listening skills, social-emotional development, independence, academics and cognitive skills. TeachTown Basics provides recorded student data, analyzed and organized into reports providing teachers with effective and automated progress monitoring tools. In adaptive curriculum classrooms for grades K-5, special education teachers use TeachTown enCore. TeachTown enCore is a standards-based, adapted core-curriculum based on applied behavior analysis that provides students with moderate and severe disabilities access to the general education curriculum. For social emotional learning, elementary special education teachers use TeachTown Social Skills. TeachTown Social Skills is a comprehensive curriculum that teaches socially-valid skills through animated video-modeling episodes, teacher-delivered lesson plans and student activities. All Teachtown programs are supported with on-going professional learning throughout the year. In adaptive curriculum classrooms for grades 6-12, special education teachers use the Unique Learning System. The Unique Learning System allows teachers to deliver differentiated, standard-aligned content enhanced by assessments, data tools and evidenced-based instructional support. The built-in assessment tools and resources provide insight into each learner's knowledge, abilities, and needs as they progress. The data related to that growth informs instruction and documents mastery toward IEP goals for teachers. Lastly, the district supports special education teachers with significant behavior challenges presented by some special education students. The district has a board certified behavior specialist on staff that supports teachers with functional behavior assessment, behavior intervention plan development and implementation of behavior plans. Also, the district contracts with behavior specialists for special education students that present with extreme behaviors who do not respond to behavior plans developed and supported by the district's behavior specialist.</p>
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IDEA - Special Education

Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the [Identifying Need webinar](#) for additional information and guidance.

<p>Challenges</p>	<p>Students with disabilities continue to demonstrate significant gaps in achievement for Reading/ELA and Math. The gaps in performance for those students that scored in the proficient and distinguished ranges on the 2023 GA Milestones End of Grade and End of Course Assessments that did not meet LEA/SEA targets are as follows:</p> <p>Milestones EOG: Milestones EOC: RELA (4th Grade) - 24.62% RELA - 40.01%</p> <p>Math (4th Grade) - 23.01% Math - 34.37% Math (8th Grade) - 34.27%</p> <p>The district has implemented several local assessment tools to assist teachers with identifying each student's weaknesses, skill deficits and to assist with instructional planning. However, the use of many assessment tools present challenges for special educators as multiple sources of data sometimes yield varying information. In addition, it is challenging for special educators to implement so many assessments in addition to data collection of IEP goals and objectives. Scheduling continues to contribute to these gaps in performance since it is difficult to implement research based interventions with fidelity when there is no flexibility in scheduling. Even though special education services are determined by the individual needs of the student, placement for services continues to be contingent on a fixed, inflexible schedule in most schools. Most SWD with high incidence disabilities receive the same or very similar services due to this fixed schedule. Many students need small group instruction, but are placed in co-teaching environments. Many students that do not need substantial direct service receive services all day. Students with disabilities have more attendance issues than general education students as many have coexisting medical conditions and/or receive private therapies that require them to come to school late or leave early. Lastly, many special education teachers lack skills for teaching core content and many more teachers lack skills for addressing behaviors exhibited by special needs students – so professional development is sparse (no opportunities to pull teachers for professional development and special education instruction specialists have no time for coaching/classroom support).</p>
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Title I - Part A - Improving Academic Achievement of Disadvantaged

Strengths	In FY23, seven of the district's fifteen schools operated Schoolwide Title I programs. Those same schools will participate in FY 24 with the additional of WGES making it 8 schools total. The Title I schools are supported in thinking of ways to be innovative and try different strategies with their Title I funds. Each Title I school chooses to spend the majority of their allocated Title I funds on personnel as opposed to materials. We believe in the value of "staff" instead of "stuff."
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Challenges	We continue to struggle with closing the achievement gap between economically disadvantaged students and all students. One challenge for the highest poverty schools in the district is getting teachers to have higher expectations for Economically Disadvantaged students. We are working hard to break staff of the "these kids can't" mentality. More understanding of the issues surrounding poverty and how children's lives are affected by living in poverty is needed.
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Title I, Part A - Foster Care

Strengths	The district has a great working relationship with our local DFCS point of contact for children in foster care. Our registrars understand that they are to immediately enroll children in foster care into school, and our school social workers assist in getting necessary documentation. Finally, the district assumes transportation costs as agreed to in the Foster Care Transportation Plan in order to keep children in foster care in their school of origin.
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Challenges	Identification of children in foster care at time of enrollment is sometimes a challenge, because foster parents fail to bring or do not have placement letters and/or because DFCS does not notify the district of foster care placements. Proper placement in school is difficult when no records are provided. District staff often have difficulty reaching case managers or contracted foster care providers when students are from outside of Walton County. Many of the challenges with children in foster care are related to the foster parents making educational decisions that should be left to the case manager (or at a minimum that the case manager should be informed of). Examples include failure to keep case managers advised of behavior issues until time for a discipline hearing/tribunal, failure to keep case managers advised of academic supports available for students, and foster parents refusing standardized testing. Another significant challenge is that foster parents sometimes refuse to
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Title I, Part A - Foster Care

	respond to school administrators when students are experiencing academic or behavioral difficulties.
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Title I, Part A - Parent and Family Engagement

Strengths	<p>Each of our Title I schools annually creates, with input from stakeholders, a plan for parent and family engagement. This plan includes descriptions of the activities that will be offered for parents throughout the year. Each Title I school also develops, again with input from stakeholders, a Compact. This Compact is linked to school improvement goals and outlines how parents can be involved in achieving those goals.</p> <p>The district employs an outstanding Public Information Officer who leverages multiple social media platforms for maximum two-way communication with parents and families. Our parents frequently post comments and otherwise interact with school district social media.</p>
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Challenges	<p>While families are active on social media, attracting participation in other ways remains weak. Conference days are generally well attended at the elementary schools, but less so at our middle and high schools. We must find ways to engage parents in their students' education that does not require that they visit the school or physically attend a meeting or event.</p>
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Title I, Part C - Education of Migratory Children - Describe your LEA's strengths and challenges in meeting the unique educational needs of its migratory students, preschoolers, dropouts, and out-of-school youth. (Responses from an LEA served through the Abraham Baldwin Agricultural College [ABAC] consortium are needed in order to develop consortium services, including those LEAs without currently identified children. If no migrant children have been enrolled for the past three consecutive years, the LEA should state this to explain why strengths and challenges cannot be identified.)

Strengths	<p>During the 2022-2023 school year, the Walton County School District had 10 Migrant students identified and only 4 were identified as Priority for Service. Due to the small number of PFS Migrant students, it is not feasible to describe trends or patterns of strength/weakness. Therefore, each PFS student is described below:</p> <p>PFS Migrant student #1 (CCE): This student was assigned to alternative school in October 2022. He has failed all academic subjects this school year. He is a sibling to student 2 & 3.</p>
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Title I, Part C - Education of Migratory Children - Describe your LEA's strengths and challenges in meeting the unique educational needs of its migratory students, preschoolers, dropouts, and out-of-school youth. (Responses from an LEA served through the Abraham Baldwin Agricultural College [ABAC] consortium are needed in order to develop consortium services, including those LEAs without currently identified children. If no migrant children have been enrolled for the past three consecutive years, the LEA should state this to explain why strengths and challenges cannot be identified.)

	<p>PFS Migrant student #2 (ECE): This student struggles academically and ended the school year with failing averages in Science and Math. She has had many absences this school year, all of which have been unexcused. She does not have any behavior concerns. She is a sibling to student 1 & 3.</p> <p>PFS Migrant student #3 (JCE): This student, sibling to student 1 & 2, was a ninth grader during 2022-2023, and has had the best academic performance of all three siblings. He passed all academic courses this school year and ends the year with 8 credits and a GPA in the high 70's. He also has many absences (15+ per semester) but many are excused. He does not have any behavior concerns.</p> <p>PFS Migrant student #4 (NG): This student is our highest-achieving Migrant student. She earned all A's in all courses during the 2022-2023 school year and ended the year with 16 credits and a GPA of 91. She does not have any behavior concerns.</p>
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<p>Challenges</p>	<p>During the 2022-2023 school year, the Walton County School District had 10 Migrant students identified and only 4 were identified as Priority for Service. Due to the small number of PFS Migrant students, it is not feasible to describe trends or patterns of strength/weakness. Therefore, each PFS student is described below:</p> <p>PFS Migrant student #1 (CCE): This student was assigned to alternative school in October 2022. He has failed all academic subjects this school year. He is a sibling to student 2 & 3.</p> <p>PFS Migrant student #2 (ECE): This student struggles academically and ended the school year with failing averages in Science and Math. She has had many absences this school year, all of which have been unexcused. She does not have any behavior concerns. She is a sibling to student 1 & 3.</p> <p>PFS Migrant student #3 (JCE): This student, sibling to student 1 & 2, was a ninth grader during 2022-2023, and has had the best academic performance of</p>
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Title I, Part C - Education of Migratory Children - Describe your LEA's strengths and challenges in meeting the unique educational needs of its migratory students, preschoolers, dropouts, and out-of-school youth. (Responses from an LEA served through the Abraham Baldwin Agricultural College [ABAC] consortium are needed in order to develop consortium services, including those LEAs without currently identified children. If no migrant children have been enrolled for the past three consecutive years, the LEA should state this to explain why strengths and challenges cannot be identified.)

	<p>all three siblings. He passed all academic courses this school year and ends the year with 8 credits and a GPA in the high 70's. He also has many absences (15+ per semester) but many are excused. He does not have any behavior concerns.</p> <p>PFS Migrant student #4 (NG): This student is our highest-achieving Migrant student. She earned all A's in all courses during the 2022-2023 school year and ended the year with 16 credits and a GPA of 91. She does not have any behavior concerns.</p>
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Title I, Part A and Title I, Part D - Neglected and Delinquent Children

Strengths	The district does not have any facilities for N & D.
Challenges	The district does not have any facilities for N & D.

Title II, Part A - Supporting Effective Instruction

If transferring 100% of Title II, Part A, INSERT the following statement in the STRENGTHS/CHALLENGES: "100% transfer of FY24 Title II, Part A funds."

Strengths	<p>The stability of the teaching and leadership staff is an important strength of the district. This stability can be attributed to a number of variables including a location between Atlanta and Athens that is desirable for both work and home, favorable comparisons to other districts in our RESA area, high quality professional learning, and autonomy at the school level. The degree of support available to new teachers is a strength of the district. New Teacher Orientation, New Teacher and New Leader Induction Programs, which include mentoring, are scheduled to provide ongoing support to teachers and leaders who are new to their position and/or new to the district. Professional learning provided through the collaboration of Instructional Coaches, professional learning</p>
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Title II, Part A - Supporting Effective Instruction

If transferring 100% of Title II, Part A, INSERT the following statement in the STRENGTHS/CHALLENGES: “100% transfer of FY24 Title II, Part A funds.”

	liaisons, PL specialists, and school and district leadership is customized to meet the needs of all teachers in the district, and RESA and higher education sources are utilized by teachers wishing to add a field to their certificate.
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Challenges	Increasing the number of available minority applicants for teaching positions continues to be a challenge, but the district's relatively new application processing system has enhanced recruiting efforts. While advances have been made in professional learning, improvement in the delivery of systemic professional learning for teachers and leaders presents a challenge that is impacted by both funding and time constraints. Available data reveal the need for continued professional learning for teachers to better meet the needs of all students and for leaders to more effectively lead their school communities. A large percentage of our leaders will be retiring within the next 3-5 years. We have recognized the need to engage in succession planning and developing future leaders.
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Language Instruction for English Learners and Immigrant Students

Describe your LEA's strengths & challenges in educating English Learner & Immigrant students based on trends and patterns in EL subgroup achievement and progress towards English proficiency. ● If the LEA does not receive Title III, Part A funds, describe the strengths and challenges of serving English learners in the LEA through state and local resources (the state funded ESOL Language Program).

● If the LEA receives Title III, Part A funds, describe the strengths and challenges of both the ESOL and Title III, Part A language instruction educational programs.

Strengths	The Walton County School District operates a state/locally-funded and OCR-compliant ESOL program for qualifying students in Kindergarten through twelfth grade. Elementary students are served at least one segment a day by a certified or endorsed ESOL teacher utilizing either the scheduled class period or push-in model. Middle school students are served at least one segment a day by a certified or endorsed ESOL teacher utilizing either the scheduled class period (Sheltered content) in which the teacher has both ESOL endorsement and ELA content certification, and/or the push-in model where the ESOL teacher pushes in to academic classes to provide language support to EL's in that class. High School students are served, at minimum, the equivalent of two segments daily (due to block scheduling) by a certified or endorsed ESOL teacher utilizing a combination of the scheduled class model
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Language Instruction for English Learners and Immigrant Students

Describe your LEA's strengths & challenges in educating English Learner & Immigrant students based on trends and patterns in EL subgroup achievement and progress towards English proficiency. ● If the LEA does not receive Title III, Part A funds, describe the strengths and challenges of serving English learners in the LEA through state and local resources (the state funded ESOL Language Program).

● If the LEA receives Title III, Part A funds, describe the strengths and challenges of both the ESOL and Title III, Part A language instruction educational programs.

	<p>(Sheltered Content) in which students are earning required ELA credits if the teacher is ELA certified, and the scheduled class model in which students are enrolled in a .55 ESOL elective course.</p> <p>In recent years, our ELs' performance had steadily improved in the areas of growth toward English proficiency, academic achievement, and ESOL exit rates. The pandemic led to some decreases in these areas that we are still seeing now. Our growth score (based on students making sufficient progress up the English proficiency bands) was only 65% for 2020-2021. In 2021-2022, this increased to 75.9%. In 2022-2023, this percentage is 71.3. We had 121 students who did not make any progress (CPL or band) progress in 2021, 123 in 2022, and 171 this year. The percentage of EL's who exited ESOL at the end of 2021-2022 decreased to 4.4% compared to the relatively high 8.4% in 2020-2021. At the end of the 2022-2023 school year, approximately 6% of ELs exited with a CPL of 5.0 or higher. In 2021 we had 94 students who exceeded expected progress toward English proficiency (grew more than one band), in 2022 we had 105, and this year we had 138.</p> <p>The district uses Title I, Title III, and ESSER III-ARP funds to provide supplemental supports for the most at-risk English Learners. These supports include Lexia Core5 and Lexia PowerUp licenses as well as summer enrichment and acceleration programs.</p>
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Challenges	<p>The rapid growth in our number of EL's presents a challenge. We have doubled our number of identified EL's in just four years. All our schools now have an EL subgroup. This means this subgroup can no longer be ignored. A challenge is helping administrators and teachers understand the unique needs of EL's and how to serve them effectively. Also, appropriate staffing of ESOL teachers is a challenge.</p>
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Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth

Strengths	<p>The district has become very proficient at identifying students who qualify as homeless. Student Services staff are well connected with reliable community resources and are able to assist families experiencing homelessness with getting these resources. The district has received the McKinney-Vento grant for multiple years, and has used the funds in appropriate ways that truly benefit homeless students in the district. Student Services staff have a great relationship with the Transportation department staff and they work well together to plan transportation services that are least disruptive for homeless students. Additionally, WCSD transportation staff collaborate well with other districts to coordinate bus transportation across county lines when necessary. WCSD also received an additional grant through ESSER III - ARP - Homeless Children and Youth II. WCSD used the majority of these funds to purchase an additional bus to help facilitate meeting the transportation needs of homeless students.</p>
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Challenges	<p>One challenge is getting school and district staff trained to understand issues surrounding homelessness. Another is identification of preschool aged children who meet the definition of homeless. We have also recognized as a challenge getting transportation for homeless students who participate in after school tutoring. And although identifying new enrollees who are homeless is a strength, it can be a challenge to identify students already enrolled who become homeless. Finally, we know that our school counselors need to do a better job of collaborating with content area teachers to create individualized growth and achievement targets for each homeless student, and that we must more fully engage parents of students experiencing homelessness. To address this, we require the school counselors to do quarterly checks on all MV students.</p>
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Title IV, Part A - Student Support and Academic Enrichment

If transferring 100% of Title IV, Part A, INSERT the following statement in the STRENGTHS/CHALLENGES: “100% transfer of FY24 Title IV, Part A funds.”

Strengths	<p>The district has embraced the use of Title IV-A funds to provide a well-rounded education, to promote safe and healthy students, and to encourage the effective use of technology. We have invested in PBIS implementation, expending a large percentage of our Title IV-A funds to support professional learning for PBIS Coaches as well as teachers and administrators at all schools. We have implemented Ripple Effects and 7</p>
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Title IV, Part A - Student Support and Academic Enrichment

If transferring 100% of Title IV, Part A, INSERT the following statement in the STRENGTHS/CHALLENGES: “100% transfer of FY24 Title IV, Part A funds.”

	Mindsets as SEL strategies in all grade levels.
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Challenges	We continue to have an unbalanced removal from instruction (ISS and OSS) as a disciplinary measure with our minority subgroups. Also, we have seen a large increase in our number of students who have significant mental health concerns.
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Title I, Part A - Equitable Access to Effective Educators

Strengths	Walton County Schools are staffed with a highly desirable range of certificates and endorsements allowing administrators much flexibility when creating master schedules to suit the needs of each class of students. Highly qualified gifted, advanced content, special education, ESOL, and remedial teachers are employed in every school building often in excess of current need thus capacity for future circumstances is in place for most schools.
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Challenges	While WCSD benefits from a robust pool of applicants for most positions, some schools are perceived as more desirable to work in than others. Schools in our Monroe Cluster find it more difficult to build a high quality teaching staff in all areas and grade levels. Schools in the Monroe cluster also have a higher turn over rate compared to the district as a whole. All principals struggle to varying degrees with addressing ineffectiveness in teachers.
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Title V, Part B - Rural Education

Strengths	The district does not participate in Title V, Part B - Rural Education.
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Title V, Part B - Rural Education

Challenges	The district does not participate in Title V, Part B - Rural Education.
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

Use the results of 3.1 to identify the overarching needs of the LEA. Determine the priority order of the identified needs based on data, team member and stakeholder knowledge, and answers to questions in the table below. Be sure to address the major program challenges identified in 3.1. Watch the [Identifying Need webinar](#) for additional information and guidance.

Overarching Need # 1

Overarching Need	Student engagement, goal setting, and self-monitoring
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	Student attendance has worsened since the onset of the pandemic. That trend has been reflected in fewer students scoring as proficient in all areas of EOG scoring.
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Overarching Need # 2

Overarching Need	Positive School climate
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	
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Overarching Need # 3

Overarching Need # 3

Overarching Need	Strategies for teaching students with learning differences
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	
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Overarching Need # 4

Overarching Need	Parent, family, and community engagement
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	5

Additional Considerations	
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Overarching Need # 5

Overarching Need	Leadership development
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	4

Additional Considerations	
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis

Select the top 2-4 overarching needs from 3.2. Conduct a separate root cause analysis (RCA) for each need. Any RCA tools and resources can be used, but suggestions are available as part of the [Identifying Need webinar](#). After describing the RCA process, complete a table for each selected overarching need.

Overarching Need - Student engagement, goal setting, and self-monitoring

Root Cause # 1

Root Causes to be Addressed	Instruction has been very focused on computer based interactions and less face-to-face interactions. This has led to compliance more than engagement. Students have not been empowered to set goals for themselves or to monitor their own progress.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	The increase in attendance issues has directly affected proficiency rates on assessments.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	
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Overarching Need - Positive School climate

Root Cause # 1

Root Causes to be Addressed	Staff have limited understanding of basic concepts of behavior and of strategies for managing difficult behaviors.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	Increased instances of mental health concerns among students
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	No
Impacted Programs	IDEA - Special Education

Additional Responses	
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Root Cause # 3

Root Causes to be Addressed	Overuse of removal (ISS and OSS) as a disciplinary measure
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education

Additional Responses	
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Overarching Need - Strategies for teaching students with learning differences

Root Cause # 1

Root Causes to be Addressed	General education teachers lack knowledge and training related to supporting students with learning differences
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	
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Overarching Need - Parent, family, and community engagement

Root Cause # 1

Root Causes to be Addressed	Parents do not have time to attend meetings at school and/or do not have transportation.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title I, Part A - Parent and Family Engagement Program

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	Parents, families, and community groups are unaware of many of the opportunities to be involved
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged

Root Cause # 2

Impacted Programs	Title I, Part A - Parent and Family Engagement Program Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :
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Additional Responses	
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Root Cause # 3

Root Causes to be Addressed	Two way communication with stakeholders is critical.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes

Additional Responses	
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Overarching Need - Leadership development

Root Cause # 1

Root Causes to be Addressed	Current and potential leaders have not participated in sufficient ongoing professional development.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	Our school leaders are a relatively "new" group: Within the last three years, we have replaced 40% of our school leaders (principals and APs).
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes

Additional Responses	
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Root Cause # 3

Root Causes to be Addressed	The district has not engaged in adequate succession planning.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes

Additional Responses	
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District Improvement Plan 2023 - 2024



Walton County

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Walton County
Team Lead	Mike Robison
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (all Federal funds budgeted separately)
Transferability of Funds (ESSA Sec. 5103). If applicable, check the box and list the program(s) where funds are being transferred. Refer to the Federal Programs Handbook for additional information and requirements.	
Transfer Title II, Part A to:	NO FUNDS TRANSFERRED
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	NA

Transfer Title IV, Part A to:	NO FUNDS TRANSFERRED
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	NA

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input checked="" type="checkbox"/>	Free/Reduced meal application
<input type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input type="checkbox"/>	Other (if selected, please describe below)

DISTRICT IMPROVEMENT PLAN

2 ED - Flex Waiver

Do you need a waiver? No

3. DISTRICT IMPROVEMENT GOALS

3.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Student engagement, goal setting, and self-monitoring
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	Instruction has been very focused on computer based interactions and less face-to-face interactions. This has led to compliance more than engagement. Students have not been empowered to set goals for themselves or to monitor their own progress.
Root Cause # 2	The increase in attendance issues has directly affected proficiency rates on assessments.
Goal	Maintain a graduation rate of 90% or higher.

Action Step # 1

Action Step	Increase student engagement and provide well-rounded educational opportunities by upgrading equipment and other resources.
Funding Sources	Title IV, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Purchase orders, inventory records
Method for Monitoring Effectiveness	Increased participation in Fine Arts, World Language, and CTAE; teacher feedback
Position/Role Responsible	Director of Federal Programs, CTAE Director
Evidence Based Indicator	Demonstrate a Rationale

Action Step # 1

Timeline for Implementation	Yearly
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Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Will work with the Walton County Development Authority to prioritize needs in local industry and businesses.
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Action Step # 2

Action Step	Title I middle and high schools will employ a graduation coach.
Funding Sources	Title I, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Periodic Certification
Method for Monitoring Effectiveness	Monitor case load success rate
Position/Role Responsible	School Principal
Evidence Based Indicator	Strong

Action Step # 2

Timeline for Implementation	Yearly
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Professional learning for teachers related to literacy instruction
Funding Sources	Title II, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Purchase orders, observation
Method for Monitoring Effectiveness	Improved school attendance, decrease in disciplinary referrals, increased achievement in reading
Position/Role Responsible	Director of Federal Programs, Principals and PLLs/Instructional Coaches at participating schools

Action Step # 3

Evidence Based Indicator	Demonstrate a Rationale
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Timeline for Implementation	Yearly
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Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	artsNOW
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Action Step # 4

Action Step	Provide supplemental resources, equipment, materials, and training needed to implement an enhanced emphasis on literacy in all classrooms.
Funding Sources	Title I, Part A Title III, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction

Action Step # 4

Method for Monitoring Implementation	Purchase orders, meeting/training agendas, and documentation of technical assistance with school leaders
Method for Monitoring Effectiveness	Improved Reading/ELA scores on NWEA MAP and Georgia Milestones EOGs and American Lit EOC
Position/Role Responsible	School Principals, Director of Federal Programs, Title I Director
Evidence Based Indicator	Strong

Timeline for Implementation Yearly

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	NWEA
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3. DISTRICT IMPROVEMENT GOALS

3.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Positive School climate
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Increased instances of mental health concerns among students
Root Cause # 2	Overuse of removal (ISS and OSS) as a disciplinary measure
Root Cause # 3	Staff have limited understanding of basic concepts of behavior and of strategies for managing difficult behaviors.
Goal	All schools will have positive school climate.

Equity Gap

Equity Gap	Discipline ISS Identify Subgroups and grade level spans
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Content Area(s)	N/A
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12 NA
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-1 Provide targeted teacher development on content, pedagogy and student supports and interventions

Action Step # 1

Action Step	Professional Learning Specialist focusing on Behavior. Duties include improving instruction by: collaborating with school and district leaders to promote positive school climate, assisting schools with implementation of PBIS (Tier 1 behavior support and Tier 2 behavior interventions), collaborating with appropriate staff to analyze student behavior to plan and implement appropriate interventions and limit use of ISS/OSS. The primary focus of the Behavior Specialist will be to design, facilitate, and/or coordinate professional learning for school and district staff related to school climate, social emotional learning, PBIS, and student discipline.
Funding Sources	Title II, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Review of Behavior Specialist's schedule, review of agendas & sign-in sheets from PL activities, review of school discipline data
Method for Monitoring Effectiveness	Decrease in office discipline referrals; decrease in inappropriate referrals to special education for behavioral concerns. Improved personnel perception of school climate.
Position/Role Responsible	Director of Federal Programs
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? Yes

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	PBIS implementation at all schools with fidelity.
Funding Sources	Title II, Part A Title IV, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Tiered Fidelity Inventory, Reports from PBIS Rewards and SWIS software, agendas & sign-in sheets
Method for Monitoring Effectiveness	Decrease in ODRs, ISS, and OSS; Climate Star Rating
Position/Role Responsible	PBIS DLT, PBIS School Coaches, School Leaders, Director of Federal Programs
Evidence Based Indicator	Strong

Timeline for Implementation

 Quarterly

Action Step # 2

Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	GaDOE PBIS
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Action Step # 3

Action Step	Implement SEL programs and supports at all grade levels.
Funding Sources	Title IV, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Supportive Learning Environment
Method for Monitoring Implementation	purchase orders, usage logs, observation
Method for Monitoring Effectiveness	student health survey results, anecdotal data from school counselors and admin
Position/Role Responsible	Director of Student Services
Evidence Based Indicator	Demonstrate a Rationale

Action Step # 3

Timeline for Implementation	Quarterly
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Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Implementation of the MindSet Model (teaches school staff the importance of proactive responses to aggressive behavior and how to de-escalate potential crisis situations using a verbal script referred to as the four-step counseling model)
Funding Sources	Title II, Part A Title IV, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Training sign-in sheets, conference registrations
Method for Monitoring Effectiveness	reduction in the use of physical restraint and seclusion (containment)

Action Step # 4

Position/Role Responsible	Director of Federal Programs
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation Yearly

Does this action step support the selected equity intervention? No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	MindSet
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3. DISTRICT IMPROVEMENT GOALS

3.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Strategies for teaching students with learning differences
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	General education teachers lack knowledge and training related to supporting students with learning differences
Goal	All students will be taught by highly effective teachers and all schools will be led by highly effective leaders.

Equity Gap

Equity Gap	Student achievement identify subgroups, grade level span and content area(s)
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Content Area(s)	ELA Mathematics Science Social Studies Other : N/A
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12 NA
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority

Equity Gap

Equity interventions	EI-1 Provide targeted teacher development on content, pedagogy and student supports and interventions
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Action Step # 1

Action Step	Professional Learning Liaisons at all non Title I schools. These staff members will provide support, primarily in the form of professional learning, to all teachers to ensure that all instruction is aligned to standards and that proven-effective instructional strategies are used in all classrooms.
Funding Sources	Title II, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Meeting agendas, review of calendars, personnel evaluations
Method for Monitoring Effectiveness	Review of TKES data as well as CPI data
Position/Role Responsible	Director of Federal Programs, Directors of Elementary & Secondary, Principals
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation	Monthly
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Action Step # 1

Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Induction for New Teachers and New Leaders.
Funding Sources	Title II, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Agendas, sign-in sheets, documentation of mentoring
Method for Monitoring Effectiveness	Retention rate, TKES & LKES evaluation data
Position/Role Responsible	Director of Federal Programs, Professional Learning Liaisons, PL Specialists, Teacher Induction Specialist, Special Education Coordinators, building administrators
Evidence Based Indicator	Strong

Action Step # 2

Timeline for Implementation	Quarterly
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Ellevation "Strategies": The Strategies component of the Ellevation platform provides easy, anytime, anyplace access to research-based instructional activities for all content area classroom teachers that are aligned to specific student needs based on current levels of English proficiency.
Funding Sources	Title III, Part A
Subgroups	English Learners
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Review number of log-ins, observations in classrooms, sign-in sheets from training
Method for Monitoring Effectiveness	Review EL achievement on content assessments and growth toward English proficiency
Position/Role Responsible	Director of Federal Programs, ESOL Teachers, Professional Learning Specialist
Evidence Based Indicator	Demonstrate a Rationale

Action Step # 3

Timeline for Implementation	Quarterly
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	University of Georgia TESOL program, Kennesaw State University
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Action Step # 4

Action Step	Instructional Conversations. The Instructional Conversations pedagogy is an innovative teaching model based on the concept of teacher-facilitated but student-led discussion that has been found to positively impact the achievement of all children in all content areas, especially culturally and linguistically diverse learners.
Funding Sources	Title II, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Registrations, sign-in sheets, and invoices for training. Feedback from participants. Observations in classrooms.
Method for Monitoring Effectiveness	Observations in classrooms

Action Step # 4

Position/Role Responsible	Director of Federal Programs, Directors of Elementary and Secondary
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	The Center for Latino Achievement and Success in Education (CLASE) at the University of Georgia
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Action Step # 5

Action Step	Provide additional endorsements or endorsement assessment in needed areas in the district.
Funding Sources	Title II, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment

Action Step # 5

Method for Monitoring Implementation	Endorsement applications and GACE score reports
Method for Monitoring Effectiveness	Subgroup achievement and gap closure
Position/Role Responsible	Director of Federal Programs
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 6

Action Step	Ongoing professional learning for elementary and middle school teachers and leaders regarding understanding MAP Growth data and using this data to plan effective instruction
Funding Sources	Title II, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant

Action Step # 6

Subgroups	Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Schedules, sign-in sheets
Method for Monitoring Effectiveness	Increased growth in the area of Reading
Position/Role Responsible	Director of Federal Programs
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 7

Action Step # 7

Action Step	Instructional Coaches at all Title I schools
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged English Learners Migrant Race / Ethnicity / Minority
Systems	Coherent Instruction
Method for Monitoring Implementation	Meeting agendas, review of calendars, personnel evaluations
Method for Monitoring Effectiveness	Reviewing Milestone and MAP data for effectiveness
Position/Role Responsible	Principal and Title I Director
Evidence Based Indicator	Strong

Timeline for Implementation Yearly

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 8

Action Step	Content knowledge professional development for instructional staff and/or building admin.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	Meeting Agendas, sign in sheets, Technical Assistance
Method for Monitoring Effectiveness	Reviewing Milestone and MAP data for effectiveness
Position/Role Responsible	Building Principals and Title II Director
Evidence Based Indicator	Strong

Timeline for Implementation Yearly

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	NEGA RESA
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3. DISTRICT IMPROVEMENT GOALS

3.4 Overarching Need # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	Parent, family, and community engagement
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	Parents do not have time to attend meetings at school and/or do not have transportation.
Root Cause # 2	Parents, families, and community groups are unaware of many of the opportunities to be involved
Root Cause # 3	Two way communication with stakeholders is critical.
Goal	Strengthen collaborative partnerships with stakeholders

Action Step # 1

Action Step	Provide a multilingual technology platform that connects schools with families and allows two-way translated communication and personalized content, eliminating barriers including language, time, mindsets, and capacity.
Funding Sources	Title III, Part A Title IV, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Number of contacts
Method for Monitoring Effectiveness	Feedback from families
Position/Role Responsible	Director of Federal Programs
Evidence Based Indicator	Demonstrate a Rationale

Action Step # 1

Timeline for Implementation	Quarterly
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Training for bilingual staff to become Certified Educational Interpreters
Funding Sources	Title II, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation	Certificates from candidates who complete the training
Method for Monitoring Effectiveness	Staff who complete the training will help (within their own schools and throughout the district) to engage parents whose primary language is not English
Position/Role Responsible	Director of Federal Programs
Evidence Based Indicator	Demonstrate a Rationale

Action Step # 2

Timeline for Implementation	Yearly
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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3. DISTRICT IMPROVEMENT GOALS

3.5 Overarching Need # 5

Overarching Need

Overarching Need as identified in CNA Section 3.2	Leadership development
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	Current and potential leaders have not participated in sufficient ongoing professional development.
Root Cause # 2	Our school leaders are a relatively "new" group: Within the last three years, we have replaced 40% of our school leaders (principals and APs).
Root Cause # 3	The district has not engaged in adequate succession planning.
Goal	All principals and assistant principals will be effective and well-prepared to support student achievement.

Action Step # 1

Action Step	Leadership training opportunities will be provided for teacher leaders and building administrators who are wanting to advance their leadership opportunities.
Funding Sources	Title II, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership
Method for Monitoring Implementation	Monitor membership rosters
Method for Monitoring Effectiveness	Survey participating leaders
Position/Role Responsible	Professional Learning Director
Evidence Based Indicator	Strong

Action Step # 1

Timeline for Implementation	Yearly
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Teachers with leadership potential will be identified and provided with opportunities to grow their leadership skills, including participation in NEGA RESA Leader Academy or local leadership development opportunities.
Funding Sources	Title II, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Professional Capacity
Method for Monitoring Implementation	Registration documents for participants
Method for Monitoring Effectiveness	Feedback from program facilitator; observation of participants
Position/Role Responsible	Professional Learning Director

Action Step # 2

Evidence Based Indicator	Demonstrate a Rationale
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Timeline for Implementation	Yearly
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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4. REQUIRED QUESTIONS

4.1 Stakeholders, Coordination of Activities, Serving Children, and PQ

Required Questions

Coordination of Activities

<p>Describe how the LEA ensures ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children served across its federal programs (Title I, Part A; Title I, Part A Children in Foster Care; Title I, Part A Family School Partnerships; Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B).</p>	<p>The selection of stakeholders included participants from all levels and grade spans, all administrative representatives of all departments within the district, community leaders from non-faith based, non-profit, private school, Migrant, the general public, elected governmental official(s), and faith-based community leaders. Minority representation from EL, Immigrant, and various ethnicities were included. Most of the "Recommended and Additional" stakeholders that were applicable in the district were included.</p> <p>The stakeholder groups were provided with information regarding the previous year's activities and were asked for their feedback and suggestions to strengthen or improve these activities, or in some cases whether the activity should be continued or discontinued. The stakeholder groups were also presented with information regarding proposed activities for the upcoming school year and were asked for their feedback on these.</p> <p>Once the stakeholder groups had determined a list of activities for the coming year, the Director of Federal Programs shared information about federal ESSA programs and allowable uses of funds (if applicable) for each: Title I-A, Foster Care, Family School Partnerships, Title I-C (Migrant), Title III-A, Title IV-A, and Title IV-B. The groups helped the Director of Federal Programs brainstorm ways that the proposed activities could be coordinated across these programs and funding sources.</p> <p>Using this input, the Director of Federal Programs developed a plan for coordinating all available funding sources to implement activities, particularly professional learning opportunities related to the activities. Funding sources to be used for each activity are indicated in the Action Steps in the District Improvement Plan.</p>
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Serving Low Income and Minority Children

<p>Describe how the district will ensure that low-income and minority children enrolled in Title I schools and/or programs are not served at disproportionate rates by:</p> <ol style="list-style-type: none"> 1. ineffective teachers 2. out-of-field teachers 3. inexperienced teachers <p>(Please specifically address all three variables)</p>	<p>Ineffective: The district monitors the TKES evaluations that are completed by school administrators and consults with principals when teacher effectiveness questions arise. Job-embedded, ongoing professional learning is provided at all schools to increase teacher effectiveness. Title I schools (which of course have higher percentages of low-income children) have full-time Instructional Coaches.</p> <p>Out-of-Field: The Chief Human Resources Officer designates staff in his department to monitor placement of teachers according to their certification. HR staff and the Director of Federal Programs collaborate to address out-of-field placements.</p>
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Serving Low Income and Minority Children

	<p>Inexperienced: Teachers who are new to the profession participate in a three-year induction program in which they are provided with professional learning specific to the needs of new teachers and are supported by an Induction Specialist who is supported with Title II-A funds.</p> <p>The district ensures the low-income and minority students enrolled in Title I schools are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers by having principals of Title I schools sign an assurance that they closely monitor all schedules and rosters to avoid this.</p>
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Professional Growth Systems

<p>Describe the district's systems of professional growth and improvement for teachers and school leaders (serving both the district and individual schools). The description might include:</p>	<p>In the past, professional learning in the district had been sporadic and there was not any comprehensive plan for the provision of PL. We recognized that PL must be ongoing and job-embedded. Effective July 1, 2019, responsibility for all PL was moved under the Director of Federal Programs. Previous to this, the Title II-A Director, who managed most PL, was housed in the Human Resources Department. Having the Title II-A grant moved under the same person who was already managing Title I, Title III, and Title IV-A, which are also used for providing PL, allowed for a more cohesive approach to PL in the district.</p> <p>The district's Assessment & Accountability Director analyzes assessment data regularly and shares these analyses with other district leaders and school leaders as they become available. District curriculum staff meet with each principal individually at two times each calendar year to review all school data (CCRPI, Milestones, STAR benchmark, student demographic, discipline) to collaboratively develop school goals. During these conversations, PL needs are often revealed and are included in annual School Improvement Plans.</p> <p>The Director of Federal Programs & Professional Learning creates and shares with Principals a list of district professional learning initiatives and corresponding opportunities for school staff. The Director communicates opportunities with all school staff via each school's Professional Learning Liaison (PLL). Principals can request funding for their specific school PL needs. These requests are reviewed by district staff who determine the best way to fund school requests that are deemed appropriate and necessary. Effectiveness of all PL will be measured in multiple ways. First, simple survey data from feedback opportunities will be reviewed following PL activities. Secondly, district and school leaders will observe in classrooms and check for implementation of improved teaching strategies. Finally, student achievement data will be carefully analyzed in areas in which staff have participated in PL to attempt to determine causal relationships. Additionally, each spring all teachers are asked to complete Learning Forward's Standards Assessment Inventory, which captures staff perceptions about professional learning in their school and in the district. Results from the SAI are reviewed and discussed extensively, and are used by PLLs to develop goals and plans for the coming school year.</p>
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PQ – Intent to Waive Certification

<p>For the current fiscal year, using the flexibility granted under Georgia charter law (OCGA 20-2-2065) or State Board Rule - Strategic Waivers (160-5-1-.33), does the district intend to waive teacher certification? [ESSA Sec. 1112(e)(1)(B)(ii)]</p>	<p>Yes</p>
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4. REQUIRED QUESTIONS

4.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

PQ – Waiver Recipients

<p>If the LEA waives certification, specify whether or not, in the current fiscal year, certification is waived:</p> <ol style="list-style-type: none"> 1. for all teachers (except Special Education service areas in alignment with the student’s IEP), or 2. for a select group of teachers. If waived for a select group of teachers, the response must address content fields and grade level bands (P-5, 4-8, 6-12, P-12). <p>[All educators must hold a GaPSC issued Clearance Certificate.] [O.C.G.A. 20-2-211.1, SBOE 160-4-9-.05, ESSA Sec. 1112(e)(1)(B)(ii)]</p>	<p>Certification is waived for 1) Computer Science (6-12) and 2) Manufacturing (9-12).</p>
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PQ – Minimum Qualification

<p>If the district waives certification, state the minimum professional qualifications required for employment of teachers for whom certification is waived (example: Bachelor's Degree, Content Assessment, Coursework, Field Experience etc.). If no requirements exist beyond a Clearance Certificate, please explicitly state so. [Sec. 1112(e)(1)(B)(ii)]</p>	<ol style="list-style-type: none"> 1) Computer Science: The district allows a teacher who is certified in Math or Science to teach Computer Science. All teachers assigned to teach Computer Science will be expected to add Computer Science to their certificate, by completing the Computer Science Endorsement or taking and passing the Computer Science GACE, within three years 2) Manufacturing: An individual with a Bachelor's degree in Engineering may teach Manufacturing at the high school level. This teacher must have a Clearance Certificate, which indicates a clear background check and a passed GACE Ethics assessment. Any individual assigned to teach Manufacturing will be encouraged to complete requirements to become a certified educator (GaTAPP or advanced degree leading to initial certification) within three years.
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State and Federally Identified Schools

<p>Describe the actions the district will implement for its state and/or federally identified schools (CSI/TSI) needing support. Include a statement of (1) whether or not the LEA currently has identified schools needing support and (2) how the district will support current or future identified schools through prioritization of funds.</p>	<p>The Walton County School District does not currently have any CSI (Comprehensive Support and Improvement) or TSI (Targeted Support and Improvement) schools. If any WCSD schools are identified as CSI or TSI in the future, we will collaborate with GaDOE School and District Effectiveness staff as required. This would include district and school level walkthroughs and working closely with a DES to plan and provide necessary support. Title II-A funds would be prioritized to CSI and/or TSI schools and would be coordinated with 1003 School Improvement funds.</p>
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CTAE Coordination

<p>Describe how the district will support programs that coordinate and integrate academic and career and technical education content through: coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries; and work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.</p>	<p>The district supports coordination and integration of academic and CTAE content through a strong, formalized partnership with the Walton Economic Development Authority. The partnership is called Walton Works. The Walton Works committee is composed of HS principals, counselors, CTAE director, and business members of the chamber of commerce. Walton Works guides the selection of new pathways and assists with equipment selection. Walton Works also sponsors paid teacher externships each summer and coordinates short term internships and job interviews for students. Walton Works has identified information technology and manufacturing skills as critical needs in the local workforce. Walton County School District developed a plan to implement manufacturing projects into the existing pathways and to increase the number of teachers with a computer science certificate endorsement. A manufacturing pathway began at Monroe Area High School in the fall of 2021-22. The addition of a manufacturing pathway was the direct result of industry and school leader collaboration. The manufacturing pathway has since been strengthened by a Society of Manufacturing Engineers grant award.</p> <p>Workforce needs in our community are evaluated at least twice annually. From this evaluation a comprehensive calendar of career development activities is developed for middle and high school students. Activities include local industry field trips, a college and career fair, soft skills training provided by HR staff at local businesses, and "live work" projects. Live work is when a business needs a video, piece of equipment, tool or idea for solving a problem and the task is turned over to a group of students in a class related to that field.</p> <p>In addition the district employs four work-based learning coordinators and one full time Youth Apprenticeship coordinator. Students are placed in paid and unpaid jobs related to prior coursework in a career path which suits the student's interests and aptitudes as revealed from career interest inventories and the You Science career aptitude assessment.</p>
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CTAE Coordination

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Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

<p>Describe how the district will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students.</p>	<p>The special education department has conducted trainings aimed at reducing the amount of time that students with disabilities are removed from instruction. Additionally, each year in July all administrators attend a session presented by the school board attorneys regarding discipline practices. All schools are working toward reducing ISS and OSS as a part of PBIS implementation. The district's Assessment & Accountability Director includes discipline data in her analyses that she shares with all school and district leaders. These analyses do disaggregate discipline instances by subgroup, and proportionality of disciplinary actions is closely monitored.</p>
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4. REQUIRED QUESTIONS

4.3 Title I A: Transitions, TA Schools, Instructional Program

Required Questions

Middle and High School Transition Plans

<p>Describe how the district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: coordination with institutions of higher education, employers and local partners; and increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and skills.</p>	<p>The district implements strategies to insure effective transitions for students from middle school to high school and from high school to post secondary. The district hosts an annual PROBE college fair for 11th graders. Counselors are trained to advise students about dual enrollment and advanced placement opportunities. Both of which have seen an increase in participation rates over the past 5 years. The community school support group, Student Success Alliance, hosts apply to college nights for students and parents. Seniors who wish to enter the workforce right after high school have the opportunity to interview with local businesses seeking 18 year old graduates for on the job training. Interviews take place in the schools and they are for real jobs.</p> <p>High school teachers and students visit the middle schools each spring to promote various high school pathways, clubs and extracurriculars. Eighth graders take a field trip to the high school they will attend each spring. Each high school hosts a separate open house for 9th grade students prior to the first day of school and a 9th grade parent meeting during the first weeks of school.</p> <p>For students with disabilities, our Transition Specialist works with institutions of higher education's department for students with disabilities to gather information for students and their families on how to access accommodations for post-secondary education. The Transition Specialist also works with local employers and with our assigned Georgia Vocational Rehabilitation Agency Counselor to identify areas of vocational training needed for specific employment opportunities, as well as vocational programs to support our students in their employment endeavors. Students with disabilities are encouraged to participate in dual enrollment opportunities and the Transition Specialist, School Counselors, Career Technical Instruction Specialists, and Case Managers assist students through the process of enrolling in dual enrollment programs and securing appropriate accommodations for evaluation and instruction.</p>
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Preschool Transition Plans

<p>Describe how the district will support, coordinate, and integrate services with early childhood programs at the district or school level, including plans for transition of participants in such programs to local elementary school programs.</p>	<p>Each elementary school in the district has at least one Pre-K classroom. Four schools also house classes for preschool students with special needs. Efforts are made throughout the year to include students in these classes in school-wide activities so that they are seen as a part of the school; in this way transition to Kindergarten is made easier. Children who attend private preschools or who have not attended school at all are welcomed to Kindergarten registration, where their parents receive information about successful transition to school.</p>
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Title I, Part A - Targeted Assisted Schools Description

<p>If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify the eligible children most in need of services in Title I targeted assistance schools. The description must include the multi-criteria selection to be used to identify the students to be served.</p>	<p>The district does not have any Targeted Assistance schools.</p>
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Title I, Part A – Instructional Programs

<p>Provide a general description of the instructional program in the following: Title I schoolwide schools; Targeted Assistance Schools; and schools for children living in local institutions for neglected or delinquent children.</p>	<p>The Walton County School District operates schoolwide Title I programs in seven of our fifteen schools. We do not have any Targeted Assistance programs. Each of our Title I schools has a full time Instructional Coach. These Instructional Coaches support their school's improvement goals by providing professional learning in areas of focus. All Title I schools also have a combination of Title I teachers and Title I paraprofessionals, as determined by the school based on the needs of the students. Title I Teachers and Paras provide small group remediation and support as well as push in to classrooms to support the school's most academically at-risk students. Students are supported in the areas of Math and Reading using evidence-based interventions. We do not currently have any students living in institutions for neglected and delinquent children.</p>
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4. REQUIRED QUESTIONS

4.4 Title I Part C

Required Questions

Title I, Part C – Migrant Intrastate and Interstate Coordination

<p>Consortium LEAs describe how they collaborate with the MEP Consortium staff at Abraham Baldwin Agricultural College (ABAC) to support the records transfer process for students moving in and out of the school (including academic and health records), and how the use of the occupational survey during new student registration and back-to-school registration for all returning students is coordinated and reviewed. Consortium LEAs and Direct-funded LEAs describe how the Migrant Student Information Exchange (MSIX) is used in the records transfer process (both interstate and intrastate);description includes who in the LEA accesses MSIX when migratory children and youth enroll and depart;description includes how the information in MSIX, when available, is used for enrollment and course placement decisions for migratory children and youth.</p>	<p>The Walton County School District participates in the GaMEP ABAC Consortium. The Consortium is required to design an ID&R plan that covers all of the consortium districts. Our role in identification and recruitment is to provide the Parent Occupational Survey to all enrolling students, both at time of initial enrollment and at the beginning of the each school year. We accomplish this by embedding the required questions from the POS into our online registration system. The Director of Federal Programs reviews the POS of every student enrolled in the district. The Director of Federal Programs submits to the GaMEP ABAC Consortium or a State MEP Recruiter, via the secure GaDOE portal, the POS forms that indicate potential eligibility as a Migrant student. Consortium staff and/or State MEP Recruiters follow up with families to determine eligibility. Once the Director of Federal Programs is notified that a student has been identified as Migrant, she marks the student appropriately in the district's student information system. The Director of Federal Programs works collaboratively with GaMEP ABAC Consortium staff to determine needs of the Migrant student(s) and their families. Academic achievement data, demographic data, attendance data, health/immunization data and other requested data are shared with the Consortium staff on a continuous basis. The Director of Federal Programs notifies the GaMEP ABAC Consortium when a Migrant student departs from the district or transfers from one school to another within the district. The Director of Federal Programs also ensures that pertinent school records, including health and immunization information, are transferred to the Migratory student's new school when moves occur. The Director of Federal Programs maintains an MSIX account and uses this resource to ensure timely transfer of information and school records. When new students enroll in the district, the Director consults MSIX to check for previous identification as Migrant and possible current participation in the Migrant Education Program.</p>
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Title I, Part C – Migrant Supplemental Support Services

Title I, Part C – Migrant Supplemental Support Services

<p>1. Consortium LEAs describe how academic and non-academic services are coordinated with Abraham Baldwin Agricultural College (ABAC).</p> <p>2. Direct-funded LEAs describe:</p> <p>3. how the needs of preschool children and families are identified and how services are implemented and evaluated during the regular school year and summer.</p> <p>4. how the needs academic and non-academic needs of out-of-school youth and drop-outs are identified, how the OSY profile is used to support the identification of needs and the delivery of appropriate services, and how services are implemented and evaluated during the regular school year and summer.</p>	<p>The Walton County School District participates in the GaMEP ABAC Consortium. The Consortium is responsible for providing instructional support and outreach activities to preschool, out-of-school, and drop out Migrant students. The Director of Federal Programs collaborates with Consortium staff to plan this support and these activities as needed.</p> <p>The Director of Federal Programs closely monitors enrollments and other available data to ensure that the district is aware of any migrant preschool age children or out-of-school youth who may be residing in the district but not enrolled in school. Should these children or youth be identified, the Director will collaborate with district student services staff, including school social workers, to connect these families with available health, nutrition, and social services. Additionally, the Director will determine necessary instructional support needed by unenrolled preschool children or out-of-school youth and will work to ensure that these needs are met using district resources.</p>
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4. REQUIRED QUESTIONS

4.5 IDEA

Required Questions

IDEA Performance Goals:

<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities. What specific post-secondary outcome activities (school completion, school age transition, and post-secondary transition) are you implementing in your LEA to improve graduation rates? Include: Description of your district's procedures Specific professional learning activities Plan to monitor implementation with fidelity</p>	<p>The graduation rate for all students in Walton County continues to increase. The graduation rate for all students in 2022 is 94.9%. The FY22 4-year cohort graduation rate for students with disabilities increased to 84.88% from 71.23% in 2021. The district's annual event graduation rate for SWD was 73.86% in 2022 which exceeded the state target of 71.55%. In addition, The district continues to move in a positive direction in the area of positive postsecondary outcomes for SWD. For FY22 81.39% of survey participants were enrolled in college or competitively employed, up from 72.2% in 2021. For this year Walton County School District will continue to implement procedures and initiatives that have contributed to growth in the graduation rate for SWD and positive postsecondary outcomes . These procedures and initiatives are explained below.</p> <p>The special education director shares postsecondary survey information annually with the district administration and principals. The special education director provides the transition specialist the report from the district's postsecondary survey results. The transition specialist conducts follow-up contacts with any students that were unengaged and/or on a waiting list at the time of data collection. The transition specialist reports her contacts with the special education director and secondary special education coordinator monthly. The special education director shares reports at the beginning of the school year from student record reporting (ENR0198 and ENR019a) with the transition coordinator and special education instruction specialists. Any students with a primary area reported as dropout (withdrawal code for unknown, removed for lack of attendance, etc.) are contacted by the special education instruction specialists per their assigned school with support of the transition specialist to identify where each student is located and attempt to have each student re-enroll if still in the district. The secondary special education coordinator shares a monthly report with the special education instruction specialists of students that have been withdrawn with a code that would be counted as dropout in student record reporting. The special education instruction specialist contacts these students to verify the withdrawal code information and offer assistance with re-enrollment if needed. The special education transition specialist supports this effort as needed. The special education instruction specialist will maintain a log of their contacts which will be reviewed as needed by the secondary special education coordinator and director.</p> <p>During 8th grade, at each student's IEP annual review the SEIS initiates a graduation checklist with the student and reviews the graduation requirements with the parent(s). When the student enters high school, the SEIS provides each student's graduation checklist to the assigned case manager. At the beginning of the school year, each case manager reviews the graduation</p>
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IDEA Performance Goals:

	<p>checklist for each student on their caseload and verifies with each student's counselor that the courses are scheduled according to the student's graduation requirements. The case manager maintains a copy of the graduation checklist in each student's data notebook along with a copy of the student's schedule, transcript and contact log. At the end of each semester the checklist is reviewed and updated for planning for the next semester to ensure courses are scheduled per each students' plan for graduation. The graduation checklist is also reviewed with the student and parent at each IEP annual review meeting in which the school counselor participates as well. At the beginning of each semester case managers are required to email and/or meet with each course teacher of each student on the caseload to ensure that all teachers are knowledgeable of necessary accommodations and modifications in the IEP, and to explain the teacher's responsibility for implementing the accommodations and modifications. The case manager enters this information in the contact log which is checked by the SEIS and the building special education administrator. Case managers are responsible for weekly progress monitoring of attendance, grades and behavior of students on their caseload, and this data is maintained in each student's data notebook. Case managers inform the SEIS of any students that are experiencing difficulties with academic progress or behavior issues. The data notebooks are reviewed quarterly by the SEIS, and reviewed periodically by the Special Education Coordinator and Special Education Director.</p> <p>Walton County School District will continue conducting monthly data reviews of all high school students at risk for dropout or not completing graduation requirements on time due to poor attendance, removals for discipline infractions and academic failure leading to not completing required courses on time – ABC data (attendance, behavior and course completion). A target group is identified at each high school. Each target group is monitored closely by the district special education coordinator, building special education administrator, SEIS, and case manager. This team meets monthly to review the ABC data for each student. For any students that are struggling in any of the three areas, the team develops new interventions or strategies for those students. Sometimes the end result is that additional services are put in place for the student such as tutoring services, involvement of a social worker, mental health counseling, connection with community resources and/or changes in a student's IEP accommodation. Each semester the target group is adjusted based on progress of the students – some students are removed from the target group and others are added based on progress monitoring data by the case managers.</p> <p>Each high school is required to schedule a conference for any student that has stopped attending school and/or expressed intentions of dropping out. For SWD, the special education coordinator is invited to these conferences as well as the transition coordinator to collaborate with the student and his/her family to explore options for continuing high school to complete graduation requirements. The special education coordinator will maintain documentation of each "drop-out prevention conference." The SEIS and transition coordinator will follow-up with any student that ultimately drops out for postsecondary reporting. Currently, the district's drop-out rate for</p>
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IDEA Performance Goals:

	<p>SWD is 9.09% which is down from 12.5% in 2021 - the state target is to be below 21.56%.</p> <p>Each high school provides credit recovery each semester that is available to all students including SWD. During the 22-23 school year, 65 students with disabilities participated in credit recovery, and 44 SWD participated in summer credit recovery. Every high school requires all special education students to take at least one CTAE course each year including students with significant cognitive disability as they are able. The pass rate for the end of pathway assessments for SWD in 2022 was 27.27% compared to the 35% for all students that participated in a pathway assessment.</p> <p>Each high school works closely with the VR counselor assigned to Walton County School District. Each SWD at the high schools is referred for VR services as part of their IEP annual review during the 11th grade year. During the senior year of high school, all SWD with a VR referral participate in Pre-Ets training (pre-employment transition services). During summer 2023 VR hosted in the district the GROW program (Getting Ready for Opportunities in Work). 15 students participated in the GROW program where students received instruction in self-advocacy, work readiness, job exploration, work based learning and counseling. The district's most recent data (May 2023) from VR indicates that 233 students are currently on the VR caseload. This is up from 183 at the beginning of the 22-23 school year.</p> <p>The Walton County transition specialist along with the district parent mentor plan initiatives for family engagement opportunities with the special education director. The district will continue to host two annual initiatives targeting families of SWD on the general education curriculum track and the adaptive curriculum track. In January of this school year, the district will host an event titled "Embrace the Future" with community representatives that offer services for individuals with developmental disabilities to assist families with planning for post-secondary services. In March of this school year, the district will host an event titled "High School & Beyond" for families of SWD on the general education track that will most likely transition to postsecondary education and training. Based on parent stakeholders input, the parent mentor will continue to offer monthly Coffee Chats. Topics for these monthly meetings will be planned in July. The parent mentor will also host quarterly parent training sessions. These proposed training sessions include - Peace, Love, Harmony and the IEP and Where Do We Go From Here? Both of these sessions will be presented by Parent to Parent of Georgia. Other sessions include support with understanding and completing waiver requests and transition talks.</p> <p>The district will continue to implement its transition program (HORIZONS) for adaptive curriculum students that are demonstrating that they are work ready. The students targeted for this program have achieved the necessary credit requirements for graduation and need additional support with vocational and work ready skills with the ultimate goal to transition directly into postsecondary employment before reaching age 22. Students receive most of their instruction in work based settings. Students in the HORIZONS program are supported by the transition specialist, a special education teacher with supported employment training/experience, a paraprofessional and bus driver. This year the program included 6 students with 4 (67%) exiting from</p>
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IDEA Performance Goals:

	<p>high school competitively employed.</p> <p>The school district provides professional learning throughout the school year. Newly hired special education teachers with 0-3 years of experience participate in the new special education teacher induction program which is a partnership with GADOE, Kennesaw State University and The Center on Great Teachers and Leaders. The program places emphasis on high leverage practices, IEP procedural requirements, IEP substantive requirements, collaboration and facilitating IEP meetings. Sign-in sheets and agenda will be shared by the GLRS director with the special education director. Based on findings from cross functional monitoring, the special education administrative staff will be providing professional development in the areas of developing measurable IEP goals and transition goals. This professional development will be offered during pre-planning and during monthly department meetings at each school in the district.</p> <p>The district's special education procedures manual will be updated for the upcoming school year through a pre-planning meeting in July with the special education coordinators and SEIS. Training for any revised procedures will be redelivered during monthly meetings with the SEIS from each building. The SEIS from each building will be responsible for redelivery to special education teachers and paraprofessionals of any revised or new procedures. Principals and other building level leaders will be informed and trained by the special education director during regularly scheduled monthly meetings. Sign-in sheets and agendas are maintained by the special education director.</p> <p>The district has added additional psychologists and SLPs for the next school year. Professional learning will be provided on the special education eligibility areas and the specific requirements for each disability area. Ongoing training will be provided by the lead psychologist during monthly meetings with school RTI coordinators, school psychologists and SEIS. Last year the district implemented Let's Go Learn for SWD with reading and math IEP goals. Let's Go Learn is an online diagnostic assessment program with adaptive learning solutions. Follow-up training will be provided for this program during pre-planning with on-going targeted support throughout the school year (school based and individually based). Elementary adaptive curriculum teachers will receive additional training implementing TeachTown enCORE through during pre-planning, with follow-up coaching by the implementation specialist. Middle school and high school adaptive curriculum teachers will receive training utilizing the Unique Learning Systems during pre-planning. The district will continue to support professional learning for the special education instructional specialists currently participating in the dyslexia endorsement program. Sign-in sheets and agendas are maintained by the special education director and lead psychologist.</p>
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IDEA Performance Goals:

<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities. What specific young children activities (environment, outcomes, and transition) are you implementing in your LEA to improve services for young children (ages 3-5)? Include: LEA procedures Services that are offered and provided within your district as well as where the service options are located. (e.g. local daycares, Head Start, homes, community-based classrooms, PreK classrooms) Staff that will be designated to support the 3-5 population Collaboration with outside agencies, including any trainings conducted by the LEA Parent trainings</p>	<p>The Walton County School District conducts ongoing child find efforts to locate and identify young children with disabilities in the community. The Special Education Department publishes a monthly notice regarding Child Find in the local newspaper and houses information yearly on the school district website. In addition, the Preschool Intervention and Diagnostic Team visits all community preschool providers (daycare centers, church programs, private schools, Head Start, etc.) at least annually, to share information about the district's obligation to identify, locate, and evaluate children suspected of having disabilities. Information packets are also provided to local doctors in an effort to reach as many families as possible. These efforts support our continuous goal to provide early intervention services to children in Walton County.</p> <p>The school system works to align preschool services throughout the community by increasing equitable access to available programs and resources, creating centralized intake systems, and targeting interventions to specific populations. By making connections with local preschool providers and families within the community, we are able to ensure access to comprehensive support for the children and families within Walton County. Walton County Special Education strives to have a strong, collaborative partnership with our local Babies Can't Wait (BCW) Coordinator to assure a seamless transition from one organization to the next as children age into the school system. The Special Education Coordinator hosts monthly BCW Transition Meetings for families. These transition meetings allow the school system to meet with families to discuss the evaluation process, plan for future service needs, and answer any questions the family may have regarding the transition. In order to ensure compliance with state timelines, the Special Education Coordinator and BCW Coordinator create a yearly spreadsheet, identifying children that will turn three during the upcoming school year. These timelines are continuously adjusted as new children move into Walton County and monitored by the Special Education Coordinator. The Special Education Department also collaborates with the Walton County Head Start to locate and identify children with disabilities. Each summer, the Special Education Director meets with the Head Start Disability Specialist to create a Memorandum of Understanding for the upcoming school year.</p> <p>Children that are identified as having a disability and are eligible for special education are provided services in a variety of ways within Walton County. The school system provides speech and language services through the elementary schools and in multiple community settings throughout the county. Children identified with more significant needs have the opportunity to be served through one of the eight (an increase of two additional classes over the previous year due to growth) Special Needs Preschool Classrooms in WCSD which are intentionally designed for our youngest learners. Each of these classrooms has two adults, creating a low student to teacher ratio. Further, all of the elementary schools in Walton County have at least two Bright from the Start Pre-K classrooms and many of our Special Needs Preschool students can participate in these classrooms with various levels of support. Participation in these classrooms allows our students to see age-appropriate peer models which help to enhance learning opportunities for</p>
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IDEA Performance Goals:

	<p>all and to increase positive outcomes for young children with disabilities in all domains - social, behavioral, adaptive, and pre-academic. Another level of support that Walton County provides happens within community settings. Our Preschool Intervention and Diagnostic Team provides many supports to children in the community in typical settings, including consultations regarding appropriate skills in all developmental areas (communication, social/behavior, motor, adaptive, cognitive), classroom observations, ideas for evidence-based teaching practices and age-appropriate interventions. The Special Education Coordinator provides annual compliance training on district policies and procedures at the beginning of each school year for administrators, preschool teachers, and special education staff. This training typically includes updates from the state department, new district initiatives, as well as discussions related to data from the previous school year. In addition to district training, our Special Needs(SN) Preschool Teachers participate in professional development sessions provided at the state level. These annual trainings include information from Bright from the Start and GELDS Training.</p> <p>Specifically, for our SN Preschool teachers, the Special Education Department provides ongoing training and coaching regarding developmentally appropriate instructional practices, behavioral supports for young children, and pre-k curriculum standards for early learning staff. An annual refresher training for classroom programs, such as Teach Town and Unique Learning System, is provided for the teachers prior to each school year. Professional learning and classroom support is also provided by the Preschool Instructional Specialist quarterly regarding research-based and evidence-based practices. Based on 2022 preschool outcome data SN preschool students are meeting state targets for substantial growth in positive social skills, acquisition and use of knowledge and skills, and use of appropriate behaviors to meet their needs. However, the percentage of SN preschool students functioning within age expectations in each of these outcome areas is not meeting state targets. The SN Preschool teachers will continue to focus on social-emotional learning using the SEE-KS initiative to enhance their practices by fostering social-emotional engagement in their classrooms. In addition, SN preschool teachers will continue implementation of Meta Play. The Meta-Play Method offers a systematic approach to fostering the development of imagination and play skills in young children diagnosed with Autism Spectrum Disorder (ASD), intellectual disabilities, developmental delays, and social and emotional disabilities. By creating meaningful and purposeful play for young learners with disabilities, the Meta-Play Method provides educators with a comprehensive play-based curriculum that sequentially teaches skills that foster the development of imaginative thinking, pretend play, and age-appropriate social skills. Implementation training for Meta Play along with coaching will be provided throughout the year. This year teachers will supplement instruction using Made For Me Literacy which provides cross-curricular literacy tying in math and science concepts. The instructional materials that will be available to teachers through this program includes vocabulary word cards, anchor charts, print and prep centers, etc. School Administrators, along with the Special Education Coordinator, work</p>
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IDEA Performance Goals:

	<p>together to monitor the preschool staff and determine any staff that may require additional support through classroom observations, monthly collaborative meetings, and district level meetings. The special education coordinator approves all referrals for evaluation ensuring compliant documentation and establishing the 60-day timeline. The district has in its evaluation procedures that all evaluation reports must be completed and reviewed by the special education coordinator by day 50 in the 60-day process. Upon review of the evaluation, the administrative assistant coordinates and schedules the eligibility meeting. The special education coordinator or preschool SEIS serves as the LEA for the eligibility meeting. The preschool SEIS serves as the LEA for all initial and annual IEP review meetings. The case managers are responsible for developing a draft IEP for the preschool special education instructional specialist to review at least 10 days prior to a scheduled IEP meeting. The preschool special education instructional specialist provides feedback, and the case manager makes any necessary revisions prior to the IEP meeting. The special education instructional specialist monitors placements of special education preschool students and compliance with maximum class size requirements. Any noncompliance or issues with IEP development, class size, service delivery is reported to the special education coordinator and/or special education director.</p>
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<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities. What specific activities align with how you are providing FAPE to children with disabilities? Include:How teachers are trained on IEP/eligibility procedures and instructional practicesHow LRE is ensuredThe continuum of service options for all SWDsHow IEP accommodations/modifications are shared with teachers who are working with SWDsSupervision and monitoring procedures that are being implemented to ensure that FAPE is being provided</p>	<p>The Walton County School District continuously monitors its efforts to improve special education services for students with disabilities. The district ensures that a full continuum of services is made available for all eligible students including consultative services, co-teaching services in the general education setting, separate class services, and separate school services. The majority of students with disabilities in Walton County receive direct services within the general education setting. The district's LRE rate for SWD served in the general education setting greater than or equal to 80% of the time is 59.91%, which is slightly below the state target of 63.73%. Case managers are responsible for ensuring that all teachers assigned to each student on his or her caseload are familiar with each student's IEP goals, accommodations and modifications. Case managers email reminders to assigned teachers with a deadline for reviewing IEPs and check the log in GO-IEP to verify that IEPs have been reviewed. Any teachers that have not reviewed IEPs by the deadline are reported to the special education instructional specialist for follow-up with the building level special education administrator. Anytime an IEP is revised with a change in services and/or accommodations, the case manager notifies the general education teachers of the changes through an email to the teachers and special education instruction specialist. The case manager is responsible for maintaining progress monitoring data on</p>
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IDEA Performance Goals:

	<p>all IEP goals for each student on his or her caseload. All progress monitoring data are required to be maintained in a data notebook for each student. The data notebooks are reviewed quarterly by the special education instructional specialist. At that time the special education instructional specialist provides feedback to each case manager. Feedback may include recommendations for better methods for collecting data or suggestions for interventions when a student is not making projected growth. Data notebooks are also reviewed once each semester by the special education coordinators and special education director. Case managers that are not compliant with maintenance of progress monitoring data are reported by the special education instructional specialist to the building level special education administrator. Then appropriate technical assistance is provided in coordination with the district special education coordinator and/or director.</p> <p>The special education administrative staff for Walton County monitors implementation of procedures through documented practices. All initial referrals and referrals for re-evaluation are reviewed by a coordinator to verify compliance with required documentation. The special education administrative assistant logs and assigns a 50-day deadline for completing evaluations and follows-up with the school psychologist and special education instructional specialist. The administrative assistant schedules all initial eligibility meetings including the special education coordinator who checks for compliance with the 60-day rule. The special education instructional specialist coordinates the scheduling of initial IEP meetings and annual review meetings. Case managers are required to send the special education instruction specialist a draft IEP for review at least 10 days prior to any scheduled initial IEP meeting or IEP annual review meeting. The special education instruction specialist makes sure the IEP addresses any weaknesses based on the student's evaluation, eligibility, and progress monitoring data. If the special education instruction specialist identifies any necessary revisions, the IEP is revised by the case manager. These procedures along with all other special education procedures are maintained in a procedures manual on the district's Google drive. As procedures are required to be changed based on changes with the State implementation manual or district need, the special education administrative team revises the procedures and provides training with the special education instruction specialists through monthly department meetings or called meetings. The special education instruction specialist provides follow-up training with the case managers with support of the special education coordinator. Procedure changes are also shared by the special education director with building principals through monthly scheduled principal meetings.</p> <p>Walton County implements several evidence based instructional programs to support students with disabilities. Students with reading disabilities that read two or more levels below grade level receive reading instruction using the Wilson Reading Program. Wilson Reading can only be implemented by a trained teacher, and training is offered annually in coordination with GLRS. Implementation training for administrators supervising teachers using Wilson Reading is also available through GLRS. The special education department provides guidance and observation tools for the special education instructional</p>
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IDEA Performance Goals:

	<p>specialists and building administrators to monitor the implementation of Wilson Reading instruction. GLRS offers the services of a Wilson Reading Specialist that periodically, or by request, observes teachers implementing the Wilson Reading program, and provides suggestions for improvement in implementation to the special education director. Walton County will continue to implement the Wilson Reading program for FY24 based on positive outcome data from the previous year. The data source is the WADE assessment which is administered at the beginning of the year and at the end of the year. SWDs with reading difficulties below 2nd grade are provided reading instruction using the Foundations Reading Program which is the precursor to participating in the Wilson Reading Program.</p> <p>For FY24 high incidence SWD with IEP goals in reading and/or math will continue with benchmark assessments and supplemental instruction through Let's Go Learn. Let's Go Learn provides the following:</p> <ul style="list-style-type: none"> -Online diagnostic assessments that identify learning gaps and present grade levels for students with disabilities -Automatic diagnostic data reporting supports accurate IEP development with a time savings of 50% + -Specially Designed Instruction (SDI) in reading and math delivers data-driven lessons at students' Zone of Proximal Development -Real-time one-click progress monitoring ensures that student progress toward annual goals is measured frequently -Appropriate for all students with disabilities including cognitive disabilities, learning disabilities, and language impairment <p>Special education administrative staff and SEIS will receive follow-up PL for supervising the implementation of Let's Go Learn in July. Teachers will receive professional learning for continuing use of Let's Go Learn during pre-planning with follow-up training as needed throughout the school year. Special education teachers serving pre-k students, students with autism and/or significant cognitive impairments supplement or incorporate direct instruction utilizing TeachTown Basics, TeachTown enCORE or Unique Learning System. These programs assist teachers with providing meaningful access to the general education curriculum standards. TeachTown Basics and enCORE offer a blend of computer-delivered and teacher-led ABA instruction proven to increase a student's vocabulary, listening skills, social-emotional development, independence, academics and cognitive skills. The system automatically adapts based on each individual's progress providing meaningful instruction to all students. Student data is recorded, analyzed and organized into reports automatically providing educators with an effective and automated progress monitoring system. By using embedded games and animated episodes as systematic reinforcement, students are actively engaged in TeachTown lessons, helping to build student independence and increase motivation. TeachTown lessons can be aligned to Common Core standards, state-specific standards and student IEP goals to address a variety of educational needs. The Unique Learning System is a one of a kind program designed specifically to give students with complex learning needs meaningful access to the general education curriculum. From one convenient, cloud-based platform, educators deliver differentiated, standards-aligned content enhanced</p>
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IDEA Performance Goals:

	<p>by powerful assessments, data tools and evidence-based instructional support. Students from pre K through transition have the advantage of consistent high-quality instruction, a motivating interactive learning environment, engaging symbol support and a path to independence. Annual training during preplanning is provided to all teachers using these programs by the Teachtown and Unique Learning PL teams. TeachTown professional learning is followed-up with three coaching visits during the school year. Progress monitoring reports and work samples using these programs are required to be maintained by the case manager. This data is reviewed quarterly by the special education instructional specialist and by the special education coordinator each semester (or online as needed).</p> <p>The district will continue its transition program (HORIZONS) for adaptive curriculum students that are demonstrating that they are work ready. The students targeted for this program have achieved the necessary credit requirements for graduation and need additional support with vocational and work ready skills with the ultimate goal to transition directly into postsecondary employment before reaching age 22. Students will receive most of their instruction in work based settings. Students in the HORIZONS program will be supported by the transition specialist, a special education teacher with supported employment training/experience, a paraprofessional and bus driver.</p> <p>For students served in the district's positive behavior support environments (students with significant behavior challenges due to their disability) the school district utilizes the Teachtown Social Skills curriculum. The Teachtown Social Skills curriculum is a comprehensive, character- based video-modeling curriculum that includes the following features: 1) Structured curriculum to systematically target social behaviors; 2) Fun, animated videos are engaging and teach socially appropriate behaviors, which serve as a positive model for children; 3) Systematic data collection tool which provides automatic reporting and graphing features that can be shared with parents and school staff. Teachtown Social Skills' reports are maintained by the case manager in the student data notebook and reviewed by the special education instructional specialist quarterly. Professional learning using the Teachtown Social Skills curriculum program is provided annually during pre-planning and through scheduled coaching visits by the Teachtown PL team.</p> <p>Walton County Schools will continue to implement the ASPIRE Plus program (Active Student Engagement Inspires Real Engagement). ASPIRE is a student-led IEP initiative that provides the student with the opportunity to develop self-determination skills. Self-determination skills are a combination of attitudes and abilities that lead students to set goals for themselves, take the initiative to reach these goals and make their own choices. Walton initially initiated ASPIRE with case managers using the initiative with only one student on their caseload. Currently, case managers use ASPIRE for all students on their caseload. ASPIRE data is monitored by the special education coordinator and transition specialist. Feedback is provided to the special education instructional specialists at monthly meetings and periodically with building administrators. The SEIS monitors ASPIRE activities through quarterly data notebook checks. Each student should have at least 2 ASPIRE activities</p>
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IDEA Performance Goals:

	<p>documented in the data notebook each year. The special education director and coordinators review data notebooks twice each year to check for ASPIRE activities. The transition specialist participates in all ASPIRE training activities and shares information with the special education director, special education coordinators and SEIS.</p> <p>Additional professional learning that has been scheduled to support special education teachers and paraprofessionals in improving instruction for SWD include: New Special Education Teacher Induction Program; progress monitoring training using Let's Go Learn for all interrelated special education teachers; Wilson Reading implementation training for administrators and special education teachers, follow-up FBA training for targeted special education teachers and paraprofessionals conducted by the district behavior intervention specialist and school psychologists. Again, based on cross functional monitoring, the district special education administrative staff will conduct training for administrators and all special education staff for writing appropriate measurable IEP goals and transition goals. This training will be provided during pre-planning with follow-up training through monthly department meetings at each school. The district transition specialist will supplement this training with direct one-on-one support to case managers at each high school for developing compliant and useful transition plans.</p> <p>The district has a transition specialist that reviews individual transition plans as requested by case managers. The transition specialist interviews twice yearly with all juniors and seniors that are on the general education curriculum track – this includes any students in the GNETS program which are all referred to GA Vocational Rehabilitation. Checklists that are used during the interviews are sent to the case managers to assist in the development of the transition plan. The transition specialist hosts monthly transition meetings with the CTI coordinators, GVRA counselor, special education instructional specialists, and special education coordinator. The transition specialist is currently planning career/technical events for students through resources in the local community to be finalized in July. Previous events have included a Probe Fair at Meridian Park, tours of technical colleges (Athens Tech, Gwinnett Tech, Lanier Tech), tours of local industries, and participation in the College and Career Expo and Construction Expo. The transition specialist meets monthly with middle and high school teachers of students participating in the adaptive curriculum program. During these monthly meetings professional learning is offered with topics such as using the PAES lab, CBI, GVRA-PREETS, Person-Centered Planning, Guardianship, Supported Employment Providers, Assistive Technology, and Independent Living Options. A disability community taskforce was developed in December 2020. This taskforce will meet at least twice this school year with the purpose to review current goals and revise as necessary to improve outcomes of individuals with disabilities in Walton County.</p> <p>The transition specialist and parent mentor collaborate on several activities to promote parent engagement. Coffee Chats are scheduled monthly for parents of young children to network and share concerns. Included in the coffee chats is training by the parent mentor in person-centered planning to encourage the development of setting long-term goals for their children. Transition Talks are</p>
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IDEA Performance Goals:

	<p>offered three times during the year. Transition talks are informal meetings with parents of 11th and 12th grade students with special needs on topics related to transitioning to post-secondary education and/or the workforce. An annual event, Focus on the Future, has been scheduled for parents of students with significant disabilities to help those parents begin to plan for their child's life beyond high school. Multiple speakers, resource representatives and vendors participate in this event. A second scheduled event, High School and Beyond, targets parents of high school students as they prepare to transition to post-secondary life. This event focuses on high school graduation requirements for students participating in the general curriculum track with community colleges, tech schools, and other vocational training representatives presenting.</p> <p>Lastly, the special education administrative staff works collaboratively with the Federal Programs Director to coordinate stakeholder meetings with parents, community representatives, special education instructional specialists and building level administrators. This year this stakeholders group will meet two times to review district data including data for SWD presented by the special education director. Feedback will be solicited from the stakeholders group for improvement to the district's goals in the comprehensive local improvement plan as it pertains to students with disabilities. This feedback will be used in developing goals and activities for the district's plan for the next year.</p>
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<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations. How procedures and practices are implemented in your district to ensure overall compliance? Include:LEA procedures to address timely and accurate data submissionLEA procedures to address correction of noncompliance (IEPs, Transition Plans)Specific PL offered for overall compliance, timely & accurate data submission, and correction of noncomplianceSupervision and monitoring procedures that are being implemented to ensure compliance</p>	<p>The special education administrative staff –special education director and coordinators – ensures compliance with all federal and state special education laws and regulations. Compliance with laws and rules are monitored through specific procedures, compliance checks, and monthly meetings with building special education instructional specialists and building principals. Child Find procedures are posted on the district's website year round along with screening dates for preschool age students. Monthly notices of child find screenings for preschool age children are published in the local newspaper. The special education director meets at least annually with private school representatives and parents of homeschooled students to review the district's Child Find procedures, proportionate share funds available, and collaborates with these representatives on the services that will be provided by the district with these proportionate share funds. The special education coordinator collaborates with the Babies Can't Wait representative to coordinate transition meetings and referrals for evaluation for the year. Together a monthly transition meeting calendar is set. The special education coordinator also meets with community daycare and preschool center representatives to review child find procedures. The special education administrative staff for Walton County monitors implementation of procedures through documented practices. All initial referrals and referrals for re-evaluation are reviewed by a coordinator to</p>
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IDEA Performance Goals:

	<p>verify compliance with required documentation. The special education administrative assistant logs and assigns a 50-day deadline for completing evaluations and follows-up with the school psychologist and special education instructional specialist. The administrative assistant schedules all initial eligibility meetings including the special education coordinator who checks for compliance with the 60-day rule. The special education instructional specialist coordinates the scheduling of initial IEP meetings and annual review meetings. Case managers are required to send the special education instruction specialist a draft IEP for review at least 10 days prior to any scheduled initial IEP meeting or IEP annual review meeting. The special education instruction specialist makes sure the IEP addresses any weaknesses based on the student's evaluation, eligibility, and progress monitoring data. If the special education instruction specialist identifies any necessary revisions, the IEP is revised by the case manager. These procedures along with all other special education procedures are maintained in a procedures manual on the district's Google drive. As procedures are required to be revised the special education administrative team revises the procedures and provides training with the special education instruction specialists through monthly department meetings or called meetings. The special education instruction specialists provide follow-up training with the case managers with support of the special education coordinator. Procedure changes are also shared by the special education director with building principals through monthly scheduled principal meetings.</p> <p>The special education administrative staff monitors discipline of students with disabilities monthly. The special education director reviews with building administrators annually of overall ISS/OSS data (as well as district determination results), the rules regarding what constitutes a change of placement with disciplinary removals, the PWN procedures, and manifestation determination procedures. The special education coordinator gathers OSS and ISS data each month and reports the data to the special education director. The special education director reports the data as days of instruction missed due to disciplinary removals to principals and district office staff during regularly scheduled principal's meetings. The special education director ensures that any student with more than 10 days of removals receives FAPE through direct services at the time of removal or through compensatory services.</p> <p>The district has a transition specialist that reviews individual transition plans as requested by case managers. The transition specialist interviews twice yearly with all juniors and seniors that are on the general education curriculum track – this includes any students in the GNETS program which are all referred to GA Vocational Rehabilitation. Checklists that are used during the interviews are sent to the case managers to assist in the development of the transition plan. Case managers are required to draft transition plans and send them to the special education instruction specialist for review at least 10 days</p>
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IDEA Performance Goals:

	<p>before a scheduled IEP annual review. The special education instructional specialist provides feedback to the case manager after review and then the case manager makes revisions prior to the IEP meeting. The transition specialist hosts monthly transition meetings with the CTI coordinators, GVRA counselor, special education instructional specialists, and special education coordinator. The transition specialist meets monthly with middle and high school teachers of students participating in the adaptive curriculum program. During these monthly meetings professional learning is offered with topics such as using the PAES lab, CBI, GVRA-PREETS, Person-Centered Planning, Guardianship, Supported Employment Providers, Assistive Technology, and Independent Living Options. Sign-in sheets for the transition meetings and teacher meetings are maintained by the transition specialist and copied to the special education coordinator. The transition specialist also coordinates two community events for the parents of special needs students to help parents understand graduation requirements, admission requirements for postsecondary school options, Medicaid waivers, and to connect parents with community resources/agencies.</p> <p>The budget for the IDEA flow-through grant and preschool grant is developed by the special education director with input from the Superintendent and Assistant Superintendent. The special education director follows the district's federal programs procedures manual and the budget guidance from the GA Department of Education ensuring all expenses meet the excess cost criteria and are allowable expenses. The special education director ensures that all vendors/contractors are not on the barred/suspension list at the federal and state level before entering into contracts. This documentation is shared with the district finance department and a copy is maintained by the special education director. The special education director ensures that all invoices are expeditiously processed and payment made on a net 30 basis. The special education director coordinates with other district leaders to ensure that required documents and reports are submitted on time including the budget.</p>
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4. REQUIRED QUESTIONS

4.6 Title IV Part A

Required Questions

Title IV, Part A – Activities and Programming LEAs must provide a description of each activity/program to be implemented during the fiscal year of allocation and as identified in the District Improvement Plan by focus area and include program objectives/goals/outcomes. (ESSA Sec. 4106)

<p>A. Well-Rounded Activities (WR)—Instruction Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome</p>	<p>The district uses Title IV funds to support activities that provide well-rounded educational opportunities for all students, promote safe and healthy students, and support the effective use of technology. In support of well-rounded educational opportunities, the district will continue to use Title IV-A funds to purchase supplies and equipment for fine arts classes K-12 and to purchase supplies and equipment for CTAE and World Language classes 6-12. (Overarching Need #1, Action Step #1). The intended outcome of these activities is to increase student engagement. Also in support of well-rounded educational opportunities, the district will continue to use Ripple Effects at our middle and high schools and 7 Mindsets at our elementary schools. (Overarching Need #2, Action Step # 3). Both are SEL curricula. The intended outcome will be improved school climate.</p>
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<p>B. Safe and Healthy (SH)-Climate/Culture Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome</p>	<p>In support of safe and healthy students, the district will continue implementation of PBIS at all schools with fidelity (Overarching Need #2, Action Step #2.) Title IV-A funds will be used to a) purchase licenses of SWIS software, b) pay for training on the use of SWIS, c) purchase licenses of "PBIS Rewards" software, and d) purchase materials (paper rolls and ink cartridges) for the printing of PBIS materials including expectation matrices for each school. All of these are supplemental as they are not required for implementation of PBIS, but will help ensure that PBIS is implemented with fidelity in our district. Intended outcomes of implementation of PBIS with fidelity are that all schools will have School Climate Rating of at least 4 stars, schools will have a decrease in number of office discipline referrals, and a district-wide decrease in use of ISS and OSS as consequences.</p> <p>To further support safe and healthy students, the district will provide professional learning for teachers and counselors to ensure that they are well prepared to recognize and respond to or address unhealthy interpersonal relationships among students, child sexual abuse, and suicide risk. The intended outcome will be improved school climate.</p> <p>Also in support of safe and healthy students, the district will continue to use Title IV funds to purchase Talking Points or School Messenger. These programs are a web-based program that allows for two-way communication between school staff and parents, that is translated to parents' preferred languages if needed. (Overarching Need #4, Action Step #1). The intended outcome is strengthened collaborative partnerships with families.</p> <p>The MindSet Model will also be implemented in support of safe and healthy students. The MindSet Model teaches school staff the importance of proactive</p>
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Title IV, Part A – Activities and Programming LEAs must provide a description of each activity/program to be implemented during the fiscal year of allocation and as identified in the District Improvement Plan by focus area and include program objectives/goals/outcomes. (ESSA Sec. 4106)

	<p>responses to aggressive behavior, how to avoid power struggles with students, and how to de-escalate potential crisis situations using a verbal script referred to as the four-step counseling model. Title IV-A funds will be used to pay for training of trainers, participation in the annual MindSet conference, and professional learning for teachers and other school staff related to the MindSet Model (Overarching Need #2, Action Step #4). The intended outcome will be a reduction in the number of crisis events among students and a reduction in the use of containment (physical restraint and seclusion) as a response to students in crisis.</p>
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<p>C. Effective Use of Technology (ET)-Professional Learning Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome</p>	<p>Professional Learning for Effective Use of Technology was not identified as a need for 2023-24 school year.</p>
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<p>D. Effective Use of Technology 15% (ET15)-Infrastructure Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome</p>	<p>Effective Use of Technology/Infrastructure was not identified as a need for 2023-24 school year.</p>
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Title IV, Part A – Ongoing Consultation and Progress Monitoring

<p>Describe how and when the LEA will consult any stakeholders/community-based partners in the systematic progress monitoring of Title IV, Part A supported activities for the purposes of implementation improvement and effectiveness measurements.</p>	<p>The Director of Federal Programs consults and collaborates with the following key stakeholders related to Title IV: private school representatives, Student Success Alliance, the Health Department, vendors (PBIS Rewards, the University of Oregon, Talking Points, Ripple Effects, 7 Mindsets, artsNOW), principals, school counselors, and social workers. These collaborative relationships help guide the use of Title IV funds as well as determine effectiveness of interventions provided through Title IV.</p>
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4. REQUIRED QUESTIONS

4.7 Reducing Equity Gaps

Required Questions

Reducing Equity Gaps: Reflect on the previous year’s LEA Equity Action Plan

<p>Equity Gap 1 Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year? Intervention Effective – Equity Gap Eliminated Intervention Effective – Maintain Activities/Strategies Intervention Effective – Adjust Activities/Strategies Intervention Not Effective – Adjust Activities/Strategies Intervention Not Effective – Abandon Activities/Strategies</p>	<p>Equity gap #1 for FY23 was discipline/ISS usage across subgroups and grade spans. The intervention selected was EI-1, to provide targeted teacher development. This intervention was Effective and we plan to Maintain Activities/Strategies.</p>
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<p>Provide a brief description of LEA’s success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.</p>	<p>Equity gap #1 was discipline/ISS usage across subgroups and grade spans. The intervention selected was EI-1 to provide targeted teacher development focused on student supports and interventions. Title II-A funds were used to pay for professional learning in support of implementation of PBIS and to pay salary and benefits for a PL Specialist focusing on student behavior. The PL Specialist focusing on student behavior provided school-wide, small group, and one-on-one professional learning for teachers and leaders related to understanding and managing student behaviors that typically lead to assignment to ISS and helped schools develop alternative consequences for these behaviors.</p> <p>To evaluate the effectiveness of this intervention, we examined risk ratios for each school using this statement: "At ___ (school name), ___ students (subgroup) have ___ (risk ratio) times the risk of receiving at least one referral as all other students." We compared risk ratios from FY22 to risk ratios in FY23 (after the intervention) and found that risk ratios improved at two middle schools for Black students and improved at two high schools* for the Hispanic subgroup.</p> <p>In general, Black students are more than 2 times more likely to receive at least one referral compared to all other students, but Hispanic students are slightly less likely to receive at least one referral than other students.</p> <p>*Data not available for LHS.</p>																													
<table border="1"> <thead> <tr> <th></th> <th colspan="2">Black</th> <th colspan="2">Hispanic</th> </tr> <tr> <th></th> <th>21-22</th> <th>22-23</th> <th>21-22</th> <th>22-23</th> </tr> </thead> <tbody> <tr> <td>CMS</td> <td>2.40</td> <td>2.84</td> <td>0.77</td> <td>0.56</td> </tr> <tr> <td>LMS</td> <td>1.55</td> <td>1.49</td> <td>0.91</td> <td>1.16</td> </tr> <tr> <td>YMS</td> <td>1.83</td> <td>1.70</td> <td>1.10</td> <td>1.21</td> </tr> <tr> <td>LHS</td> <td>1.93</td> <td>?</td> <td>0.87</td> <td>?</td> </tr> </tbody> </table>		Black		Hispanic			21-22	22-23	21-22	22-23	CMS	2.40	2.84	0.77	0.56	LMS	1.55	1.49	0.91	1.16	YMS	1.83	1.70	1.10	1.21	LHS	1.93	?	0.87	?
	Black		Hispanic																											
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LHS	1.93	?	0.87	?																										

Reducing Equity Gaps: Reflect on the previous year’s LEA Equity Action Plan

	MAHS	1.99	2.48	0.68	.64	
	WGHS	1.23	1.83	1.07	0.85	
	Regarding ISS assignment, we found mixed results. We do continue to see gaps in the Black and SWD subgroups.					
		White	Black	Hispanic	FRAM	SWD
	% of Total Pop	59%	24%	11%	42%	12%
	% of Total OSS	44%	40%	8%	43%	19%
	% of Total ISS	46%	37%	10%	39%	14%

<p>Equity Gap 2 Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year? Intervention Effective – Equity Gap Eliminated Intervention Effective – Maintain Activities/Strategies Intervention Effective – Adjust Activities/Strategies Intervention Not Effective – Adjust Activities/Strategies Intervention Not Effective – Abandon Activities/Strategies</p>	<p>Student Achievement across subgroups and grade spans. The intervention selected was again EI-1, to provide targeted teacher development focused on content, pedagogy, and student supports and interventions. Our Intervention was Effective and we plan to maintain the activities/strategies in FY24.</p>
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<p>Provide a brief description of LEA’s success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.</p>	<p>Student Achievement across subgroups and grade spans. The intervention selected was again EI-1, to provide targeted teacher development focused on content, pedagogy, and student supports and interventions. Local and federal funds were used to pay for Professional Learning Liaisons at all schools, Induction for new teachers, multiple Endorsements, professional learning related to Literacy and the use of NWEA MAP. and other professional learning activities to improve teacher content knowledge and pedagogy. To evaluate the effectiveness of this intervention, we examined FY23 Milestones results and looked at "flags." We found some improvements: The Black subgroup has green flags in ELA and SS, the Hispanic subgroup has green flags in Science and SS, the Economically Disadvantaged subgroup has a green flag in Science, and English Learners have a green flag in Math and a green flag with a gold star in SS. Most encouraging is our SWD subgroup, with three green flags, two of which also have gold stars. We do continue see areas for improvement, namely Black students achievement in Science, Hispanic and ED in Math, EL in ELA, and SWD in SS.</p>
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4. REQUIRED QUESTIONS

4.8 Overarching Needs for Private Schools

In this section, summarize the identified needs that will be addressed with FY22 federal funds for private schools. Include results from ongoing consultation with private schools receiving services from the LEA's federal grants (ESSA Sec. 1117 and 8501; 20 U.S.C. 1412(a)(10)(A)(iii); and 34 C.F.R. §300.134). Information is available on the State Ombudsman [website](#). (Add "No Participating Private Schools" as applicable.)

Title I, Part A	The district has one private school participating in Title I-A in FY24 and they intend to use these funds to provide tutoring to qualifying students.
Title II, Part A	The district has one private school participating in Title II-A in FY24, and they intend to use these funds to provide professional learning opportunities for their teachers.
Title III, Part A	No participating private schools.
Title IV, Part A	The district has one private school participating in Title IV-A in FY24, and they intend to use these funds to provide a well-rounded education for their students.
Title IV, Part B	No participating private schools.
Title I, Part C	No participating private schools.
IDEA 611 and 619	Various private schools participate in the district's IDEA grants. Funds are used primarily to provide speech/language services for private school students with disabilities.



District Parent & Family Engagement Plan

School Year 2023-24

Revised May 15, 2023

In support of strengthening student academic achievement, the Walton County School District receives Title I, Part A funds and therefore must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy that contains information required by Section 1116(a)(2) of the Every Student Succeeds Act (ESSA). The policy establishes the LEA's expectations and objectives for meaningful parent and family engagement activities, and it is incorporated into the LEA's plan submitted to the Georgia Department of Education.

The Walton County School District agrees to implement the following requirements as outlined by Section 1116:

- The school district will put into operation programs, activities, and procedures for the engagement of parents and family members in all of its schools with Title I, Part A programs. These programs, activities, and procedures will be planned and operated with meaningful consultation with parents and family members of participating children.
- Consistent with Section 1116, the school district will work with its schools to ensure that the required school-level parent and family engagement policies meet the requirements of Section 1116(b) of the ESSA, and each include as a component a school-parent compact consistent with Section 1116(d) of the ESSA.
- In carrying out the Title I, Part A parent and family engagement requirements to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, limited literacy, disabilities, of migratory children, who are economically disadvantaged, or are of any racial or ethnic minority background, including providing information and school reports required under Section 1111 of the ESSA in an understandable and uniform format including alternative formats upon request and, to the extent practicable, in a language parents understand.
- If the LEA plan for Title I, Part A, developed under Section 1112 of the ESSA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the state Department of Education.
- The school district will be governed by the following definition of family engagement and expects

that its Title I schools will carry out programs, activities, and procedures in accordance with this definition in Section 8101 of the ESSA: *Family engagement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities*, including ensuring that:

- Parents play an integral role in assisting their child's learning
- Parents are encouraged to be actively involved in their child's education at school
- Parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child
- Other activities are carried out, such as those described in Section 1116 of the ESSA

JOINTLY DEVELOPED

The **Walton County School District** will take the following actions to involve parents and family members in jointly developing its district plan under Section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of Section 1111(d) of the ESSA:

- A. Stakeholders including all parents will be given an opportunity to provide input by completing the Title I District Annual Survey. Results are shared with Principals and during development of the District and School Improvement Plans.
- B. Communicate with parents via the district and Title I Schools' websites, distribute invitation flyers, Parental Engagement Newsletters, post meeting announcements in the local newspaper, Title I Parental Engagement Meetings, and display posters at all Title I schools and the District office.
- C. Conduct input meetings at the district and school levels for stakeholders to review and provide suggestions about all documents.
- D. Provide interpreters for parents and family members as needed.
- E. Share revised draft versions of documents prior to finalization.

TECHNICAL ASSISTANCE

The **Walton County School District** will provide the following necessary coordination, technical assistance, and other support necessary to assist and build capacity of all Title I, Part A schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education:

- A. Central Office Support for Parental Engagement - Title I Director
- B. Parent Resource Centers in Title I Schools that support Parental/Family Engagement as funded by Schools
- C. Title I Technical Support, Title I Orientation, Title I Regional Meetings, and Title I Work sessions

ANNUAL EVALUATION

The **Walton County School District** will take the following actions to conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of

this parent and family engagement plan in improving the academic quality of its Title I, Part A schools. This evaluation will include identifying barriers to greater participation by parents in activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The evaluation will also include identifying the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers and strategies to support successful school and family interactions. The school district will use the findings of the evaluation about its parent and family engagement plan to design evidence-based strategies for more effective parent and family engagement, and to revise, if necessary its parent and family engagement policies through the following methods:

- A. The district will continually obtain feedback from parents via the district wide survey on the district and local schools' websites, paper copies, local media, and Title I Activity Evaluations.
- B. Collaboration with the Special Education Department, Parent Advisory Council (PAC), Special Education Parent Mentor, and District Homeless Liaison.

RESERVATION OF FUNDS

The **Walton County School District** will involve the parents and family members of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parent and family engagement is spent and will ensure that not less than 90 percent of the 1 percent reserved goes directly to Title I schools. Stakeholders including all parents will be given an opportunity to provide input into the Title I budget by completing the Title I District Annual Survey. The district and schools will conduct input meetings for stakeholders to review and provide suggestions for expenditure of Title I funds. Interpreters will be provided for parents and family members as needed.

COORDINATION OF SERVICES

The **Walton County School District** will coordinate and integrate parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs, including Pre-K (Bright from the Start), Homeless, English Learners, Immigrant, Neglected, and Delinquent, and other district programs that encourage and support parents in more fully participating in the education of their children by:

- A. Collaborating with The Partnership for Families and Youth, Head Start, Preschool Exceptional Education Program (PEEP), State operated Pre-School Programs, Migrant Educational Program Consortium with Abraham Baldwin Agricultural College (ABAC), and transition planning with all Title I Schools at each level.
- B. Hosting parent meetings at Title I schools regarding coordination of services and transition from one level to another.

BUILDING CAPACITY OF PARENTS

The **Walton County School District** will, with the assistance of its Title I schools, build parents' capacity for strong family engagement by providing materials and training on such topics as literacy and using

technology (including information about the harm of copyright piracy) to help parents work with their children to improve their children's academic achievement. Assistance will be provided to parents in understanding the following topics:

- Challenging state academic standards
- State and local academic assessments including alternate assessments
- Requirements of Title I, Part A
- How to monitor their child's progress
- How to work with educators

Activities to support building capacity of parents may include sessions regarding:

- Math Resources
- Promoting good study habits
- How to assist your child with homework
- Educational websites and apps for families
- Understanding the College and Career Readiness Index (CCRPI)
- Understanding the HOPE scholarship

BUILDING CAPACITY OF STAFF

The Walton County School District will, with the assistance of its schools and parents, educate its teachers, specialized instructional personnel, principals, assistant principals, and other staff in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and schools by providing online professional learning for all Title I Schools and by sharing strategies for engaging parents and families at faculty meetings and on professional learning days.

BUILDING CAPACITY FOR INVOLVEMENT

The Walton County School District may also engage in any or all of the following, as suggested by parents and families, to build parents' capacity for involvement in their child's school and for supporting their child's academic achievement:

- A. Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training
- B. Paying reasonable and necessary costs associated with family engagement activities, including transportation and childcare costs, to enable parents to participate in school-related meetings and training sessions
- C. Training parents to help with involving other parents
- D. Arranging school meetings at a variety of times or conducting in-home meetings to enable greater participation of families

ADOPTION

This districtwide Parent & Family Engagement Plan has been developed jointly and agreed upon with

input from parents and family members of children participating in Title I, Part A programs, as evidenced by the feedback/input during June 2023.

This plan was adopted by the **Walton County School District** on **6/15/23** and will be in effect for 2023-24 school year. The school district will distribute this plan to all parents of children attending participating Title I, Part A schools on or before October 31, 2023.



FY 24 Foster Care Transportation Plan

Local Educational Agency (LEA) Walton

Superintendent Name Dr. Nathan Franklin

Mailing Address 200 Double Springs Church Road

Physical Address (if different from above) _____

City Monroe Zip 30656

Foster Care Point of Contact (POC) Name Eric Rubio POC Email erubio@walton.k12.ga.us

POC Mailing Address 200 Double Springs Church Road

City Monroe Zip 30656

POC Telephone 770-266-4510 POC Fax _____

Nathan Franklin
Superintendent Signature

5/11/2023
Date

Nathan Franklin
Print Name of Superintendent

FY 24 Foster Care Transportation Plan

The Georgia Department of Education (GaDOE) is required to ensure the educational stability of children in foster care. (ESEA section 1111(g)(1)(E)). In coordination with state and tribal child welfare agencies, the GaDOE must ensure that its LEAs implement the Title I educational stability requirements for children in foster care, including ensuring that:

- A child in foster care remains in his or her school of origin, unless it is determined that remaining in the school of origin is not in that child's best interest;
- If it is not in the child's best interest to stay in his or her school of origin, the child is immediately enrolled in the new school even if the child is unable to produce records normally required for enrollment; and,
- That the new (enrolling) school immediately contacts the school of origin to obtain relevant academic and other records. (ESEA section 1111(g)(1)(E)(i)-(iii)). In fulfilling this role, the SEA should coordinate with the state or tribal child welfare agency to develop and disseminate uniform guidelines for implementing the Title I educational stability provisions. Developing uniform statewide policies and procedures for ensuring educational stability for children in foster care, as many States have already done under the Fostering Connections Act, will facilitate successful implementation at the local level. This is particularly important given the shared agency responsibility for educational stability under Title I and the Fostering Connections Act, and because a single LEA or local child welfare agency will likely have to collaborate with multiple partner agencies in implementing these provisions.

Additionally, the SEA must conduct regular monitoring and oversight to guarantee appropriate implementation of these provisions at the local level. (See 2 C.F.R. §§ 200.331(d), 200.328(a); 34 C.F.R. § 76.770).

On the state level, the Georgia Department of Human Services (DHS), which houses the Division of Family and Children Services (DFCS) periodically sends a list of children in foster care that are flagged in the GaDOE's student information system for information sharing and reporting purposes. On the local level, LEAs are now able to retrieve a list of children in foster care to better identify and provide services. LEAs are to continue collaborating with their local child welfare agencies and may periodically receive information directly from foster parents, Court Appointed Special Advocates (CASA), DFCS case workers, or Education Support Monitors (ESM), within the Educational Programming, Assessment and Consultation (EPAC) unit of DFCS. Once identified, LEAs must implement its plan to ensure educational stability for children in care. For the best interest of the children in care, LEAs should follow all mandated regulations under FERPA and keep the status of these children confidential.

As a result, the GaDOE is requiring all LEAs, including virtual schools and charter schools that function as an LEA, to complete a Foster Care Transportation Plan. The plan should be completed in addition to the development and implementation of written transportation procedures and the identification of a Foster Care Point of Contact. Please complete this plan and return it by:

Friday, June 30, 2023

Instructions for submission:

- After the LEA superintendent signs the assurances, scan the entire document as a PDF and save it as the "FY 24 Foster Care Transportation Plan".
- Upload the signed PDF version of the document to the CLIP online portal via the Consolidated Application for FY 24.

FY 24 Foster Care Transportation Plan

NOTE: In order to answer the questions below, refer to the [Non-Regulatory](#)

[Guidance: Ensuring Educational Stability for Children in Foster Care.](#)

I. Foster Care Transportation Plan: PLANNING
<p>A. The LEA's role is to have a transportation plan in place for children in foster care to their school of origin. Describe your plan to:</p> <ol style="list-style-type: none"> 1. Coordinate transportation with the local child welfare agency. 2. Implement steps to be taken if additional costs are incurred. 3. Execute the local dispute resolution process. <p>Include the roles of key players (e.g. LEA Foster Care Point of Contact, LEA Superintendent, LEA Federal Program Director, EPAC Unit Education Support Monitor, Case Worker, Court Appointed Special Advocate, Juvenile Court representative, etc.) <i>Please limit the response to 1,000 characters.</i></p> <p>The LEA POC is Eric Rubio, Student Services Director, and DFCS POC is Maxine Green, Education Support Monitor. The POCs collaborate to ensure immediate enrollment and coordination to remove barriers.</p> <p>LEA and DFCS agree to the following no-cost plans:</p> <p>1) Foster parent transports child to school of origin (within 25 miles round trip) and/or transports to nearest school transportation pick up located. 2) LEA will follow existing plan for transporting children with disabilities when the child is disabled.</p> <p>LES and DFCS agree to the following cost-share plans:</p> <p>1) LEA will re-reroute transportation to pick up child at nearest bus stop or at foster home and transport directly to school of origin or "transportation hub" and/or re-route to agreed-upon point at county line (neighboring counties). 2) DFCS will arrange payment to Foster Parent for transportation farther than 25 miles round trip and/or utilize transportation companies for transporting further than neighboring counties.</p>
<p>B. What steps should an LEA and local child welfare agency take to ensure that transportation is provided immediately, even if they face difficulty reaching agreement on how to pay for additional transportation costs? <i>Please limit the response to 1,000 characters.</i></p> <p>Walton County and DFCS will work to ensure that transportation is not a barrier to educational stability. If agreement is difficult:</p> <ol style="list-style-type: none"> 1) Default to pre-determined LEA responsibility for costs incurred as the result of the re-routing of county busses while DFCS will assume responsibility for costs associated with reimbursing Foster Parents or contracting with transportation companies. 2) Initial planning will occur at the lowest level between agencies, foster parents, and CASA if appropriate. Disputes will be forwarded to LEA Federal Program Director and DFCS custody County Director for resolution. 3) Attendance will not be impacted by disputes between LEA and DFCS. LEA will provide transportation to and from the child's school of origin during the dispute resolution process in the most economical way. Once the dispute is resolved, DFCS will reimburse the LEA.
<p>C. The LEA must designate a Foster Care Point of Contact that coordinates with the local child welfare agency. Describe the point of contact's role and responsibilities. <i>Please limit the response to 1,000 characters.</i></p> <p>The LEA Homeless Liaison will serve as the point of contact that coordinates with local DFCS. This individual will assume responsibility for streamlined communication and collaboration with DFCS Case Managers and Education Support Monitor (DFCS POC). Such collaboration will ensure the smooth</p>



Georgia Department of Education
Richard Woods, Georgia's School Superintendent
"Ensuring Georgia's Future"

FY 24 Foster Care Transportation Plan

implementation of provisions outlined in ESSA to include: thoughtful Best Interest Determinations; appropriate and timely transportation plans for those children placed out of the zone of their school of origin; and immediate enrollment and records transfer. In addition, the LEA POC will facilitate training for LEA staff with regards to the unique challenges of children in foster care; ensure monitoring of attendance and progress of foster children enrolled in LEA; and, ensure effective and confidential data collection and sharing.

II. Foster Care Transportation Plan: GUIDING QUESTIONS

A. If a child is placed within the LEA's school attendance area and projected transportation cost are negligible, transportation should be immediately provided without supplemental assistance from the local child welfare agency. If there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the LEA will provide transportation to the school of origin if:

	YES	NO	N/A
1. The local child welfare agency agrees to reimburse the LEA for the cost of such transportation.	No		
2. The LEA agrees to pay for the cost of such transportation.	No		
3. The LEA and local child welfare agency agree to share the cost of such transportation.	Yes		

Describe the agreement the LEA has made with the local child welfare agency regarding transportation costs. *Please limit the response to 1,000 characters.*

In the event that additional transportation costs are unavoidable, LEA and DFCS will share transportation costs. DFCS will assume financial responsibility for extraordinary costs such as contracting with transportation companies or paying foster care parents to transport farther than 25 miles. LEA will assume financial responsibility for costs associated with re-routing LEA transportation.

B. All LEAs must meet the requirement to provide transportation for children who are in foster care to their schools of origin (*Similar to the McKinney-Vento requirement for students experiencing homelessness*). Does your LEA currently provide transportation services? If no, describe your plan to meet this mandate.

Yes

Please limit the response to 1,000 characters.

ASSURANCES

By checking the box beside each statement and by affixing my signature to these Assurances, I certify that I have read each and agree to be held accountable for the content of each of the following statements:

- The LEA will collaborate with state or local child welfare agency to develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged and funded for the duration of time in foster care.
- The LEA ensures that children in foster care needing transportation to the school of origin promptly receive such transportation in a cost-effective manner.
- The LEA ensures that children in foster care remain in the school of origin while any disputes regarding transportation costs are being resolved.
- The LEA will collaborate with State or local child welfare agency to provide transportation if a child is placed in foster care placement across district, county, or State lines.
- In accordance to the Every Student Succeeds Act (ESSA) and the Fostering Connections Act, the LEA will continue to provide transportation to children that exited foster care for the remainder of the school year, if it is in the best interest of the student.

I am authorized to sign and submit this application on behalf of the applicant. My signature certifies that all information included in the application is accurate. I understand that all information submitted is subject to verification.

Walton
LEA Name

Nathan Franklin
Printed Name of Superintendent

Superintendent
Title

Nathan Franklin
Signature of Superintendent
(Please sign in blue ink only)

5/11/23
Date

Title I, Part C ID&R Plan is only required for MEP funded districts.