


LEAs will use this planning template to describe their plan for addressing the academic and well-being needs of all students, including how they will meet [federal](#) and [state](#) requirements to address the disproportionate impact of COVID-19 on certain subgroups of students through key investments in evidence-based activities and [Louisiana Comeback Commitments](#). LEAs must submit their plans by September 30, 2021, in the *Achieve!* eGMS application.



LEA Name: Zachary Community School District		LEA Code: 067700
Planning Contact (name): Yolanda Williams		
Planning Contact (title): Director		
Planning Contact (email): yolanda.williams@zacharyschools.org		
Planning Contact (phone): 225-658-4969		
Fiscal Contact (name): John Musso		
Fiscal Contact (title): Business Manager		
Fiscal Contact (email): John.Musso@zacharyschools.org		
Fiscal Contact (phone): 225-658-4969		
School System Leader Name: Scott Devillier, Superintendent		
School System Leader Signature: 		Date September 29, 2021

NEEDS ASSESSMENTS ✓ ✓ ✓

How will the LEA identify the disproportionate impact of COVID-19 on student groups¹, which include underrepresented student groups, including each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and youth in foster care? (check all that apply)

- ☒ Student demographic data, such as race or ethnicity, FRPL eligibility, or English learner status
- ☒ Student outcome data, such as assessments
- ☐ State administrative data, such as unemployment claims
- ☒ Health data, such as local Covid-19 infection rates or hospitalizations due to Covid-19
- ☐ Conversations with community (stakeholder input)
- ☒ Student enrollment and attendance data
- ☒ Student chronic absenteeism data
- ☒ Student instructional mode (virtual, hybrid, in-person)
- ☐ Student course enrollment data
- ☐ Other: Literacy Intervention Data
- ☐ Other: Click or tap here to enter text.

Criteria Checklist

- ☒ The LEA reviews and analyzes progress and gaps in all data sets to identify the disproportionate impact of COVID-19 on student groups.
- ☒ Across all data sets, the LEA establishes the greatest needs and identifies the reasons the needs exist.
- ☒ The LEA sets system-level improvement goals for the areas of greatest needs across all data sets and interim goals that indicate progress.
- ☒ The LEA partners with school leaders to set school-level improvement goals that are aligned to the LEA goals (if applicable).

Needs Assessment

The Zachary Community School District has reviewed all data sources included in our needs assessment. Our school and district administrative planning team have identified strengths and weaknesses by subgroup for each grade level. During Administrative PLCs, we have discussed evidence-based activities that would help supplement the programs and high-quality curriculum currently being implemented. This includes the expansion of tutoring and interventions across all grade levels but will focus on grades 3-8th. In addition to the trend data, all schools have participated in the administrative professional learning community to review the data based on cohort groups. Additionally, we have reviewed student growth to mastery lists. We compared data before covid (Spring 2019) to our Spring 2021 data by subgroup and grade level during our review.

The Zachary Community School District understands that it is essential to have data on how students are learning to support access and equity goals, especially for student groups that the COVID-19 pandemic has disproportionately impacted. ZCSD collected these data sets before covid, during covid and will continue to do so after. In addition to the data below, the ZCSD maintains daily COVID positive cases and quarantines.

¹ [ARP ESSER Fact Sheet](#)

In addition, at each school level, we continue to examine data at the individual student level. Teachers are reviewing individual class data using our data systems and support from a team of school and district administrators. District office job-embedded support sessions will be provided to all teachers, including reviewing individual student, class, and grade-level subject data.

ZCSD will utilize a multi-tiered system of support (MTSS) framework to make decisions to provide high-quality instruction and intervention and address student academic, social, emotional, and mental health needs.

Planning Meetings

The Zachary Community School District has consulted with stakeholder groups through public board meetings and district-wide surveys. The district leadership team has determined students' academic, social, emotional, and mental health needs through survey results, assessment data, and behavior referral information. Ongoing input has been provided through public school board meetings and via our online input portal. In addition, each school submitted individual data and information specific to its base. Three full-day planning meetings were held with school and district administrators in grade clusters (PreK- 2nd, 3rd-8th, and High School).

Stakeholder Survey Data

All parents and employees were invited to participate in the survey.

2250 Responses, of which 86.76% were parents.

Stakeholders included representatives from ELL, Homeless, Special Education, 504 Students, and Free/Reduced Students

Highest Priority Needs Identified (20% and greater)

Well Being: Social and Emotional Support (53%)

In-School tutoring (43.65%)

After School Tutoring (38.28%)

High-Quality Instructional Materials (32.29%)

Cleaning Supplies and Additional PPE (31.93%)

ACT Prep (31.57%)

Intervention (24.73%)

Technology Hardware (24.60%)

Technology Software (24.46%)

Professional Learning and Development (23.12%)

Summer Learning Program (23.03%)

Literacy (22.23%)

Student Enrollment Data

Data is reviewed quarterly and annually

District Enrollment	
As of Date	Overall Enrollment
October 1, 2019	5595
October 1, 2020	5486
September 9, 2021	5585

	2019-2020	2020-2021	2021-2022
White	43.1%	42.29%	39.6%
Black	54.03%	54.77%	57.3%
Hispanic	1.41%	1.42%	1.6%
Asian	1.32%	1.37%	1.3%
Native American	.05%	.08%	.2%
Hawaiian/PI	.08%	.08%	0%

Mode of Instruction

Data is reviewed each semester and annually

Year	In-Person Student	Virtual
2020-2021 (9/15/2020)	3588	2186*
2021-2022 (9/9/2020)	5550	35

*There was an increase in virtual students at high school beginning in November 2020 due to the rise of covid cases. ZHS began to offer a "My School" virtual option.

Attendance Data

Data is reviewed monthly

Average Daily Attendance	
As of Date	Overall Enrollment
2017-2018	96.1%
2018-2019	96.1%
2019-2020	96.2%

Average daily attendance increased from **93.53%** in the last month of the 2020-2021 school year to **95.21%** during the first month and one-half of the current **2021-2022** school year.

Students with Disabilities vs. Regular Education Attendance Rates

	2019-2020	2020-2021	2021-2022
Students with Disabilities	96.54%	95.87%	94.13%
Regular Education	96.58%	95.96%	95.34%

% of Students by Ethnicity vs. % of Absences by Ethnicity

	2019-2020		2020-2021		2021-2022	
White	43.1%	41.5%	42.29%	33.65%	39.6%	34.82%
Black	54.03%	56.11%	54.77%	64.13%	57.3%	62.57%
Hispanic	1.41%	1.28%	1.42%	1.48%	1.6%	1.63%
Asian	1.32%	.94%	1.37%	.62%	1.3%	.81%
Native American	.05%	.13%	.08%	.11%	.2%	.14%
Hawaiian/PI	.08%	.04%	.08%	.01%	0%	.02%

Chronic Absenteeism data

Data is Reviewed Ongoing

	Number of Students who missed 15 or more days of a school year
2019-2020	186
2020-2021	299

Student Outcome Data

Student Outcome Data was Reviewed through needs assessment process. Strengths and Weaknesses were identified and district goals were set.

Pre-K Data

The Zachary Community School District reviewed TS Goal and Performance Profile scores.

K-3rd Grade Literacy Data

Percentage of K Students Performing on/above level on all literacy screeners by subgroups

Percentage of 1st Grade Students Performing on/above level on all literacy screeners by subgroups

Percentage of 2nd Grade Students Performing on/above level on all literacy screeners by subgroups

Percentage of 3rd Grade Students Performing on/above level on all literacy screeners by subgroups

3rd – 8th Grade Student Outcome Data

Percentage of Grade 3- Grade 8 Students Performing at Mastery and Above on LEAP 2025 by subject and subgroup

Growth to Mastery Spring 2019 vs. Spring 2021

The Zachary Community School District reviewed Spring 2019 LDOE Student Progress Data File vs. Spring 2021 LDOE Student Progress Data to view students who met Step 1 and Step 2.

High School Student Outcome Data/Goals

Percentage of High School Students Performing at Mastery and Above on LEAP by subject and subgroup

ACT Subgroup Average Composite Score by subgroup

Cohort Graduation Rate

Percent of Cohort earning basic or advanced credentials

Percent of Graduates eligible for TOPS

Commitment: **ATTENDANCE & WELL-BEING** ✓ ✓

Key Investment: **Attendance**

ESSER II

\$0

ESSER III

\$0

How will the LEA identify students who need to be re-engaged?

Attendance Records

The Zachary Community School District collects student attendance data in our student information system (JCAMPUS). This data captures student absences per day by demographic, SPED/504 status, LEP status, reason, school, and grade level. An excessive absence report is also routinely reviewed by officials at the school and district levels.

The Zachary Community School District currently employs a Supervisor of School and Home Relations who handles child welfare and attendance and disaggregates this data by the above student groups, by the school, and by grade level to drill down to information that would help identify the students who need to be engaged. The Supervisor of School and Home relations works directly with school administration and clerks to identify students who need to be re-engaged. Updates are provided to the district administration.

Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- ☐ Re-engagement supports
- ☒ Drop-out early warning systems
- ☐ Other: Click or tap here to enter text.
- ☐ Other: Click or tap here to enter text.

How will the LEA seek to re-engage students with poor attendance?

Building Relationships: Engage Parents and Students in Preventing Chronic Absence

The Zachary Community School District will continue to ensure that the school district is systematically cultivating a culture of attendance and addressing the needs of individual students. Ongoing communication efforts are showcased through personal home visits, welfare checks, phone calls, and emails to parents/guardians.

DEWS-Dropout Early Warning System

ZCSD developed parameters to help determine students at risk, either manually or by automation. DEWS reports are being monitored by the School and Home Relations (Child Welfare and Attendance Office).

Monitor Attendance Trends and Communication

We will utilize the School and Home Relations Supervisor to conduct student outreach for any identified students, including home visits. The Zachary Community School District uses JCampus to deliver messages to parents, including automated messaging for attendance, grades, and discipline. Engage families to develop and provide positive messaging about the importance of attendance.

- After the 3rd unexcused absence, the school will conference with the student and parent/guardian to discuss attendance and next steps.
- After the 5th unexcused absence, the school will contact the parent and set a conference to review the truancy procedures in collaboration with the School Resource Officer.

- After the 8th unexcused absence, the school will notify the Supervisor of School and Home Relations, who will conduct a home visit to discuss the truancy and next steps if absences continue.
- After the 10th unexcused absence, the Supervisor of School and Home Relations will request assistance from the Zachary City Prosecutor in correcting the attendance issues with the parent/guardian.

ZCSD's Supervisor of School and Home Relations will provide supports in attendance areas.

Outcomes and Progress Monitoring

The Zachary Community School District will track and monitor students' attendance daily using JCampus Reporting.

- Increase daily attendance rate
- Decrease number of students who miss 15 or more school days in a school year

Key Investment: Well-Being	ESSER II	Total: \$274,080	ESSER III	Total: \$455,200
-----------------------------------	----------	------------------	-----------	------------------

How will the LEA identify students who need mental and behavioral supports?

District Social Needs Assessment Survey to all students in grades 5th – 12th

The following were the identified areas of need.

Northwestern Middle School (826)	Zachary High School (1463)	Copper Mill Elementary (802)
<ul style="list-style-type: none"> Improving Study Skills Better Management of Time Dealing with Stress Improving Test Taking Skills Reducing Test Anxiety Communication Skills Developing Self-Confidence Dealing with anger Dealing with Peer Pressure Developing Skills for resolving conflict 	<ul style="list-style-type: none"> Improving Study Skills Better Managing my time Improving Test Taking Skills Dealing with Stress Reducing Test Anxiety Communication Skills Developing Self Confidence Dealing with Anger Developing skills for resolving conflict Dealing with Sadness or Depression 	<ul style="list-style-type: none"> Improving Study Skills Dealing with Stress Improving Test Taking Skills Better Management of Time Dealing with Anger Reducing Test Anxiety Developing Self Confidence Communication Skills Coping with the death of a loved one Peer Pressure Know about more resources in the community to assist me Attend a workshop offered at school Referred for services outside of school

Identification of Students Mental/Behavioral Supports

The ZCSD will administer Aperture Education to all students (Approximately 5500) in grades PreK -12 during the first nine weeks of school. The purchase of this district-wide program will ensure that all schools will have an SEL program that meets the unique needs of our community. This system is rooted in resilience. Social and emotional learning theories measure the core SEL competencies outlined by the Collaborative for Academic, Social, and Emotional Learning (self-awareness, self-management, social awareness, relationship skills, goal-directed behavior, personal responsibility, decision making, and optimistic thinking). After completing the assessment, the program builds suggested interventions for each student. Assessments are done online and can be manipulated in various ways to group students and meet students' needs.

- Our K-8th grade educators will quickly screen all students with the DESSA-mini universal screener. They will be able to dive deeper with the DESSA assessments for students in need of further instruction. Counselors/Social Workers can identify students in need of Tier 2 and Tier 3 supports while recognizing trends in specific competency gaps across classrooms and schools.
- Our 9th – 12th-grade students will complete the DESSA-High School Edition Student Self- Report through the Aperture Student portal. Teachers, counselors, or social workers can also conduct a DESSA rating through Aperture to assess students who show an extra level of need and growth opportunity.

(For Students) Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- ☒ Mental and Behavioral Health
- ☐ Character Building
- ☐ Trauma-informed care
- ☐ Full-Service Community Schools
- ☒ Adoption/ integration of SEL curriculum
- ☒ Professional development for staff
- ☒ Other: Employ an additional Social Worker
- ☐ Other: Click or tap here to enter text.

(For Students) Describe the LEAs plan for implementing evidence-based activities.

Support for the mental health of students, families, and staff has been a top challenge throughout the 2020-2021 school year. These supports will be a priority moving forward while ensuring students are engaged and connected to their learning.

Mental and Behavioral Health

Social Worker Interns

The ZCSD will partner with local universities to offer to employ part-time social worker interns. Interns will work with SEL data, assigning tiers, and assisting with small groups.

Employ an additional Social Worker

Currently, we have certified staff to provide mental, behavioral, and social supports, including school nurses at each school, one school counselor per 2-grade levels in PreK- 8th and one counselor per cohort in grades 9-12th, two district social workers, contracted behavioral therapist and two psychologists. The ZCSD will employ an additional full-time social worker to better serve students and families in our district. Additional personnel will allow each social worker to be responsible for two schools, allowing more time to devote to students and assist with crisis management, counseling, building rapport, consultation, and providing resources to families and teachers.

Employ an additional two counselors to be placed in grades 3-8th

With over 400 students per class, Zachary has identified the need to add additional workforce to address the academic and social/emotional needs at grades 3-8, as well as providing any necessary interventions, is essential in removing barriers to learning and helping students develop skills and behaviors critical for academic achievement. The knowledge, attitudes, and skills students acquire during these years build the foundation for future success. Zachary Community Schools district currently employs a model of grade-level counseling wherein each student in grades 9th – 12th have a dedicated team member that works with their social, emotional, and academic need. As the educational landscape continues to evolve, the opportunities for students to take courses at a more advanced level permeates the middle school experience and affords career and collegial decisions to be earlier.

The addition of this staff will allow grades 3- 6 to now have 1.5 counselors and a dedicated counselor in grades 7-12.

Well-Being Workforce

Grades	School	Counselor	Social Workers	Nurse
Pre-K	ZELC	.5 Counselor	Social Worker A	1 Nurse
K	NES	.5 Counselor	Social Worker B	1 Nurse
1 st & 2 nd	RPES	1 Counselor	Social Worker B	1.5 Nurse
3 rd & 4 th	ZES	1.5 Counselors (.5 ESSER)	Social Worker C (ESSER)	1 Nurse
5 th & 6 th	CMES	1.5 Counselors (.5ESSER)	Social Worker C (ESSER)	1 Nurse
7 th & 8 th	NMS	2.0 Counselors (1 ESSER)	Social Worker A	1 Nurse
9 th - 12 th	ZHS	4.0 Counselors	Social Worker A Social Worker B	1 Nurse

Activity	Amount	Funding Source	LEA Support
PT Interns Salary and Benefits (2021-22, 2022-23)	Code 100: \$30,000 Code 200: \$8,000	ESSER III Formula	Director of Students Support Services
Social Worker Salary and Benefits (2021-22, 2022-23, 2023-24)	Code 100: \$190,000 Code 200: \$84,080	ESSER II	Director of Students Support Services
2 Counselors (2022-23 and 2023-24)	Code 100: \$240,000 Code 200: \$87,200	ESSER III Formula	Director of Students Support Services

Adoption/integration of SEL curriculum

The ZCSD will purchase Aperture Education and administer it to all K-12th grade students (Approximately 5500). It is an evidence-based program that provides a DESSA assessment and an SEL foundation that promotes assets, not deficits. It is based on CASEL standards, validated by 130 peer-reviewed studies, and designed on the same models as Response to Intervention (RTI) and Multi-Tiered System of Support (MTSS). The program includes assessment and intervention. Following assessment, educators will then use research-based strategies to engage with individuals, groups, and classrooms. Social workers, counselors, and administrators will identify trends, monitor students' progress and SEL programming. In 9-12th Grade, upon completing the DESSA, students are engaged with instant feedback on eight social, emotional competencies. Students will explore each competency to understand their specific strengths and growth opportunities. Students can then choose to improve their skills through research-based challenges of their choice. They can also set personal SMART goals to aid in their learning and growth. Optionally, the student portal can connect students to advocates like teachers, counselors, and mentors to help them achieve their goals and challenges.

Activity	Amount	Funding Source	LEA Support
Aperture Education – SEL System (2021-22, 2022-23, and 2023-24)	Code 500: \$90,000	ESSER III Formula	Director of Students Support Services Social Workers

Professional Development

Supporting the social and emotional knowledge, skill set, and well-being of our K-12 educators and staff is vital for both them and their students. EdSERT from Aperture Education provides professional development tools, self-reflective assessment, personal development plans, self-directed strategies, and teaching practices. This is a year-long professional development for staff that will provide a self-assessment and training for program implementation. Students, administration, and other school staff will develop ways to positively identify, connect, and relate to one another. This program includes eight learning modules based upon CASEL and DESS.

Activity	Amount	Funding Source	LEA Support
SEL Professional Development (2021-2022)	Included	ESSER III Formula	Director of Students Support Services Social Workers

Outcomes and Progress Monitoring

Student progress monitoring and outcomes measurement will be conducted using the aperture data. Individual, class, grade, school, and district level reporting progress will include baseline, mid-year, and end-of-year assessments. Reports arrange results by Typical, Strengths, and Need. Each of these areas is addressed for every individual in their plan. Additional resources are provided on an ongoing basis as needs change.

- DESSA results will be reviewed weekly for some students and monthly for others to determine changes in specific social and emotional skills
- Compare individual students' scores over time to determine their overall social and emotional competence and adaptations made as necessary.
- The goal is to decrease the number of students with the notation of "need" and increase their numbers to either typical or strength.

(For Educators) Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- ☒ Mental and Behavioral Health (virtual health coaches)- LDOE + Ochsner Partnership: Educator Mental Health and Well-Being
- ☒ Other: BCBSLA Monthly Wellness Newsletters
- ☒ Other: Aperture: EdSERT

ATTENDANCE & WELL-BEING 2021-2022 Total Funding Commitment \$ 729,280

Commitment: **RECOVERY AND ACCELERATION** ✓ ✓ ✓

Key Investment: Targeted Learning Support	ESSER II	\$ 0	ESSER III	\$840,904 III EB \$1,876,500 III Formula
--	----------	------	-----------	---

How will the LEA identify the disproportionate impact of COVID-19 on student groups², which include underrepresented student groups, including each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and youth in foster care? (check all that apply)

- ☒ Student demographic data, such as race or ethnicity, FRPL eligibility, or English learner status
- ☒ Student outcome data, such as assessments
- ☐ State administrative data, such as unemployment claims
- ☐ Health data, such as local Covid-19 infection rates or hospitalizations due to Covid-19
- ☐ Conversations with the community (stakeholder input)
- ☒ Student enrollment and attendance data
- ☒ Student instructional mode (virtual, hybrid, in-person)
- ☐ Student course enrollment data
- ☐ Other: Click or tap here to enter text.
- ☐ Other: Click or tap here to enter text.

How will the LEA allocate funds to students most impacted by the Covid-19 pandemic? (Please describe the formula or decision-making rubric to allocate funds across schools).

Allocation of Funds

Zachary Community School District operates a grade cluster approach. ZELC (PreK), NES (K), RPES (1st-2nd), ZES (3rd-4th), CMES (5th- 6th), NMS (7th - 8th), and ZHS (9th -12th). This approach efficiently allocates funds across all school/grade levels to address our needs assessment areas. ZCSD is prioritizing students in 4th- 8th grade who failed to achieve mastery on any statewide assessments during the 2021 school year and those that continue to be identified during the 2021-2022 school year.

The spring 2021 LEAP assessment results analysis require that 1714 students in grades 4 – 8 participate in expanded academic support programs. These students performed “Below Mastery” on the ELA, Math, Science and/or Social Studies. Students were categorized into two groups, Individual Academic Improvement Plan (686) and Academic Learning Plan-ALP (1028).

IAIP (Below BAS) Subgroup Counts		ALP (Below MAS) Subgroup Counts	
Asian	<10	Asian	12
Black or African American	502	Black or African American	594
Hispanic/Latino	10	Hispanic/Latino	18
Two or more races	23	Two or more races	31
White	145	White	373
SPED	163	SPED	43
Economically Disadvantaged	510	Economically Disadvantaged	521
Homeless	13	Homeless	12
LEP	<10		

² [ARP ESSER Fact Sheet](#)

Note: Students are classified in more than one subgroup

Funding will be provided to all schools to provide supplemental programs and resources. Additional staffing will be provided to close gaps identified in 3rd – 8th grade to address all identified subgroups adequately. Supplemental workforce will be supplied in K – 2nd grade to address students who have been identified as below grade level.

Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- ☒ High-dosage Tutoring (ELA and Math) (if tutoring takes place during summer school or before or after school programs, please use those categories)
- ☒ Literacy Interventions and Extensions
- ☒ Individual Graduation Plans (IGP)
- ☒ Administering and using high-quality assessments that are valid and reliable to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction.
- ☐ Other: Click or tap here to enter text.
- ☐ Other: Click or tap here to enter text.

Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based interventions address those disproportionate impacts?

The Zachary Community School District will utilize a multi-tiered system of supports. It will allow us to identify struggling students early and intervene quickly.

Key Elements:

- Universal screening and High-Quality Assessments for all students early in each school year
- Increasing levels of targeted support for those who are struggling
- Plans that address student's academic, behavioral, and social, and emotional needs
- Professional development so staff can provide interventions and monitor progress effectively
- Family involvement so parents can understand the interventions and give support at home.
- Frequent Monitoring of student progress to decide if more interventions
- Use of evidence-based strategies at every tier of support

Response to Intervention

ZCSD provides struggling learners with interventions at increasing levels of intensity to accelerate their rate of learning. Progress is closely monitored to assess both the learning rate and level of performance of individual students.

- Tier 1: High-Quality Classroom Instruction, Screening, and Group Interventions
- Tier 2: Targeted Interventions
- Tier 3: Intensive Interventions and Comprehensive Evaluation

	Program(s)
Kindergarten ELA Teacher Intervention (GF) ELA/Math Intervention (ESSER) Math PT Intervention (TI)	mCLASS Foundations Eureka Math Sprints ZEARN
1st and 2nd Grade 2 Teacher Interventionist (GF) 1 Teacher Interventionist (T1) 1 Para Interventionist (IDEA)	mCLASS Foundations Sonday System Eureka Math Sprints ZEARN
3rd and 4th Grade 1 Teacher Interventionist (GF) 1 Para Interventionist (IDEA)	mCLASS SONDAY System MINDPLAY Eureka Math Sprints ZEARN Moby Max
5th and 6th Grade 1.25 ELA Teacher Intervention (GF) 1.0 Math Teacher Intervention (TI)	Slosson Word List Fry Sight list Cold reads Eureka Math Sprints ZEARN
7th and 8th Grade 1 Math RTI LAB (ESSER) 1 ELA RTI LAB (GF)	MINDPLAY IXL Learning

Outcomes and Progress Monitoring

Using evidence-based programs and DIBELS benchmark and progress monitoring (3-4 weeks), there will be a decrease in the number of students moving from Tier 2 to Tier 3 and an increase in the number of students moving down to Tier 1 in grades K-2.

Through evidence-based programs and STAR pre/post-test and progressing monitor, there will be a decrease in the number of students needing Tier 3 and increase the number of students moving down the Tiers to Level 1 in grades 3-8.

Activity	Amount	Source	Support
K Interventionist	Code 100: \$64,000 Code 200: \$23,214	ESSER III EB Interventions	Director of Student Support Services
1 Math RTI Lab (ESSER)	Code 100: \$120,000 Code 200: \$33,600	ESSER III EB Interventions	Director of HR

Highly Skilled Classroom Teachers

"Highly skilled classroom teachers are the foundation of high-quality core instruction. No strategy, program, or curriculum can be effective without highly skilled classroom teachers." The Zachary Community School District will supplement all teachers who earn a VAM of 3 or higher on Spring 2022 and Spring 2023 released data.

Activity	Amount	Source	Support
VAM Stipends (Spring 2022, Spring 2023)	Code 100: \$200,000 Code 200: \$56,000	ESSER III Formula	Director of HR HR Specialist

Outcomes and Progress Monitoring

ZCSD will review annual data comparing the percent of teachers scoring three or higher VAM using state CIS reporting.

- This data will showcase subgroup metrics and overall performance.
- Increase in teachers scoring three (3) or higher on VAM

Simultaneous instruction in grades 5-12th Grade

Zachary Community School District's 5th – 12th-grade educators are tasked with teaching students in the classroom and those learning remotely at the same time due to COVID-19. These educators will be provided additional compensation.

Outcomes and Progress Monitoring

ZCSD will review course failures rates monthly.

- Decrease in course failures from the prior year.

Activity	Amount	Source	Support
Simultaneous Instruction Annual Stipends and Benefits 2021-2022	Code 100: \$220,000 Code 200: \$61,600	ESSER III Formula	Director of HR

High-dosage K- 6th Grade In-School Tutoring

In-school tutoring will reduce barriers for students by actively making tutoring a core part of students' educational experience. Tutoring is most effective when delivered in high doses through tutoring programs with three or more sessions per week or intensive, week-long, small-group programs taught by talented teachers. Additional staff will be provided in K-6th grade schools to assist in delivering in-school tutoring to identified students. Tutoring is one of the most effective ways to increase achievement for students from lower-income families. Reading-focused tutoring interventions for kindergarten and first graders will have a significant effect on literacy development. Students likely learn more when their tutoring sessions complement and are responsive to their classroom grade-level instruction. Tutors will provide remediation, and address missed concepts and skills critical to accessing the upcoming content. The use of highly qualified/certified tutors will allow the ability to build foundational skills while making connections to the content students learn in class. Students' selection will be data-focused, academic need-based, and curriculum-driven.

ZCSD will implement tutoring opportunities wherein individual student metrics will be established, compiled, and shared at various school levels to best increase targeted approaches and align any insight gained from smaller settings across the breadth of the larger educational atmosphere.

Activity	Amount	Source	Support
In-School Tutoring K– 6 th Grade Expansion of In-School Programs (2021-2022 and 2022-2023)	Code 100: \$140,000 Code 200: \$39,200	ESSER III EB Interventions	Director of Federal Programs
K TUTORS (2 PT ESSER)			Director of HR
1 ST & 2 ND 3 PT INTERVENTIONIST (T1) 1 PT TUTOR ACCELERATION (ESSER)			
3 RD & 4 TH PARA (GF)- ACCELERATION 2 TEACHER TUTOR ACCELERATION- ESSER TUTOR-ACCELERATION -ESSER			

Outcomes and Progress Monitoring

Kindergarten- 2nd Grade

Using evidence-based programs and DIBELS benchmark and progress monitoring (3-4 weeks), there will be a decrease in the number of students moving from Tier 2 to Tier 3 and an increase in the number of students moving down to Tier 1 in grades K-2.

3rd- 6th Grade

- Use of iReady Growth Monitoring and Standards Mastery Reports
- Use of Eureka Math Equip/Affirm

Additional Teachers K-8

Additional Teachers will be hired to expand transitional services provided in grades 3-8th.

ZCSD will utilize a targeted approach in the aforementioned area to focus concentrated skills sets to students who illustrate deficiencies.

3 rd and 4 th ELA Lab Math Lab	ZCSD will add two labs. Students are assigned according to their LEAP test scores. They will use the iReady books and iReady computer program. iReady assessment will be given after the lessons.
5 th and 6 th ELA Lab Math Lab	ZCSD will add two labs. Students are assigned according to their LEAP test scores. They will use the iReady books and iReady computer program. iReady assessment will be given after the lessons.
7 th and 8 th 1 Math Labs	ZCSD will add one math lab. Students are assigned according to their LEAP test scores. They will use the iReady books and iReady computer program. iReady assessment will be given after the lessons.

Activity	Amount	Source	Support
1 ELA and 1 Math Lab Teacher (3 rd -4 th Grade)	Code 100: \$330,000 Code 200: \$92,400	ESSER III Formula	Director of HR
1 ELA and 1 Math Lab Teacher (5 th - 6 th Grade)	Code 100: \$360,000 Code 200: \$100,800	ESSER III Formula	Director of HR
1 Math Lab Teachers (7 th - 8 th Grade)	Code 100: \$120,000 Code 200: \$33,600	ESSER III EB Interventions	Director of HR

Outcomes and Progress Monitoring

Data points will be collected and analyzed from programs being utilized and will serve as an ongoing check/balance for the efficacy of each activity.

- Increase the number of students meeting their growth to mastery target
- Decrease the number of students needing Accelerated learning plans

Literacy Interventions and Extensions

Provide RAZ Kids for grades K-2. Raz-Kids' self-paced assignments deliver appropriately leveled books and quizzes for kids to read. Students automatically progress to the next level upon successful completion of an assigned level. The Raz Kids A-Z eLearning environment provides a personal library for every student and includes built-in incentives and awards that keep them motivated and engaged day-to-day. This purchase helps to keep books in the hands of students during remote and hybrid instruction and when students are quarantined.

Activity	Amount	Source	Support
Reading/Learning A to Z K- 2 nd Grade	Code 300: \$26,100	ESSER III Formula	Supervisor of ELA

Expand Foundations Literacy Program for Grades 1 and 2

Wilson brings more than a decade of systematic and explicit instruction to the K-3 classroom as a recognized leader in multisensory, structured language programs. Wilson Foundations provides research-based materials and strategies essential to a comprehensive reading, spelling, and handwriting program based on the Wilson Reading System principles. Students in grades K-3 will receive a systematic program in critical foundational skills, emphasizing:

- Phonemic awareness
- Phonics/ word study
- High-frequency word study
- Reading fluency
- Vocabulary
- Comprehension strategies
- Handwriting
- Spelling

Activity	Amount	Source	Support
Literacy Program 1 st and 2 nd Grade Foundations	Code 600: \$74,073	ESSER III EB Interventions	Supervisor of ELA

Outcomes and Progress Monitoring

The DIBELS (Dynamic Indicators of Basic Early Literacy Skills) will assess the literacy skills of K-2 students. Data will be used to review phonological awareness, alphabetic principle, and fluency with connected text. The DIBELS benchmark assessments will be administered at the school year's beginning, middle, and end. In addition, DIBELS will be administered for progress monitoring purposes between benchmark assessments. Progress monitoring will be used to determine growth toward reading goals. Student data will be reviewed by class and by grade on an ongoing basis. mClass is a supplement to DIBELS. It provides a systematic approach for monitoring and tracking student progress. It identifies student literacy skills and sets instructional targets for teachers. This product streamlines the lesson design process, enabling teachers to put students at the center of their work.

Using a high-quality curriculum in addition to high-quality assessment products will increase the percent of students at or above the benchmark.

Use of High-Quality Assessments

ZCSD understands that frequent assessment of learning allows teachers and tutors to personalize instruction based on individual students' needs. We utilize a comprehensive assessment system throughout the school year, including diagnostic, interim, and formative assessments.

After conducting a student assessment inventory, the ZCSD will utilize Eureka Equip, an adaptive digital diagnostic tool designed to identify learning gaps and address them through direct instructional videos and fluency practice in grades 4 – 6th. Eureka Math Equip's pre-module assessments will provide our educators with a snapshot of a student's essential foundational knowledge needed in upcoming lessons and help our educators to address loss learning.

ZCSD will also utilize Eureka Affirm, a digital mid- and end-of-module assessment and practice tool that equips educators with a robust database of formative items and analytics tools that help track student progress and identify areas of need in grades 4- 6th.

The Ready Assessment Solution will be used in our targeted learning programs. Robust formative and summative assessment tools closely match the rigor and expectations of the LEAP. They include lessons, mid-and end-of-unit assessments, and performance tasks at the end of each unit.

Activity	Amount	Source	Support
Great Minds Eureka Equip and Affirm 4 th – 6 th	Code 300: \$54,000	ESSER III Formula Assessments	Supervisor of Accountability, Assessment, and Mathematics
Louisiana ELA and Math Student Assessments Books Grades 3-8 (2021-2022)	Code 600: \$90,000	ESSER III EB Interventions	Supervisor of Accountability, Assessment, and Mathematics

Outcomes and Progress Monitoring

ZCSD will utilize the data from the aforementioned programs to reflect and adjust teaching practices and intervention strategies to meet learners where they are regarding a specific strand or element. School-level personnel will regularly meet to analyze and interpret these leading indices to help foster growth in a large- and small-scale opportunity. Data from these formative assessment systems will be used for ongoing monitoring of student mastery of grade-level standards.

- Increase the number of students who achieve mastery of grade-level standards
- Decrease the number of students with grade-level learning gaps related to unfinished learning

High-Quality Curriculum and Supplemental Resources

Zachary Schools are utilizing high-quality curriculum materials, training, and supplemental resources to deliver effective instruction daily.

i-Ready learning's instructional resources help educators accelerate growth and grade-level learning. The Zachary Community School District will utilize iReady to supplement daily instruction during in-school Tutoring, math and ELA labs, after-school Tutoring, and summer school programs.

i-Ready Personalized Instruction

- Online lessons that motivate students on their paths to proficiency and growth. Driven by insights from the i-Ready Diagnostic, i-Ready's online K–8 lessons in Reading and Mathematics provide tailored instruction that meets students where they are and encourages them to develop new skills.

Ready Mathematics and Ready Reading

- Students will be challenged by rigorous yet reachable instruction in the classroom. Ready was designed to give students of all levels engaging instruction. This researched-based program will provide our educators with the guidance and tools they need to help meet the needs of all learners.

Activity	Amount	Sources	Support
Ready Louisiana ELA Student Instruction Books Grades 3 & 4	Code 600: \$90,000 (Repeat)	ESSER III EB Interventions	Supervisor of Accountability, Assessment, and Mathematics
Ready Louisiana ELA and Math Grades 5 and 6	Code 600: \$150,000	ESSER III Formula	Supervisor of ELA
Ready Louisiana ELA and Math Grades 7 and 8			
iReady ELA and Math Grades 3 & 4	Code 500: \$88,217	ESSER III EB Interventions	Supervisor of Accountability, Assessment, and Mathematics
iReady ELA and Math Grades 5 & 6	Code 500 \$150,000	ESSER III Formula	Supervisor of ELA
iReady ELA and Math Grades 7 & 8			
Materials and Supplies K-12 th	Code 600: \$50,000	ESSER III Formula	Supervisor of Accountability, Assessment, and Mathematics Supervisor of ELA

Outcomes and Progress Monitoring

Growth Monitoring is part of the i-Ready Diagnostic & Instruction suite. It is designed to be used jointly with i-Ready Diagnostic to monitor progress throughout the year and determine whether students are on track for appropriate growth. The reports show whether students are on track for their target growth by projecting where their ability level will likely be at the end of the school year and comparing the projected growth-to-growth targets. These leading indices allow for individualized adjustments for both the student's learning style and the teacher's mode of instruction.

Individual Graduation Plan

By the end of the eighth grade, every student (with the assistance of his parent or other legal custodian and school guidance personnel, Counselor) or IEP team (when applicable) begins to develop an Individual Graduation Plan (IGP). The IGP guides the next academic year's coursework, assisting students in exploring educational and career possibilities and making appropriate secondary and post-secondary education decisions as part of an overall career/post-secondary plan. The Zachary Community School District employs a counselor assigned to each cohort of students beginning in the 9th Grade.

The Supervisor of High School will provide supports and services with IGPs.

Outcomes and Progress Monitoring

Each student will leave 8th grade with an actionable IGP plan that will be annually reviewed by a dedicated grade level counselor and metrics (act score, gpa, etc...) will be reviewed as they arise to assure each IGP meets the need of the individual student's graduation track.

How will the LEA provide expanded support for students who did not score mastery or above on the statewide assessment? (all areas outlined in [Act 294](#) should be addressed)

The Zachary Community School District will provide Individual Assistant Improvement and Accelerated Learning Plan following state law and guidelines.

Individual Assistance Improvement Plan as Identified by 4th Grade Assessment

Students who score below "Basic" in at least two core subjects (ELA, Math, Science, and social studies) at the end of Grade 4 will be placed on an individual academic improvement plan.

The plan will:

- Address each core subject in which the student scored below "Basic."
- Include at least two approved intervention options per core subject, including possible participation in summer school as an intervention if chosen by the student and parent
- Continue until the student achieves "Basic" in the core subjects that led to the development of the plan
Students placed on an individual academic improvement plan at the end of Grade 4 will continue to receive intervention supports until the student achieves "Basic" in the same core subjects that led to the development of their individual academic improvement plan.

Accelerated Learning Plan (2021-2022 and 2022-2023)

Any 4th – 8th who failed to achieve mastery on any statewide assessment administered during 2021 and 2022 will provide expanded academic support:

Students identified in need of expanded academic support will be provided one of the following options

1. Accelerated instruction
2. Prioritized placement in a class taught by a teacher labeled as "highly effective."

Students will be provided Accelerated instruction in the subject matter areas in which the student has failed to perform satisfactorily.

The Supervisor of Student Support Services will provide supports and services.

Activity	Amount	Sources	Support
Stipends for Plan Completion	Code 100: \$20,000 Code 200: \$5,600	ESSER III Formula	Director of Student Support Services Supervisor of Secondary schools

Key Investment: Before and After School Programs	ESSER II	\$ 0	ESSER III	\$ 128,000 III- EB \$ 96,000 III- Formula
---	----------	------	-----------	--

Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- ☐ Partner with organizations to provide before and/or after school programs
☐ Partner with vendors to specifically provide tutoring before and/or after school
☒ Develop and implement an LEA direct run before/ after school program staffed by LEA educators
☐ Other: Click or tap here to enter text.
☐ Other: Click or tap here to enter text.

Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address disproportionate impacts?

High School After School Tutoring

Zachary High School will offer after-school school-wide Tutoring on Monday-Thursdays for 1 hour. Teachers will address student data deficiencies, unfinished learning, and individualized learning modal. Materials will be aligned to each subject's adopted high-quality curriculum.

Activity	Amount	Sources	Support
High School After School Tutoring (2021-2022 and 2022-2023)	Code 100: \$100,000 Code 200: \$28,000	ESSER III EB Interventions	Supervisor of Secondary Schools

After School Tutoring for 7th and 8th Grade Students

Northwestern Middle School will offer after-school wide Tutoring two times a week.

Outcomes and Progress Monitoring

The purpose of the tutoring program is to decrease the failure rate and to improve the weekly assessments. Students will be monitored by grades

- JPAMS Failure Rate reports by course will be reviewed each grading period.
- Decrease the percent of students failing courses

After-School tutoring is offered to those students that score high Basic on the LEAP 2025 assessment. These students attend two (2) times per week after school. Instruction is presented in a more rigorous way to promote student growth. Students are instructed using the extensions of their Tier 1 curriculum.

After School Tutoring for 3rd and 4th Grade Students

ZES will offer after-school tutoring for 4th-grade students who scored Basic on the Spring 2021 LEAP Assessment in ELA or Math. Third-grade students could also be invited based on teacher recommendations.

After School Tutoring for 5th and 6th Grade Students

After School tutoring – bubble students in the areas of ELA and Math
1.25 hours, October to April (35 days total/43.75 total hours per teacher)

Activity	Amount	Sources	Support
After School Tutoring 3 rd - 8 th Grade	Code 100: \$75,000 Code 200: \$21,000	ESSER III Formula	Director of HR Supervisor of Operations

Outcomes and Progress Monitoring

- Student/Teacher progress logs will be maintained to capture skill progression.
- Review of performance on common assessments (These are curriculum published assessments that are on grade level and measure the mastery of on grade-level standards. These are from extensions of Tier 1 curriculum.)
- iReady assessments – Students are monitored with grade-level LEAP-like assessments.

Key Investment: Summer Learning Programs	ESSER II	\$ 0	ESSER III	\$68,205 III EB \$568,992 III Formula
---	----------	------	-----------	--

Which evidence-based activities will the LEA invest in using ESSER II & III funds? *(check all that apply)*

☐ Vendor-provided summer learning programs
☐ Partner with organizations to provide summer learning programs
☐ Partner with vendors to specifically provide tutoring during summer programming
☒ **Develop LEA direct-run summer learning program, staffed by LEA educators**
☒ Other: Summer on the Go
☐ Other: Click or tap here to enter text.

Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address disproportionate impacts?

Summer Learning Program
K-6th Grade In-Person Program
 The Zachary Community School District will provide students with additional opportunities for learning and growing during the summer months by decreasing learning gaps and providing instruction to address areas of unfinished learning. Zachary Educators will staff this direct-run summer learning program while providing students with a safe and positive environment. The program will help prevent summer loss through acceleration, maintenance, or extension of academic skills and ancillary activities and interests that develop the whole child.

Based on academic data, the incoming kindergarten - 6th grades students will be invited to participate in the summer learning program. Academics will include ELA and math tutoring and opportunities for students to engage with all core content areas. Other components of the day will consist of opportunities for students to engage and experience enrichment activities, including but not limited to Arts, Physical Education, STEM, Computer Skills, Creative Writing, and Wellbeing.

Summer on the Go
 To assist all students in Prek- 8th Grade, we will also provide "Summer on the Go" Copies of Materials for Summer on the Go to address unfinished learning and close learning gaps at all level Materials and Supplies including books, math manipulatives, and Handwriting

Activity	Amount	Sources	Support
Copies for Summer on the Go	Code 500: \$10,000 Code 600: \$24,925	ESSER III EB Interventions	Supervisor of Federal Programs Supervisor of Accountability, Assessment, and Mathematics
Summer School Prek to K	Code 100: \$26,000 Code 200: \$7,280	ESSER III EB Interventions	Supervisor of Federal Programs Supervisor of Accountability, Assessment, and Mathematics

Outcomes and Progress Monitoring
 Pre and Post Assessment/Test

- Student growth is measured using a pre- and post-assessment on content-specific standards
- Decrease the number of students with grade-level learning gaps

9th -12th Grade Credit Recovery

ZCSD will provide students the ability to earn credits for failed or incomplete courses, enabling students to complete the work and master concepts not yet mastered.

Activity	Amount	Sources	Support
Summer School K-8th Grade	Code 100: \$350,000	ESSER III Formula	Supervisor of Federal Programs
Summer School Credit Recovery Salaries	Code 200: \$98,000		Supervisor of Accountability, Assessment, and Mathematics
Transportation	Code 500: \$56,992		Supervisor of Secondary Schools

Outcomes and Progress Monitoring

ZCSD will monitor students enrolled in credit recovery courses by reviewing leading grades each six weeks and keeping a record of what students earned a grade of C or better.

Extended School Year Services

ZCSD will extend the opportunity for a summer school program to other students with disabilities, k-12, who would not meet the state eligibility criteria for ESY, yet need academic recovery.

Activity	Amount	Sources	Support
Expand Extended School Year Services (ESYS)	Code 100: \$50,000 Code 200: \$14,000	ESSER III Formula	Director of Student Support Services

Outcomes and Progress Monitoring

In conjunction with the student's IEP, pre/post-tests, using STAR assessments, of a student's standards-based skills will be used to determine summer objectives and growth made in the summer program, which helps in their academic recovery.

Key Investment: Extended Instructional Time	ESSER II	\$ 0	ESSER III	\$51,200 (III Formula)
--	----------	------	-----------	------------------------

Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- ☐ Extended school day (if implementing before/ after school programs separate from the school day, please use that category)
- ☐ Extended school week
- ☐ Extended school year
- ☒ Other: Click or tap here to enter text.
- ☒ Other: Saturday School Tutoring - CMES

Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address those disproportionate impacts?

Saturday School Tutoring for 5th and 6th Grade Students

Saturday School Tutoring is offered to students that score Approaching Basic on the LEAP 2025 state assessment. These students attend on Saturdays. Students use the Ready curriculum to reinforce on-grade level standards. Teachers progress monitor using the methods below. Begin October 16 - April 9 (19 Saturdays total/66.5 hours total per teacher)

Activity	Amount	Sources	Support
Saturday School Salaries and Benefits	Code 100: \$40,000 Code 200: \$11,200	ESSER III Formula	Director of HR Supervisor of Operations

Outcomes and Progress Monitoring

Star Assessment - Star Reading Assessment – computer-based program. Measures instructional reading and math grade level. A report is printed to show which standards the student is performing below grade level. Students are given this same assessment at the end of Saturday School to show growth in those standards.

iReady assessments – Students are monitored with grade-level LEAP-like assessments.

Key Investment: Individual Student Plans for Success	ESSER II	\$ 0	ESSER III	\$154,000 (III Formula)
---	----------	------	-----------	-------------------------

Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- ☒ Individual Graduation Plan (IGP)
☐ IGP Planning Partner
☐ Other: Click or tap here to enter text.
☐ Other: Click or tap here to enter text.

Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address disproportionate impacts?

Individual Graduation Plan

By the end of the eighth grade, every student (with the assistance of his parent or other legal custodian and school guidance personnel, Counselor) or IEP team (when applicable) shall begin to develop an Individual Graduation Plan (IGP). An IGP guides the next academic year's coursework, assisting students in exploring educational and career possibilities and making appropriate secondary and post-secondary education decisions as part of an overall career/post-secondary plan.

Zachary Community Schools district currently employs a model of grade-level counseling wherein each student in grades 9th – 12th have a dedicated team member that works with their social, emotional, and academic need. As the educational landscape continues to evolve, the opportunities for students to take courses at a more advanced level permeates the middle school experience and affords career and collegial decisions to be earlier. A dedicated counselor in grades 7-12 will allow personalized attention for each student as we begin their Individual Graduation Plan and adjust their course sequence to align with their respective ambition, propensity, and acumen.

Activity	Amount	Sources	Support
Additional Middle School Counselor	Included above in Wellness	ESSER III Formula	Supervisor of Secondary Schools

ACT

Zachary Community School District promotes ACT readiness and achievement through multiple preparations and testing opportunities. Dedicated grade counselors meet with students to review their scores and provide guidance on improvement opportunities that align with their given career and academic goals. We seek to further prepare our student base by expanding training options to best fit the modality of testing adopted by ACT.

Dual Enrollment

Zachary High School partners with leading state colleges and universities to offer students the opportunity to obtain collegial credits. Expanding these opportunities to students of all interests and backgrounds is critical to ensuring their pathway to prosperity. The Louisiana Department of Education's Fast Forward opportunity allows students to earn a universal transfer degree or technical associate degree from a post-secondary campus while dually earning a TOPS University Diploma. The curriculum for the transfer associate degrees is consistent at all LCTCS campuses and allows students to seamlessly transfer to a four-year institution upon earning the degree. Students will spend grades 9 and 10 primarily focused on required diploma coursework, with dual enrollment opportunities being offered where applicable. During grades 11 and 12, dual enrollment courses are broadened, and students are afforded an array of post-secondary campus, or a Board of Regents approved satellite campus opportunities earning the equivalent dual enrollment courses required to earn a TOPS University Diploma and/or a technical associate degree.

Career and Technical Education

Zachary Community School District offers a myriad of career and technical education courses which allow students to earn portable work-ready credentials. Expanding opportunity amongst the breadth of career industries is vital to ensure our students are 21st-century skill-ready. Utilizing the Louisiana State Department's Fast Forward Jump Start 2.0 pathway guidance, we aim to offer a vast array of careers or post-secondary pathways students may enter after earning a technical associate degree on a post-secondary campus or Board of Regents approved satellite campus and dually earning a Jump Start TOPS Tech Career Diploma. This continual evolution within CTE will advance students in fields that promote STEM, Industrial, Digital Media, and Agriculture across a multitude of occupations.

Activity	Amount	Sources	Support
<u>ACT Prep Self-Paced Online Course</u> All Students	Code 300: \$39,600	ESSER III Formula	Supervisor of Secondary Schools
<u>Louisiana Pre-ACT</u> 2021-2022 Freshman (450) 2022-2023 Freshman (450)	Code 300: \$14,400	ESSER III Formula	Supervisor of Accountability, Assessment, and Mathematics
<u>CTE Expanded</u>	Code 600: \$50,000	ESSER III Formula	
<u>Dual Enrollment</u>	Code 300: \$50,000	ESSER III Formula	

Outcomes and Progress Monitoring

Zachary Community School District will utilize IGP information for each student starting in 8th grade and culminating in a student's senior year. Zachary High school has a dedicated counselor at each grade level who routinely meet with each student to assure their current progress meets their respective career/collegial goal. Areas that are continually communicated around include:

ACT: Students can engage in multiple ACT prep and test opportunities. Each advancement showcases an area where improvement can be furthered. These data points are reviewed with each student by their respective Counselor, and high school personnel on varying levels share needed information to foster achievement within any deficiency. ZCSD utilizes data points from ACT preparation courses and past ACT performances (along with state test scores) to govern conversations around advancement.

CTE: Students are exposed in 8th grade to career awareness material that affords interest and opportunity availability within ZHS pathways. Counselors meet with students to discuss high-level credentials, occupational forecasts, and STEM engagement on a routine basis to assure graduation, occupation, and goal orientation are satiated. ZCSD will annually monitor students' obtainment of high demand/ high wage credentials (IBC's) that ready workforce ready ability.

Dual Enrollment: Zachary High School offers on and off-campus DE opportunities at multiple universities. Students meet with their Counselor at a high frequency to discuss specific class offerings, grade risks/advancements, and collegial alignment based on their interests. ZCSD aims to provide opportunities across all grade levels to offer the

student the opportunity to earn collegial credit and enable the possibility of associate degree obtainment. ZCSD will delve into the number of students earning dual enrollment credit in the current semester/year with a C or higher, compared to the number of students who earned DE credit in the prior year. Additionally, ZCSD will monitor the number and types of DE courses offered from year to year to assure relevant expansion is ongoing.

RECOVERY AND ACCELERATION	2021-2022 Total Funding Commitment	\$ \$2,746,692 III Formula \$1,034,109 III EB
---------------------------	---------------------------------------	--

Commitment: **PROFESSIONAL LEARNING & DEVELOPMENT** ✓ ✓ ✓

Key Investment: **School Improvement Best Practices**

ESSER II

\$ 0

ESSER
III

\$340,805 III
Formula

Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- ☒ Instructional Leadership Teams (ILT)
- ☒ Teacher Collaboration (Common Planning/PLC/ Cluster)
- ☒ Other: Summer PD Summit
- ☐ Other: Click or tap here to enter text.

Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address the disproportionate impact of COVID-19 on subgroups of students?

Instructional Leadership Teams

All ZCSD schools will implement Instructional Leadership Teams (ILT) to help each school improve its teaching and learning through increased collaboration and distributive leadership. These teams will play an essential role in ensuring that our schools provide high-quality instruction that ensures all students meet learning standards.

Teams will include school leaders, content leaders, professional school counselors, Data Leader and Technology Leader.

Teacher Collaboration

Each school will have a schedule that includes common planning time, overserving teachers, and coaching.

School is utilizing high-quality curriculum materials, training, and supplemental resources to deliver effective instruction daily.

Activity	Amount	Sources	Support
ILT Stipends	Code 100: \$112,000 Code 200: \$39,000	ESSER III Formula	Director of HR
Teacher Collaboration – After Hours 3 rd and 4 th Grade	Code 100: \$25,000 Code 200: \$7000	ESSER III Formula	Director of HR

Outcomes and Progress Monitoring

Schools will submit agendas and sign-in sheets for instructional leadership teams and teacher collaboration.

Mentor Teacher

Once registered, you will be able to complete the required modules at your own pace. The assessment series required for final certification is not included with the purchase of this course. You will need to purchase your assessment directly through Bloomboard. We will provide links to Bloomboard for your convenience.

Upon completion of all nine(9) modules of this Mentor Training series, A+PEL will provide proof of completion documentation required for final mentor teacher certification.

Activity	Amount	Sources	Support
Content Leader Trainings for 3-8 th Grade Schools APEL	Code 300: \$15,000	ESSER III Formula	Director of Human Resources

Outcomes and Progress Monitoring

Increase in the number of Mentor teachers at each school

Professional Development

District Summer Professional Development Summit- July 2022

- Professional development to school staff on data-driven decision making, intensive instruction, accelerated intervention instructional models, High-Quality Curriculum, Foundation Skills, Technology, and Literacy Across Content Areas

Aspiring Leader Development

New Teacher Induction

All schools will be provided a per new teacher allocation to pay teachers for one additional day before the start of school.

Activity	Amount	Sources	Support
Summer PD Stipends Summer 2021	Code 100: \$50,000 Code 200: \$14,000	ESSER III Formula	Academic Team
New Teacher Induction	Code 100: \$10,000 Code 200: \$2,800	ESSER III Formula	Director of Human Resources
Teacher Leader	Code 500: \$40,000	ESSER III Formula	Director of Human Resources
Aspiring Leader Development	Code 300: \$26,005	ESSER III Formula	Director of Human Resources

Outcomes and Progress Monitoring

Teachers will receive ongoing support and learning opportunities throughout the school. Check-ins of varying modals {surveys, roundtable, frequency check-in} will be conducted throughout the school year, and metrics will be collected to showcase where specific aid, intervention, or training will be needed.

Key Investment: Literacy Professional Development	ESSER II	\$ 0	ESSER III	\$ 187,000 III Formula
--	----------	------	-----------	------------------------

Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- ☒ Literacy Content Leaders
☐ Literacy Coaches
☒ Other: K-3 Literacy Training
☐ Other: Click or tap here to enter text.

Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address those disproportionate impacts?

K-3 Literacy Training

The Zachary Community School District has partnered with A+PEL to provide all K-3 teachers and administrators a Literacy Foundation Training based on the Science of Reading and approved by LDOE. This training will be provided to support teachers in the literacy development of our students. In this 55-hour training, teachers will be introduced to decoding and phonics, language comprehension and mastery fluency, interventions and assessments, and instructional shifts. All core K-3 teachers will be included: social studies, ELA, science, and math. Upon completion of the training, all teachers will receive a certification.

Activity	Amount	Sources	Support
APEL Training Cost K-3	To be covered by other grant	Louisiana's Ready to Achieve \$39,900	Supervisor of ELA
Teacher Stipends K-3 (2022-2023)	Code 100: \$50,000 Code 200: \$14,000	ESSER III Formula	Supervisor of ELA

Foundations is currently utilized in grades K-2 to support instruction that will improve student outcomes in the foundational skills. With the implementation of these supplemental resources, 1st and 2nd Grade will attend a one-day launch workshop and selected teacher leaders will attend a year-long implementation support component. Utilization of the Foundations program and the training of teachers will increase the percent of students reading on grade level.

Activity	Amount	Sources	Support
Foundations Training	Code 300: \$15,000	ESSER III Formula	Supervisor of ELA

Other literacy training

The A+PEL process includes observations, training, coaching that is classroom-based and supports teachers in collaborative planning time such as PLCs. This support will be structured so that it can be completed during the school day without substitute teachers. It can also take place during the summer. Support will be provided, but instructional time will not be lost. Teacher training will decrease the number of students referred to intervention.

The A+PEL training is based on the Simple View of Reading as a means of helping educators determine which materials and instructional methods contribute to either phonics/decoding or language comprehension. Their initial focus helps educators rid themselves of wasteful and ineffective practices. Targeted methods of instruction are introduced. For example, language comprehension is addressed through both indirect and direct vocabulary. The challenges of teaching struggling readers are addressed. By supporting teachers in framing struggling readers as having skill deficiencies within a Science of Literacy paradigm, they learn to target students' needs through appropriate instruction and intervention. Using Scarborough's Reading Rope, the Science of Literacy goes beyond the Simple View of Reading into language comprehension and word recognition components, giving teachers a myriad of instructional capabilities aligned with the Science of Literacy.

The goals of literacy are as follows:

1. Every teacher uses a high-quality curriculum to teach students the foundations of reading and language literacy.
2. Every school system implements a comprehensive literacy assessment plan that includes different assessment tools used for different purposes during the school year.
3. Every teacher uses literacy assessment data to monitor students' progress and inform instruction.
4. Students who need intensive intervention are provided research-based literacy interventions.
5. Every school has a culture where all teachers are responsible for and equipped to deliver literacy instruction.
6. Every teacher uses evidence-based practices to meet the literacy needs of all students.
7. Every educator preparation program emphasizes evidence-based literacy practices.

A+PEL will provide 90 days of instructional support to three schools inclusive of grades 4-8. The observation and coaching cycle will focus on ELA and social studies. Included also are group training (PLCs) and in-class coaching. Specific coaching cycle topics and themes will be determined based on initial observations.

Activity	Amount	Sources	Support
A+PEL Training Cost 4-8 th	Code 300: \$108,000	ESSER III	Supervisor of ELA

Outcomes and Progress Monitoring

K-3 Literacy Training- % of K-3 teachers who have completed the Science of Reading training as required by LDOE by the beginning of the school year, December 2022, and May 2023, as evidenced by training certificates received. The percentage of students performing at or above mastery in the classes of teachers who complete the 4-8 A+PEL Mentoring/Coaching in Literacy training will increase.

PROFESSIONAL LEARNING & DEVELOPMENT 2021-2022 Total Funding Commitment	\$ 203,005
---	-------------------

EARLY CHILDHOOD EDUCATION ✓

Early Childhood Program Expansion

ESSER II

\$ 0

ESSER III

\$ 0

Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- ☐ Ready Start Networks
- ☐ Fund Pre-K seats
- ☐ Other: Click or tap here to enter text.
- ☐ Other: Click or tap here to enter text.

Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address those disproportionate impacts?

The Zachary Community Network has available Pre-K seats.

Early Childhood Program Enhancement

ESSER II

\$ 0

ESSER III

\$10,256

Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- ☐ CLASS Certification
- ☐ Professional Development from High-Quality Instructional Materials Vendor Guide
- ☒ Other: Foundations Skills Program Resources
- ☒ Other: Professional Development on Foundations Program

Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address those disproportionate impacts?

Dibels evidence from students entering kindergarten demonstrates that Pre-K students are not prepared for kindergarten. (Insert data from needs assessment) A supplemental program designed to introduce foundational skills to Pre-K students will provide them with the skills needed to transition to kindergarten. The Foundations program supports the Head Start Early Learning Outcomes Framework (2015), which expects that a preschool child "recognizes and names at least half of the letters of the alphabet" and "produces the sounds of many recognized letters." Also, this will facilitate a smooth transition as Foundations is currently being used in kindergarten.

Wilson Language Foundations PreK Activity Kit

Currently utilizing foundations in K-2 and will expand the use to PreK as a supplement. The Zachary Community School District will purchase Pre-K Activity Sets for each PreK teacher. Foundations' research-based approach and extensive program materials allow teachers to present a carefully structured reading and spelling curriculum using multisensory techniques. Foundations thoroughly teach the foundational skills and significantly support reading, writing, speaking, and language standards found in states' rigorous college-and career-ready standards. The program addresses all five areas of reading instruction with an emphasis on systematic phonics and word structure.

Activity	Amount	Source	Support
Foundations Pre-K Activity Set	Code 600: \$5,756	ESSER III Formula	Supervisor of ELA

Professional Development

Professional development will support teachers as they implement the Foundations program. Child-care providers will be invited to attend professional development.

The Foundations Pre-K Workshop provides the practice and guidance needed to effectively begin teaching the Foundations Pre-K Activity Set in a Tier 1 setting.

Course Objectives

Upon completion of the course, participants are able to:

- Briefly review reading research and how it has informed reading instruction;
- Understand how the Foundations Pre-K Activity Set supports essential components of reading instruction;
- Determine the activities and implementation schedule for the Foundations Pre-K Activity Set;
- Learn and practice the procedures for the activities; and
- Become familiar with the teacher and student materials.

Activity	Amount	Source	Support
Foundations PreK PD	Code 300: \$4,500	ESSER III Formula	Supervisor of ELA

Outcomes and Progress Monitoring

Student scores at the beginning of kindergarten will demonstrate an increase in the percentage of students at or above benchmark.

EARLY CHILDHOOD EDUCATION 2021-2022 Total Funding Commitment \$ 10,256

SCHOOL SAFETY & OPERATIONS ✓

Safe School Reopening	ESSER II	\$1,154,407	ESSER III	\$50,000
-----------------------	----------	-------------	-----------	----------

Provide the URL to the following LEA documents:

School Reopening Plan for In-Person Learning	https://zacharyschools.org/departments/academics/student-support-services/inspire-to-achieve/
COVID-19 Vaccination policies for staff and students	https://zacharyschools.org/departments/academics/student-support-services/inspire-to-achieve/
Mask wearing policies for staff and students	https://zacharyschools.org/departments/academics/student-support-services/inspire-to-achieve/
Physical distancing, cohorts, or learning pods	https://zacharyschools.org/departments/academics/student-support-services/inspire-to-achieve/

If all information is in the main School Reopening Plan, please enter the same URL for each.

Overview

ESSER funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools in order to continuously and safely open and operate schools for in-person learning. We will continue to use hand sanitizing stations and electrostatic sprayers to help mitigate and prevent COVID 19. Zachary Community School District will continue the prevention and mitigation strategies employed in the 2020-2021 school year with support from ARP ESSER funds, including but not limited to hand sanitizer at entry points and in all classrooms, sanitizing surfaces in classrooms and high touch areas throughout the day, materials for sanitizing surfaces available to staff, use of shields and utilizing staff for monitoring attendance and quarantining students and staff with symptoms or close contact.

School Safety and Operations

Activity	Amount	Source	Support
First Student Cost for Bus Disinfecting- Daily and In Between all routes for all ZCSD bus routes	Code 400: \$186,000	ESSER II Formula	Supervisor of Operations
Contracted Cleaning during Closure	Cod 400: \$7,366	ESSER II Formula	Supervisor of Operations
Sanitization Devices	Code 600: \$44,070	ESSER II Formula	Supervisor of Operations
Sanitization Materials	Code 600: \$200,000	ESSER II Formula	Supervisor of Operations
Sanitization Sprayers	Code 600: \$29,710	ESSER II Formula	Supervisor of Operations
Prevention: Dividers, Barriers	Code 600: \$55,373	ESSER II Formula	Supervisor of Operations
Directional Arrows and Floor Clings	Code 600: \$8,733	ESSER II Formula	Supervisor of Operations
Water Fountain Protection-Bottle Fillers	Code 600: \$54,128	ESSER II Formula	Supervisor of Operations
Thermometers	Cod 600: \$14,000	ESSER II Formula	Supervisor of Operations
Face Coverings	Code 600: \$10,027	ESSER II Formula	Supervisor of Operations
Access for COVID Testing/Screening for Employees	Code 300: \$10,000	ESSER II Formula	Supervisor of Operations
Additional Temp Janitors	Code 300: \$50,000	ESSER III Formula	Supervisor of Operations

School facility repairs and improvements to reduce risk of virus transmission and exposure to environmental health hazards and to support student health needs.

Replacing roof, carpet, tile flooring, and ceiling tiles. The ceiling tiles will help contain pathogens; the tighter seal helps reduce air leaks and increase the efficiency of HVAC filtration. A more efficient system allows more air and contaminants to be exhausted out of the room and into filter capturing and cleaning the air of pathogens.

Replacing leaking roofs will help prevent mold, mildew, and other hazards and increase the efficiency of the longevity of our HVAC system.

Replacing old carpet with hard flooring allows for easier cleaning and disinfecting. The hard surfaces are also much easier to keep free of dust mites, pollen, and other allergens.

Activity	Amount	Source	Support
Ceiling Tile Replacement	Code 400: \$85,000	ESSER II Formula	Supervisor of Operations
Roof Replacements	Code 400: \$150,000	ESSER II Formula	Supervisor of Operations
Flooring replacement (replace carpet with tile or flooring that allows for better cleaning and sanitation)	Code 400: \$300,000	ESSER II Formula	Supervisor of Operations
Submitted for Pre-Approval.			

Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- ☒ Provide vaccinations to educators, other staff, and students, if eligible
- ☒ Support universal and correct wearing of masks
- ☒ Physical distancing (e.g., including use of cohorts/learning pods)
- ☒ Handwashing and respiratory etiquette
- ☒ Cleaning and maintenance of healthy facilities, including improving ventilation or HVAC systems
- ☒ Contact tracing in combination with isolation and quarantine, in collaboration with the state, local, territorial, or tribal health departments
- ☒ Diagnostic and screening testing
- ☐ Other: Click or tap here to enter text.
- ☐ Other: Click or tap here to enter text.

Continuity of Teaching & Learning

ESSER II

\$230,000

ESSER III

\$845,613

Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- ☒ Staff Training/Professional Development to support remote learning or safe reopening
- ☒ Educational technology (computers/ laptops)
- ☒ Educational technology (software/ programs)
- ☒ Mobile hotspots with paid data plans
- ☐ Internet connected devices with paid data plans
- ☐ Cost of home internet subscription
- ☐ Cost of home internet through LEA-managed wireless network
- ☐ Other: Click or tap here to enter text.
- ☐ Other: Click or tap here to enter text.

ZCSD will utilize distributed technology and learning platforms to ensure continuity of learning in the case of quarantine and/or future school closures. In the event of future school closure, the district will utilize 2020-21 guidance regarding services for students with disabilities and English learners. Meal service, in the event of future closure, will continue.

Educational Technology

ZCSD will purchase educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Hardware

Purchase devices and equipment for students and teachers, including laptops, iPads, interactive touchscreen displays, teacher surface pros. Including accessories to protect the life of electronic devices.

Activity	Amount	Source	Support
Laptops 1:1 (1300) To complete 1 to 1 at elementary schools	Code 600: \$646,113	ESSER II Formula	Supervisor of Technology
1000 PreK and K Student iPads	Additional Grant Received		
Teacher Surface Pros	Code 600: \$120,000	ESSER III Formula	Supervisor of Technology

Software Programs

Nearpod

ZCSD will utilize this program for Interactive lessons, interactive videos, gamification, and activities that assist in flex between classroom, distance-learning, or hybrid settings.

Use of Great Minds in Sync

The Zachary Community School district will continue the use of InSync in K-6th Grades. Great Minds in Sync is an integral part of our high-quality math, science, and English language arts programs, providing digital resources—like daily video lessons—to support Eureka Math, Ph.D. Science, and Wit & Wisdom classrooms. Great Minds in Sync provides comprehensive digital resources such as video lessons and intuitive tools with rigorous curriculum materials. These programs assist when our students and teachers are out due to COVID. Supplemental lessons or independent study are utilized at home or school. InSync allows families to become more engaged in their children's education.

ZOOM

ZCSD utilizes Zoom to foster online meetings, educational settings, and professional development alongside engaging students, faculty, and staff for learning, collaboration, and administration. Zoom supports remote and hybrid learning environments for PreK -12th grades. Additionally, ZCSD utilizes ZOOM in conjunction with our LMS platforms and Microsoft tool suite to illustrate lessons and adaptive learning possibilities for learners of all backgrounds and needs.

REMIND

ZCSD uses this software as a Two-way communication between schools and families

Activity	Amount	Source	Support
Nearpod 5 th -12 th Grade	Code 500: \$50,000	ESSER II Formula	Supervisor of Technology
Great Minds InSync	Code 500: \$82,000	ESSER II Formula	Supervisor of Technology Supervisor of Accountability
ZOOM	Code 500: \$45,000	ESSER II Formula	Supervisor of Technology
REMIND	Code 500: \$22,500	ESSER II Formula	Webmaster

Verizon Mobile Hotspots

Activity	Amount	Source	Support
Mobile Hotspots with paid data plans	Code 500: \$110,000	ESSER III Formula	Supervisor of Technology

SCHOOL SAFETY & OPERATIONS 2021-2022 Total Funding Commitment \$ 2,280,020

DATA INFRASTRUCTURE ✓

Data Infrastructure	ESSER II	\$ 0	ESSER III	\$ 66,000
---------------------	----------	------	-----------	-----------

Which activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- ☒ Early warning system to track student progression
- ☒ Data security/cybersecurity
- ☐ Data storage
- ☐ Staff upskilling in data literacy/science/analysis
- ☐ Statistical programs or analytics software
- ☐ Enterprise data warehouse
- ☒ Data dashboards or other activities to improve public transparency
- ☐ Other: Click or tap here to enter text.
- ☐ Other: Click or tap here to enter text.

Describe the LEAs plan for implementing evidence-based activities.

Early Warning System to track student progression

Illuminate provides a streamlined solution that assists Zachary's 3rd - 12th-grade educators in assessing learning, identifying needs, aligning supports with student needs, and guiding system-level resources to accelerate growth for each student equitably. System data reports and tools help monitor equity in daily practices and outcomes, identify areas of inequity and disproportionality, and track progress in real-time. Staff utilizes Illuminate to analyze data collected from high-quality formative and summative assessments. System-generated assessments target student weaknesses through Personalized Review Assignments (PRAs) aligned to assessment results. The system collects absentee, discipline, enrollment (course and student), grades, and educational classification data to monitor student progress and program equity. The Supervisor of Assessment loads student-level external assessment results (e.g., LEAP 2025, ACT, DIBELS, LEAP Diagnostic) into the system to provide additional data points for instructional decision making. Illuminate is used as a vehicle to create and administer assessments, analyze various data points, monitor student progress, and provide support for students who demonstrate a need for academic assistance.

mClass (K-2nd Grade)

Activity	Amount	Source	Support
mClass	\$35,000	GF	Supervisor of Accountability

Data to Information

The Zachary Community School District will purchase the D2i Data Package, including a data platform, data paths, and conversation guides. This package will assist our school-level educators in understanding Louisiana school accountability data and its connection to everyday practice. Schools will view, print, and share data reports with your team for valuable insight into the effectiveness of our system. The platform will also allow for immediate communication alongside the data for powerful data-driven school improvement conversations.

Activity	Amount	Source	Support
D2i System- 3 years	Code 300: \$45,000	ESSER III Formula	Supervisor of Accountability

D2i Professional Development

School and District Team will participate in 3 fall training including Part I: Student Growth to Mastery, Part II: Systems and Structures, and Part III: Goal Setting. School leaders will be able to identify specific data to track and understand the importance of tracking it. Setting goals at the district, school, and teacher level will become data appropriate, and leaders will easily monitor and support their efforts. This collaborative course provides information and processes to deepen educators' understanding of Louisiana School Accountability Data and its connection to everyday classroom practice. Participants investigate the components of DPS and SPS, their calculations, and their connections to the curriculum with a concentration on Assessment Index and Progress Index. This understanding allows leaders to assist those they support in setting and monitoring data-appropriate goals. Participants will also be led through our D2i Conversation Guides to create a clear picture of where districts, schools, and teachers are so that they can begin deliberately addressing student growth. Educational leaders will manage ELA and Math data using LDOE resources for student growth. Upon completion, participants will provide a framework to effectively plan PLCs throughout the year to deliberately address student growth at all achievement levels in ELA and Math. Goal setting and ways to monitor success will be evident. Leaders will monitor and support professional development focused on the right work of ELA and Math throughout the year. After establishing the foundational understanding of Parts I and II, participants will use Assessment Index and Progress Index data to create challenging and attainable goals that are nested and specific to the school, department, Grade, and teacher levels. These goals will be the basis for evaluating success, quantifying lost learning, and determining support needs at all levels. Educators will understand the process for creating data-driven expectations, assessing performance, and determining the next steps.

Activity	Amount	Source	Support
D2i Training	Code 500: \$21,000	ESSER III Formula	Supervisor of Accountability

Data Security

The Zachary Community School District utilizes a myriad of preventative measures, including multi-factorial authentication, anti-virus software, and routine email and online safety checks/web filters for employees and students. Additionally, we utilize Gaggle for all employees and students to address social risk and mitigate any language or action that can lead to varying forms of harm or abuse. (Local Funded)

Data Storage

The Zachary Community School System maintains a cloud backup record of all files and sensitive information to assure functionality can be restored and maintained. Additionally, we purchased a backup feature within our Student Information System that ensures data is protected and able to be restored. (Local Funded)

Public Transparency: Tableau Dashboard

The ZCSD will utilize the Tableau dashboard to assist our district in measuring student success across campuses and districts. Tableau will be used to publish and provide our district's story through public transparency.

DATA INFRASTRUCTURE 2021-2022 Total Funding Commitment \$ 66,000