



Comprehensive Needs Assessment 2026 - 2027 District Report



Walton County

1. PLANNING AND PREPARATION

1.1 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. If the LEA uploads sufficient evidence of required stakeholder input in Section F. Additional Files, the cross-functional monitoring indicator pertaining to CLIP required stakeholder input will be automatically met.

Required Stakeholders

Program	Position/Role	How did this stakeholder provide input into the CLIP
Multiple Program(s)	Principals	Community Meeting, Focus Group, Meeting, Survey
Multiple Program(s)	Other School Leaders	Community Meeting, Focus Group, Meeting, Survey
Multiple Program(s)	Charter School Leaders(if the LEA has charter schools)	NA
Multiple Program(s)	Teachers	Community Meeting, Focus Group, Meeting, Survey
Multiple Program(s)	Paraprofessionals (if the LEA has this position)	Focus Group, Meeting, Survey
Multiple Program(s)	Specialized Instructional Support Staff	Focus Group, Meeting, Survey
Multiple Program(s) Title I, Part A Title III, Part A	Parents (s) Title I ParentEL Parent (if the LEA receives Title III, Part A funds)	Community Meeting, Focus Group, Meeting, Survey
Multiple Program(s)	Community Partners	Community Meeting, Focus Group, Meeting, Survey
McKinney-Vento Homeless	Homeless Liaison	Focus Group
Title I, Part A – Foster Care	Foster Care Point of Contact	NA
Title I, Part C	Out-of-School Youth and/or Drop-out Participant (if the LEA receives Title I, Part C funds)	NA
Title II, Part A	Other Organizational Partners (such as RESA, SREB, REL, AIR, Solution Tree)	Meeting

How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?	The Walton County School District completed a Comprehensive Needs Assessment in the Spring of 2026. 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
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	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.
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?	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 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 2026, surveys were published to our internal stakeholders and including parents with an opportunity for stakeholders to provide input regarding perception data within all schools regarding school environment and learning opportunities. 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. In addition to an internal stakeholder meeting held on 3/26/26, an internal and external stakeholder meeting was held on 4/28/26. All stakeholders were invited to meet with the Director of Federal Programs at the Board of Education Offices on 6/17/26 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 07/09/26 at an administrative retreat and any additional feedback will be welcomed at

	that time and minor adjustments will be made if necessary.
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2. DATA COLLECTION ANALYSIS - OPTIONAL

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).

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.	2.36
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.	2.27
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.	2.24
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete LKES scores. For detailed procedures and expectations, please refer to the LKES Handbook .	

Teacher Keys Effectiveness System- Standard

Standard	Score
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.	2.17
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.	2.23
4. Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	2.16
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.	2.06
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.	2.12
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.	2.12
To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete TKES scores. For detailed procedures and expectations, please refer to the TKES Handbook .	

2. DATA COLLECTION ANALYSIS - OPTIONAL

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).

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.	2.36
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.	2.38
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.	2.27

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.	2.24
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2.11
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.	2.02
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.	2.49
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.31
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete LKES scores. For detailed procedures and expectations, please refer to the LKES Handbook .	

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.	2.39
To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete TKES scores. For detailed procedures and expectations, please refer to the TKES Handbook .	

2. DATA COLLECTION ANALYSIS - OPTIONAL

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).

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.	2.24
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2.11
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.	2.02
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.	2.49
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.31
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete LKES scores. For detailed procedures and expectations, please refer to the LKES Handbook .	

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.	2.29
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.	2.39
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.22
To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete TKES scores. For detailed procedures and expectations, please refer to the TKES Handbook .	

2. DATA COLLECTION ANALYSIS - OPTIONAL

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).

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.	2.38
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.31
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete LKES scores. For detailed procedures and expectations, please refer to the LKES Handbook .	

Teacher Keys Effectiveness System- Standard

Standard	Score
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.22
To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete TKES scores. For detailed procedures and expectations, please refer to the TKES Handbook .	

2. DATA COLLECTION ANALYSIS - OPTIONAL

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).

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.	2.36
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.	2.38
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.	2.27
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.	2.24
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2.11
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.	2.02
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.	2.49
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.31
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete LKES scores. For detailed procedures and expectations, please refer to the LKES Handbook .	

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.	2.29
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.	2.17
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.	2.23
4. Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	2.16
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.	2.06
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.	2.12
7. Positive Learning Environment: The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	2.42
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.	2.12
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.	2.39
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.22
To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete TKES scores. For detailed procedures and expectations, please refer to the TKES Handbook .	

2. DATA COLLECTION ANALYSIS - OPTIONAL

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).

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]	Parent perception surveys for all schools rating environment, communication, instruction and learning effectiveness and student success were utilized in Spring 2026. This perception also survey included 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 Spring 2026, an additional Title I survey was sent to parents at all Title I schools in. Also all district instructional staff were provided the Standards Assessment Inventory (SAI) that measures the effectiveness of professional learning within the district. In Spring 2026 all principals, assistant principals and district leaders were asked to rate the district on Georgia District Performance Standards.
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?")	Relative strengths include: 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. Relative weaknesses include: 1) A 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.
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)	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

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?")	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 and Translatelive have been nearly fully implemented, but still have a need to improve communication.
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What achievement data did you use?	Milestones, ACCESS for ELLs, GOSA, NWEA MAP data, Amira
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What does your achievement data tell you?	For the sixth 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. We continue to monitor ELs progress toward English proficiency by analyzing ACCESS scores annually. In 2026, we had a clear EL exit rate (5.0 or higher CPL) of approximately 4 percent, which the district increased in actual number of clear exits, but not percentage. The 2026 graduation rate is not yet finalized. However, local preliminary calculations suggest that the district will remain at or above 90 percent for the sixth consecutive year.
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What demographic data did you use?	Enrollment data in our SIS, GOSA
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What does the demographic data tell you?	Our total student population has decreased overall. Growth continues to be 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 40 languages are spoken by our students and their families. Fifteen percent of our student population is Hispanic, 2% are Asian, 25% are Black, 55% are White, and 5% are mixed race and other. Fourteen percent of our students have IEPs. Fifty-six percent of WCSD students qualify for free or reduced lunch. This percentage was down significantly in FY21 due to the pandemic, which impacted
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	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 80%.
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns - Optional

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 3.3.

Strengths and Challenges Based on Trends and Patterns

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?	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. 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, 2025 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 2025-26 school year. District leaders meet with school leaders to analyze MAP growth reports at least twice per year. We will continue in FY27 with MAP implementation along with the use of Benchmark and Amira assessment and data. 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 coaches work is the ongoing improvement of products, and processes through incremental steps of the continuous improvement cycle. Additionally, the work of our instructional and district coaches has had a meaningful impact on both teacher development and student growth, particularly in light of the literacy law. Our district has experienced an increase in math and ELA growth with the support and the work of our literacy and math coaches. 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
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Strengths and Challenges Based on Trends and Patterns

	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 2025-26 school year saw an improvement in collaborative instructional planning practices which is reflected in growth and achievement gains on MAP. We will continue in FY 27 with this practice with implementing a structured PLC in each school.
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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?	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 and continues to be recognized as a Board of Excellence.. 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. 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. With a focus on 'building our bench' with leaders, we have focused on leadership development with a cohort of potential leaders. This has been successful and we will continue to build and grow current and potential leaders.
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Strengths and Challenges Based on Trends and Patterns

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?	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. 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 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. Each school has a Professional Learning Liaison who assists teachers with their PL needs. Title I schools maintain full time Instructional Coaches who provide ongoing professional learning for staff in their schools. The district contracts with external professional learning providers to ensure staff professional learning needs are met.
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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?	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, Caterpillar, Snell Construction, 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 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. Approximately three hundred fifty students participated in work based learning in 2025-26. 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. While parents are supportive of our district and attend events that they can or are interested in, historically it has been difficult at some schools (especially CMS, MAHS, MES) to get parents in the door except for sporting events. A challenge is finding alternative ways to engage
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Strengths and Challenges Based on Trends and Patterns

	parents in their children's education that does not require them actually being present at the school for a meeting or event. We have seen improvement in these school's participation as the populations have encountered demographic changes over the past two years.
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?	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. High School math options were updated to reflect the new math standards that were implemented for SY24 and there is a continued focus through FY27. The implementation of the new ELA standards in FY26 has also necessitated the need for new and improved curriculum planning that will be better suited to meet all students where they are. Counselors have been trained on the Dual Achievement Program and Accelerated Carer Diploma option for students who might find those programs an ideal fit. High school teachers 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. For the first time in district history, there was an advisement committee that created a series of much needed advisement lessons that will be implemented for FY26. There will be another series of lesson produced in FY27.. 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. Additionally in FY27, the high schools will incorporate weekly use of the program Everyday Speech as a character education platform.

Strengths and Challenges Based on Trends and Patterns

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?	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. 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.
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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?	For the fifth 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. We continue to monitor ELs progress toward English proficiency by analyzing ACCESS scores annually. In 2025, we had a clear EL exit rate (5.0 or higher CPL) of approximately 4 percent, which is the second consecutive year with a decline from the prior year. The 2025 graduation rate is not yet finalized. However, local preliminary calculations suggest that the district will remain at or above 90 percent for the fifth consecutive year. Elementary and Middle School Strengths Proficiency Rates The English/Language Arts EOG proficiency rates in grade 4 improved from 2024 and is nearly 7 points higher than the 2021 rate. Additionally, the 2025 proficiency rates for grades 5, 6 and 7 are significantly better than the post pandemic performance of 2021. The math EOG proficiency rates increased in grades 6 and 8. Sixth grade showed the greatest improvement at nearly 8 percentage points while 8th grade performance increased by better than 3 points. The 2025 elementary science proficiency rate remained steady from 2024. Middle school science performance, however, improved from the prior year by more than 6 points and marks the highest level of performance since the pandemic. After a nearly 6 point decline last year, the middle grades social studies proficiency rate increased by nearly 9 points. The performance also surpassed all post pandemic rates.
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Strengths and Challenges Based on Trends and Patterns

	RESA and State EOG performance data is not yet available for comparison. Weighted Proficiency Rates The English/Language Arts weighted proficiency rate in 4th grade improved by nearly 3 percentage points in 2025 while sixth grade proficiency held steady. The math middle grades (6-8) weighted proficiency rate increased by nearly 4 percentage points over the prior year. Grade 6 posted the largest increase at more than 7 points. The science weighted proficiency rate in elementary school trended upward by about 3 points while the middle grades proficiency rates in both science and social studies improved by about 9 percentage points. Literacy and Writing In grades 6 and 7, the percent of students reading on or above grade level held steady from 2024. The greatest amount of improvement occurred in 4th grade at nearly 5 percentage points. Additionally, the 2025 rates at all grades levels are significantly stronger than rates posted after the pandemic in 2021. The greatest changes occurred at the middle grades level with 6th grade improving by almost 8 points during the period. On the extended writing task, student performance at 3 of the 6 grade levels showed positive movement in both Ideas (earning 3 or 4 rubric points) and Language Usage (earning 3 points). The greatest gains in both Ideas and Language Usage occurred in grade 6, 14 points and nearly 7 points, respectively. Acquisition of the English Language English Learners at the elementary level continue to make progress toward English/Language proficiency at 100 percent. This high level of performance has been maintained for the 9th consecutive year. Middle school English Learners showed significant progress toward English language proficiency – moving from 64 percent to 74 percent. Growth Areas Proficiency Rates The 2025 assessment year results revealed that English/Language Arts continues to be the greatest challenge. Only 1 of the 6 grade levels in this content area showed positive gains from the prior year. Grades 3 and 5 saw proficiency rates drop by 8 percentage points, and the grade 8 proficiency rate declined by nearly 4 points. In the three previous three years, the results show that approximately 30 percent of 3rd graders performed at the beginning learner level. In 2025, the beginning learner rate in 3rd grade increased to nearly 35 percent. For the last five years, more than a quarter of 6th and 7th grade students have also performed at this level. Literacy and Writing There was positive movement in the percent of students reading on grade level in only one grade level (4th). In grades 3, 5 and 8, there was a decline of the grade level reading rate of 3 to 4 points while the
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Strengths and Challenges Based on Trends and Patterns

	rate was unchanged in grades 6 and 7. The percent of students reading below grade level in grade 6 is glaring at 37, for the second consecutive year. Grade 3 writing is an area of focus. There was a decline of 3 and 4 points in Ideas and Language Usage, respectively. However, 8th grade experienced the most significant decline from the prior year, at more than 13 percentage points. Achievement gaps in race, economic status, and program (SWD, EL) continue to exist for students reading on or above grade level. Acquisition of the English Language Although there was significant progress toward English/Language proficiency in the middle grades, the performance still remains below 80 percent. High School Strengths Proficiency Rates The 2025 proficiency rate in US History improved from the prior year, by more than 5 percentage points. The percent of students performing at the lowest level (Beginning Learner) decreased in Algebra and American Lit, contributing to movement toward the overall proficiency rate. The overall proficiency rate for all subjects has improved by more than 10 percentage points since 2021. Additionally, the American Lit beginning learner rate is the lowest since the pandemic - at approximately 17 percent. Weighted Proficiency Rates For the second consecutive year, the weighted proficiency rates in US History increased from the prior year and by 5 points this year. The 2025 rate is the highest since the pandemic. In the second year of the new math standards, Algebra posted a weighted proficiency rate better than 83 percent. Additionally, nearly a quarter of students reached the distinguished learner level with these new standards. The overall proficiency rate for all subjects has improved by nearly 12 percentage points since 2021. RESA and State EOC performance data is not yet available for comparison. Literacy and Writing The percent of students reading on grade increased by nearly 3 points to 76 percent. This rate is the highest it has been since the pandemic, increasing by better than 8 points since 2021. On the extended writing task, American Literature performance improved by 3 points from the prior year in Ideas, where students earned at least 3 of the 4 possible points. Ideas reflect a rate better than 60 percent on the scoring rubric. For Language Usage, the rate increased by nearly 5 points. Growth Areas Proficiency Rates The proficiency rates for Algebra, American Literature, and Biology all declined from the previous year. Additionally, the distinguished level of
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Strengths and Challenges Based on Trends and Patterns

	performance in American Literature continues to remain below 10 percent (at 8.4 percent in 2024 and 7 percent in 2025, the lowest of all subjects for both years). Biology posted a 2025 distinguished level rate that was only slightly higher than 10 percent. Literacy and Writing Achievement gaps in race, economic status, and program (SWD, EL) continue to exist for students reading on or above grade level. While there was an increase in the rubric points earned for Language Usage, the rate still falls below the rate goal of 60 percent. Acquisition of the English Language The progress toward English proficiency of English Learners at the high school level was not significantly different than the prior two years. It remains at a critical level (64 percent).
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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.

Strengths	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 three 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 monthly with building principals. The special education coordinators ensure compliance with all special 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 SEISs to review policies and
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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.

	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). 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 PK-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 instruction 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 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,
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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.

	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 Analyst (BCBA) on staff that supports teachers with functional behavior assessment, behavior intervention plan development and implementation of behavior plans. The district has also invested in hiring 3 Registered Behavior Technicians (RBTs) to be under the purview of the District BCBA and support extraordinary behavioral needs.
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Challenges	Students with disabilities continue to demonstrate significant gaps in achievement for Reading/ELA and Math. The data for those students that scored in the proficient and distinguished ranges (weighted proficiency) on the 2023 GA Milestones End of Grade and End of Course Assessments that did not meet LEA/SEA targets are as follows: Milestones EOG: Milestones EOC: RELA (4th Grade) - 26.67% RELA - 23.21%
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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.

	RELA (8th Grade)- 28.90% Math scores are not available as the state implemented new K-12 Mathematics Standards beginning in the 2023-2024 school year. The Georgia Milestones mathematics assessments have been redeveloped to align with the new standards. 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 students 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).
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Title I - Part A - Improving Academic Achievement of Disadvantaged

Strengths	In FY25, six of the district's fifteen schools operated Schoolwide Title I programs. Those same six schools will participate in FY 27. 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
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Title I, Part A - Foster Care

	foster parents sometimes refuse to 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	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. 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.
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Challenges	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.
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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 a 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	During the 2025-26 school year, the Walton County School District did not have any Migrant students enrolled and no students were identified as Priority for Service. Historically due to the small number, or lack of, PFS Migrant students, it is not feasible to describe trends or patterns of strength/weakness.
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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 a 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.)

Challenges	During the 2025-26 school year, the Walton County School District did not have any Migrant students enrolled and no students were identified as Priority for Service. Historically due to the small number, or lack of, PFS Migrant students, it is not feasible to describe trends or patterns of strength/weakness.
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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.
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Challenges	The district does not have any facilities for N & D.
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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 Title II, Part A funds."

Strengths	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 District Level Specialists, Instructional Coaches, professional learning 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
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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 Title II, Part A funds."

	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. We will continue to 'grow our bench' and offer leadership cohorts.
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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 (Sheltered Content) in which students are earning required ELA credits
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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.

	if the teacher is ELA certified, and the scheduled class model in which students are enrolled in a .55 ESOL elective course. 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. At the end of 2023-24, we had 34 clear exits with a CPL of 5.0 or higher, and 104 reclassification consideration meetings with a CPL of 4.3-4.9. At the end of 2024-25, we had 33 clear exits with a CPL of 5.0 or higher, and 111 reclassification consideration meetings with a CPL of 4.3-4.9. In FY26, we had 38 clear exits and 109 Reclassification consideration meeting with the same criteria as FY25. We are awaiting data for band growth during FY26, but based on current performance, we anticipate an increase in students growing in more than one band. 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, Lexia English, and Lexia PowerUp licenses as well as summer enrichment and acceleration programs.
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Challenges	The rapid growth in our number of EL's presents a challenge. We have doubled our number of identified EL's in five years. All of 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.
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth

Strengths	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.
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Challenges	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.
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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 Title IV, Part A funds."

Strengths	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
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

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 Title IV, Part A funds."

	Effects, Pathful, and 7 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 and 3.2 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 3.2.

Overarching Need # 1

Overarching Need	Increase 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 districtwide
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	Provide 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	Positive 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	Continuous Leadership development
How severe is the need?	High
Is the need trending better or worse over time?	Better
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 - Optional

Select the top 2-4 overarching needs from 3.3. 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. Use the letter codes below to identify which programs relate to each root cause (ex: "ABCF").;A. IDEA - Special Education;B. School and District Effectiveness;C. Title I, Part A - Improving the Academic Achievement of the Disadvantaged;D. Title I, Part A - Foster Care Program;E. Title I, Part A - Parent Engagement Program;F. Title I, Part C - Education of Migratory Children;G. Title I, Part D - Programs for Neglected or Delinquent Children;H. Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other;I. School Leaders;J. Title III - Language Instruction for English Learners and Immigrant Students;K. Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Overarching Need - Increase 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

Root Cause # 2

Impacted Programs	Title I - Part A - Improving Academic Achievement of Disadvantaged
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Additional Responses	
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Overarching Need - Positive School climate districtwide

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	Title IV, Part A - Student Support and Academic Enrichment 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	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education

Additional Responses	
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Overarching Need - Provide 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	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	General education teachers lack knowledge and training related to literacy instruction, ELA rollout, and ELA classroom frameworks.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes

Root Cause # 2

Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment Title I - Part A - Improving Academic Achievement of Disadvantaged Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders
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Additional Responses	
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Overarching Need - Positive 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 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 :

Root Cause # 2

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
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment 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 - Continuous 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
Impacted Programs	Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders

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
Impacted Programs	Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders

Additional Responses	
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District Improvement Plan 2026 - 2027



Walton County

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Walton County
Team Lead	Camie McGaughey
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (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)	
☒	Free/Reduced meal application
☐	Community Eligibility Program (CEP) - Direct Certification ONLY
☐	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	Increase 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, attendance 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 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; Director of Federal Programs
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
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 student achievement
Position/Role Responsible	Director of Federal Programs, Principals and PLLs/Instructional Coaches at participating schools; District Level Specialists

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)?	
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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

Action Step # 4

Systems	Coherent Instruction
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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Action Step # 5

Action Step	Implement career readiness across all middle and high schools.
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority

Action Step # 5

Subgroups	Student with Disabilities Immigrant
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Participation in Pathful Program
Method for Monitoring Effectiveness	Increased graduation plan with purpose of career or college pathway
Position/Role Responsible	School Principals, School Counselors, Director of Middle and High Schools
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)?	
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Action Step # 6

Action Step	Reduce class size by providing extended day at the high school level
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners

Action Step # 6

Subgroups	Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Review class rosters, class size, schedules, enrollment data
Method for Monitoring Effectiveness	Grades, testing data, class size
Position/Role Responsible	School Administrator
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)?

3. DISTRICT IMPROVEMENT GOALS

3.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Positive School climate districtwide
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
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	Implementation of behavior interventions and supports 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 programs such as but not limited to: PBIS Rewards, SWIS software, & 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

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)?	GaDOE PBIS
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Action Step # 2

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

Timeline for Implementation Quarterly

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)?

Action Step # 3

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)
Position/Role Responsible	Director of Federal Programs, Mindset Trained Staff
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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Action Step # 3

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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Action Step # 4

Action Step	Employ differentiated methods to support the whole child
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Roster with identified students, schedules, time logs
Method for Monitoring Effectiveness	Discipline Data, Classroom removal data, academic progress monitoring data, attendance data, Check in/Check out system, PBIS data
Position/Role Responsible	Teachers and Administrative Teams
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation	Yearly
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Action Step # 4

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

3.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Provide 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 literacy instruction, ELA rollout, and ELA classroom frameworks.
Root Cause # 2	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	Providing Professional Learning Liasions, Instructional Coaches, and/or District Level Specialists to serve all schools
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

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	Induction for New Teachers
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

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)?	
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Action Step # 3

Action Step	Using 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

Timeline for Implementation	Quarterly
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Action Step # 3

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	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
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

Action Step # 4

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 # 5

Action Step	Providing PL for instructional staff and leaders regarding data, data usage, instructional strategies, and content knowledge
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	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

Action Step # 5

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	Providing collaboration through Professional Learning Communities to improve student learning outcomes
Funding Sources	Title I, Part A Title II, Part A Title IV, 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

Action Step # 6

Method for Monitoring Effectiveness	Reviewing Milestone and MAP data for effectiveness
Position/Role Responsible	Principal, Director of Federal Programs
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)?

Action Step # 7

Action Step	Content knowledge professional development for instructional staff and/or building admin.
Funding Sources	Title II, Part A Title IV, Part A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment

Action Step # 7

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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Action Step # 8

Action Step	Employing 3 District Level Specialists (2 literacy and 1 math) to serve all schools (One K-5 literacy specialist, one 6-12 literacy specialist, one 3-8 math specialist);
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority

Action Step # 8

Subgroups	Student with Disabilities Immigrant
Systems	Coherent Instruction
Method for Monitoring Implementation	Meeting agendas; review of curriculum pacing guides
Method for Monitoring Effectiveness	State assessment data; School level assessment data
Position/Role Responsible	Elementary, Middle and High School Directors; Principals
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)?

Action Step # 9

Action Step	Provide PL to address overall Literacy, Literacy Law, ELA rollout, and ELA Classroom Frameworks.
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A

Action Step # 9

Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	Agendas, Sign In Sheets
Method for Monitoring Effectiveness	Student data from state and school level assessments
Position/Role Responsible	Principals, Instructional Coaches, PLL, Literacy Specialist, Instructional Specialist
Evidence Based Indicator	Demonstrate a Rationale

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)?

3. DISTRICT IMPROVEMENT GOALS

3.4 Overarching Need # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	Positive 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, Title II Director
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	Continuous 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 assume leadership roles

Action Step # 1

Action Step	Providing leadership training opportunities for teacher leaders and building administrators
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	Title II 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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4. REQUIRED QUESTIONS

4.1 Coordination of Activities, Serving Children

Required Questions

Coordination of Activities

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).	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. The stakeholder groups were provided with information and data 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. 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 II-A, 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. 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. Walton County School District has devised a comprehensive plan to bolster the development and performance of its principals and assistant principals through Professional Learning initiatives. The district's focus is to foster professional growth and improvement throughout various stages of their careers. To achieve this, The Best Workplace, Aspiring Leaders Program, Executive Coaching, and other contracted PL will be options for these valuable learning opportunities. These opportunities aim to equip future and current district leaders with the necessary skills, knowledge, and tools to excel in their roles, promoting a thriving educational environment within the district.
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Serving Low Income and Minority Children

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: 1. ineffective teachers 2. out-of-field teachers 3. inexperienced teachers (Please specifically address all three variables)	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. 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. 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. 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.
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Professional Growth Systems

Describe the district's systems of professional growth and improvement for teachers and school leaders (serving both the district and individual schools).	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 FY'24, responsibility for all PL was moved under the Director of Federal Programs and Title II Director/Assistant Superintendent (both of which are housed in our Curriculum Dept). 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 department 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. 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. 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
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Professional Growth Systems

	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.
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4. REQUIRED QUESTIONS

4.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

Professional Qualifications

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 certification? [ESSA Sec. 1112(c)(1)(B)(ii)]

✓	Yes
	No (no further action)

If the LEA waives certification, specify the waiver option below:

✓	The LEA waives certifications for all teachers allowable by law. (no further action)
	Other (If other, describe the minimum qualifications required for employment of teachers for whom certification is waived.)

State and Federally Identified Schools

Describe the actions the district will implement to support federally identified schools (CSI/TSI/ATSI). Include a statement explaining how the district will prioritize and allocate funds to support federally identified schools. If the LEA has no federally identified schools, enter "N/A".	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.
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CTAE Coordination

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	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
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CTAE Coordination

students in-depth interaction with industry professionals and, if appropriate, academic credit.	local workforce. A manufacturing pathway began at Monroe Area High School in FY 22 due to an increased need expressed by stakeholders for manufacturing skills. In FY 25, a new construction pathway was implemented at WGHS to meet the needs of the construction workforce. Additionally, an Agriculture Mechanics Electrical Pathway began in FY 25 at LHS, which will expand to a Metal Fabrication pathway in FY 27 to address the needs for welders and electricians. 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 interactive industry events. In addition, the district employs five full-time 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 that suits the student's interests and aptitudes as revealed from career interest inventories and the Pathful career aptitude assessment.
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Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

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.	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. As a district, we recognize that while increased social and emotional supports have been valuable, there is a growing need to provide more comprehensive whole child support. This includes addressing student behavior proactively, enhancing discipline practices, expanding student support services, and reducing the frequency of classroom removals. Our goal is to help students remain in the classroom where they are best positioned to grow both academically and behaviorally.
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4. REQUIRED QUESTIONS

4.3 Title I A: Transitions, TA Schools, Educational Program - Optional

Required Questions

Middle and High School Transition Plans

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.	The district implements strategies to ensure 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. There is also a high level of collaboration between the district and the Chamber of Commerce and Development Authority to offer career fairs, "BIG Hires", and Explore Athens Tech events to give the graduating seniors a series of options after high school. 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, with the help of the WUSD Community Resource Coordinators, hosts college and FAFSA nights for students and parents. High school teachers and students visit the middle schools each spring to promote various high school pathways, clubs, and extracurricular activities. 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. 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.
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Preschool Transition Plans

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.	Each elementary school in the district has at least two Pre-K classrooms. A few of the elementary 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.
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Title I, Part A - Targeted Assisted Schools Description

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.	The district does not have any Targeted Assistance schools.
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Title I, Part A – Educational Programs

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.	The Walton County School District operates schoolwide Title I programs in six of our fifteen schools. We do not have any Targeted Assistance programs. Each of our Title I schools has a full time Instructional Coach and/or support from a District Specialist. 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.
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4. REQUIRED QUESTIONS

4.4 Title I Part C

Required Questions

Title I, Part C – Migrant Intrastate and Interstate Coordination

Consortium and Direct-Funded LEAs describe:How to support the records transfer process for students moving in and out of the school (including academic and health records), andHow they collect and how they use the occupational survey during new student registration and back-to-school registration for all returning students, and how it 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 (consortium LEAs describe how they coordinate with the MEP Consortium):Who in the LEA accesses MSIX when migratory children and youth enroll and depart?How the information in MSIX, when available, is used for enrollment and course placement decisions for migratory children and youth.	The Walton County School District receives support for the education of migratory children through a GaDOE Regional Specialist. The GaDOE Regional Specialist is responsible for designing an Identification and Recruitment (ID&R) plan that covers the district. Identification & Recruitment (ID&R) Process The district's role in ID&R is to provide the Parent Occupational Survey (POS) to all enrolling students, both at the time of initial enrollment and at the beginning of each school year. This is accomplished by embedding the required questions from the POS into the district's online registration system. The Director of Federal Programs reviews the POS for every enrolled student in the district. If a survey indicates potential eligibility for the Migrant Education Program (MEP), the Director submits the form to the GaDOE Regional Specialist via the secure GaDOE portal. State MEP Recruiters and regional staff then follow up with the families to officially determine eligibility. Data Sharing & Collaborative Support Once notified that a student has been identified as migratory, the Director of Federal Programs updates the student's status in the district's student information system. The Director works collaboratively with the GaDOE Regional Specialist and state MEP staff to determine and address the needs of migratory students and their families. To ensure continuous and aligned support, the district regularly shares relevant student data with the GaDOE Regional Specialist, including: • Academic achievement data • Demographic and attendance data • Health and immunization records The Director of Federal Programs promptly notifies the GaDOE Regional Specialist when a migratory student departs from the district or transfers schools internally. Additionally, the Director ensures that all pertinent school records, including health and immunization history, are transferred to the student's new school upon relocation. MSIX Utilization The Director of Federal Programs maintains an active MSIX (Migrant Student Information Exchange) account and utilizes this resource to ensure the timely transfer of information and school records. When new students enroll, the Director consults MSIX to check for previous migrant identification and current MEP eligibility.
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Title I, Part C – Migrant Supplemental Support Services

1. Consortium LEAs describe: 2. How academic and non-academic services are coordinated for all participants (P3–P5, K–12, OSY) with the MEP 3. Direct-funded LEAs describe: 4. How the needs of preschool children (P3–P5) and families are identified and how services are implemented and evaluated during the regular school year and summer 5. How the academic and non-academic needs of Out-of-School Youth (OSY) and Drop-Outs are identified, how the OSY Profile Form 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	The Director of Federal Programs collaborates with the GaDOE Migrant Education Program (MEP) Regional Support Specialist to plan and provide supplemental instructional support, identification and recruitment (ID&R), and outreach activities for migrant preschool children, out-of-school youth (OSY), and drop-out students within Walton County. The Director of Federal Programs will actively monitor local enrollment data, agricultural indicators, and community metrics to ensure the district identifies any unenrolled migrant youth residing in the community. Upon identification, the Director will collaborate with GaDOE Regional Support staff and district Student Services (including school social workers) to coordinate holistic needs assessments, connect families with available health, nutrition, and social services, and deploy district and state resources to address their unique instructional needs."
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4. REQUIRED QUESTIONS

4.5 IDEA

Required Questions

IDEA Performance Goals:

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	The graduation rate for all students in Walton County continues to increase. The graduation rate for all students in 2024 is 92.2%. The FY24 5-year cohort graduation rate for students with disabilities is 81.32%. The district's annual event graduation rate for SWD was 66.67% in 2023. In addition, The district continues to move in a positive direction in the area of positive postsecondary outcomes for SWD. For FY24 84.62% of survey participants were enrolled in college or competitively employed, up from 81.39% in 2022. 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. 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. 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
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IDEA Performance Goals:

	case manager reviews the graduation 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 digital 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 and will be in a digital format beginning August 2024. 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. 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
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IDEA Performance Goals:

	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 SWD is 9.09% which is down from 12.56% in 2022 - the state target is to be below 21.56%. 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 9th grade year or upon enrollment. If they do not take advantage of this opportunity, additional offers will be made throughout their high school career. Students on the VR caseload have the opportunity to participate in Pre-Ets training (pre-employment transition services). During summer 2024, VR hosted in the district the GROW program (Getting Ready for Opportunities in Work). 20 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 (February 2024) from VR indicates that 178 students are currently on the VR caseload. 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 2024, the district hosted an event titled "Focus on the Future" with community representatives that offer services for individuals with developmental disabilities to assist families with planning for post-secondary services. In the fall 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 - Sifting Through Your Parental Rights and Transition to Adult Healthcare. 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. 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 a total of 8 students with 2 exiting from high school competitively employed and 4 returning for a
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IDEA Performance Goals:

	second year. 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. 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. 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.
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IDEA Performance Goals:

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	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. 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 team 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 team 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. 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 eleven (an increase of three additional classes over the previous year due to growth) Special Needs Preschool Classrooms in WCSD which are intentionally designed for our youngest learners who are eligible for special education services. 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, if they apply and are selected for a Georgia PK lottery seat. Participation in these classrooms allows our
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IDEA Performance Goals:

	students to see age-appropriate peer models which help to enhance learning opportunities for 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 daycare 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. 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 PK 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 2023 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
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IDEA Performance Goals:

	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 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.
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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 practices How LRE is ensured The continuum of service options for all SWDs How IEP accommodations/modifications are	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
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IDEA Performance Goals:

shared with teachers who are working with SWDs Supervision and monitoring procedures that are being implemented to ensure that FAPE is being provided	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 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. 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
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IDEA Performance Goals:

	coordinator. Procedure changes are also shared by the special education director with building principals through monthly scheduled principal meetings. 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 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. For FY25 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: -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 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
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IDEA Performance Goals:

	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 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). 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. 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
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IDEA Performance Goals:

	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. 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 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. 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. 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
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IDEA Performance Goals:

	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. 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 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. 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.
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IDEA Performance Goals:

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	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 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.
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IDEA Performance Goals:

	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. 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 instructional specialist for review at least 10 days 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. 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
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IDEA Performance Goals:

	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.
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4. REQUIRED QUESTIONS

4.6 Title IV Part A

If transferring 100% of Title IV, Part A, INSERT the following statement in the REQUIRED QUESTIONS: “100% transfer of Title IV, Part A funds.”

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)

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	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 # 2). Both are SEL curricula. The intended outcome will be improved school climate.
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	In support of safe and healthy students, the district will continue implementation of PBIS at all schools with fidelity (Overarching Need #2, Action Step #1.) Title IV-A funds will be used to a) purchase licenses of SWIS software, b) 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. 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. Also in support of safe and healthy students, the district will continue to use Title IV funds to purchase Talking Points, School Messenger and/or Translatelive. 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.

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)

	The MindSet Model will also be implemented in support of safe and healthy students. The MindSet Model teaches school staff the importance of proactive 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 #3). 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.
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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	
	In support of effective use of technology, Title IV-A funds will continue to be used to pay for professional learning for teachers regarding using of student data to differentiate instruction. (Overarching Need #3, Action Steps #5,9). The intended outcome will be increased student achievement in the area of Reading. In support of effective use of technology, the district will continue implementation of PBIS at all schools with fidelity (Overarching Need #2, Action Step #1.) Title IV-A funds will be used to a) pay for training on the use of SWIS with the intended outcome of a positive school culture. Title IV-A funds will be used to pay for PL for teachers regarding use of SEL programs in schools with fidelity (Overarching Need #2, Action Step #2). The intended outcome will be empowering teachers with the knowledge, skills, and strategies needed to effectively integrate SEL into their classrooms and school culture

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)

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	In support of effective use of technology, infrastructure, Title IV-A funds will be used to pay for SWIS data software training for new staff members. Any new staff members using SWIS software to collect behavioral data will participate in training. This data then drives decisions made by PBIS teams at each school. All schools will implement PBIS with fidelity. The intended outcome is that all schools will be able to collect data accurately and interpret data accurately so that our district will have a positive school climate. (Overarching Need #2, Action Step #1)
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Title IV, Part A – Ongoing Consultation and Progress Monitoring

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.	The Director of Federal Programs consults and collaborates with the following key stakeholders related to Title IV: private school representatives, the Health Department, vendors (PBIS Rewards, the University of Oregon, Talking Points, Ripple Effects, 7 Mindsets, Pathful, 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.
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