


2022-2023 Louisiana Comeback 2.0 Directions: School systems will review their SY 2021 and SY 2022 LEAP 2025 data to revise their Academic Recovery and Acceleration Plans in accordance with [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 in the Achieve! eGMS application by September 30, 2022. Completion of Act 294 sections are required for an approved plan. Data must be included in narrative responses for an approved plan.**

LEA Name Zachary Community Schools	LEA Code: 067	Enter Grade levels served Pre-K-12 th Grade
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School System Leader Name Scott Devillier		
School System Leader Signature 		Date 9/27/2022

Directions: For plan approval, the following must be completed:

- Data must be used when providing a narrative response to a key investment.
- LEA should not write a narrative if a different funding source is being used for a specific key investment or indicate N/A.
- LEA should indicate the funding amount for each specific key investment that will use ESSER funding.
- All grade-levels should be represented in your plan (federal requirement); however, grades 4th – 8th data should be specifically referenced in the Recovery and Acceleration Commitment section of the plan (state requirement – Act 294).
- If other is selected as an option, please add content to represent “other”.

NEEDS ASSESSMENTS

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

- ☒ Student demographic data, such as gender, race or ethnicity, FRPL eligibility, or English learner status
- ☒ Student outcome data, such as assessment scores
- ☐ 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: SEL Data
- ☒ Other: Program Usage Data

LEAs will submit the 2022 -2023 Academic Recovery and Accelerations Plans in eGMS by September 30, 2022, with the following assurances:

- ☒ The proposed actions in this plan comply with the state board and local rules and regulations pertaining to pupil progression plans.
- ☒ Supporting budgets comply with local, state, and federal requirements, including but not limited to those enacted pursuant to the federal Elementary and Secondary School Emergency Relief Fund.
- ☒ Evidence-based activities identified for the 20% of ESSER III reservation requirement adhere to Section 8101(21)(A) of the ESEA.
- ☒ The LEA collected and incorporated public input in their Academic Recovery and Acceleration Efforts.
- ☒ The LEA must periodically, but no less frequently than every six months, review, and, as appropriate, revise its plan, during the period of the ARP ESSER award established in section 2001(a) of the ARP Act (i.e., until September 30, 2023).
- ☒ Budgets in eGMS will be revised to reflect key investments funding commitments captured in the LEA's 2022 - 2023 Academic Recovery and Acceleration Plan.

Commitment: ATTENDANCE & WELL-BEING ✓ ✓

2022-2023 Key Investment: **Attendance**

ESSER II

\$18,750

ESSER III

\$0

Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

The Zachary Community School District collects student attendance data in our student information system (JCAMPUS). This data captures students' absences per day by demographic, SPED/504 status, LEP status, school and grade level. An excessive absence report is also routinely reviewed by officials at the school and district levels. We currently employ a Supervisor of School and Home Relations who handles child welfare and attendance and disaggregates this data by the above student groups, by school, and by grade level to drill down information that would help identify the students who are in need. The Supervisor works directly with school administrations and clerks to identify students who need to be re-engaged. Updates are provided to the district administration.

2021-2022

Students are chronically absent and truant system

- During the 2021-22 school year, 823 or 15.0% of Zachary Community School System students were chronically absent (15 or more absences for any reason) compared to the state rate of 19.4%. The same year, 788 or 14.4% of students were considered truant missing 10 or more days unexcused.

2022-2023

Strategies to address chronically absent students and reduce

- To address chronic absenteeism and truancy proactively, the Zachary Community School District will communicate with parents of absent or truant students at early checkpoints of three-, five-, and eight-day intervals via an automated communication system utilizing the JPAMS Absence Analysis function. JPAMS will run daily automated reports to notify the school administration when students reach the pre-determined absence checkpoints and the school will follow up with communication to the parents using various means including letters, emails, SMS messages, conferences, and home visits.

Existing attendance strategies to continue in SY 2022-2023 to improve attendance in your system

It is the belief of the Zachary Community School District that by intervening early and consistently and communicating with parents, attendance will improve across the system.

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.

Monitor Attendance Trends and Communication

- The Zachary Community School District will track and monitor students' attendance daily. 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 utilizes JCampus to deliver messages to parents, including automated messaging for attendance, grades, and discipline and to 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.

New attendance strategies to be implemented

The Zachary Community School District will continue to focus on engaging and partnering with parents. An additional dean of students has been added to ZHS to focus on attendance and truancy. Our schools are continuing to work on cultivating relationships, paying closer attention to warning signs, reviewing data, and making learning relevant in addition to providing opportunities for recovery and acceleration.

Implement DEWS-Dropout Early Warning System

- The Zachary Community School District will partner with Smart Data Dashboard to assist in analyzing DEWS elements and prioritizing students that may need assistance related to truancy/absenteeism. Smart Data will assist the district with both real-time and longitudinal discipline, attendance, and performance tracking data to illustrate areas of potential capitalization.
- We will utilize JPAMS data alongside Smart Data to extract and interpret district-wide DEWS data and let the findings guide action at both the school and district levels.

Other data sources to be used

Student retention data will also be utilized to evaluate the effectiveness of attendance supports.

The Zachary Community School District will continue to track and monitor students' attendance daily using JCAMPUS Reporting. Expected outcomes included increased daily attendance rate, decreased number of students who miss 15 or more school days as well as decreased failure rate.

	2020-21		2021-22	
	1 st Sem	2 nd Sem	1 st Sem	2 nd Sem
9 th Grade	153/425 36% 521 F's	126/425 30% 344 F's	71/416 17% 135 F's	67/416 16% 143 F's
10 th Grade	109/414 26% 377 F's	112/414 27% 330 F's	71/415 17% 176 F's	92/415 22% 203 F's
11 th Grade	95/382 25% 348 F's	81/382 21% 266 F's	58/388 15% 121 F's	53/388 14% 103 F's
12 th Grade	31/375 8% 68 F's	10/375 3% 22 F's	35/375 9% 69 F's	11/374 3% 31 F's

2022-2023 Key Investment: **Well-Being**

ESSER II

\$146,654

ESSER III

\$790,078

Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

2021-2022

Students provided evidence-based well-being (mental and behavioral) supports during SY 2021-2022

- Beginning in the fall of 2021, numerous activities were conducted in order to initiate the SEL program. Research was conducted relative to state SEL mandates and various program options. The program identified by the district was Aperture, a suite of research-based screening tools and assessments used with students K-12. During this period, two new social workers and a social worker intern were hired to help strengthen and provide additional SEL resources for our program. All personnel at 6 schools were trained in using the DESSA, the screening instrument used for Aperture.
- Between January 5, 2022, and February 13, 2022, after receipt of parental permissions, the first assessment was conducted. There were approximately 4666 students assessed this session. During this time there were 120 students who were receiving evidence-based services from the social workers which were already identified through referrals. Results from the spring assessments were shared with the school and district administration. SEL teams were developed at each school to review data and assess needs. Because of the time of year, only one school chose to conduct the second assessment in May.

Improved student well-being (mental and behavioral) outcomes and results

- The Aperture program assesses eight skills which are shown to have a strong relationship with success in academics and positive engagement in school activities. One unique feature of the DESSA is that it is one of the only strength-based assessments. It is meant to highlight positive social and emotional behaviors, help students identify things at which they are already good, and help them leverage their strengths to grow in other areas. These skills can easily be taught and learned by students. Growth is determined by the increase in the Strength ratings and decrease in Need in each area. Graphs to review progress are provided by individual students, grade levels and school levels. Students' needs will be placed in Tier levels which will dictate the support needed. There was a minimum decrease in Strength, an increase of Typical, and Need decreased.

2022-2023

Students to be provided evidence-based well-being (mental and behavioral) supports during SY 2022-2023

- Based on the results from the spring assessments, there will be approximately 799 students who will receive some type of direct SEL-related service. These services will be provided in individual and/or group settings by school counselors, school social workers, or contracted agencies or individuals. Aperture assessments will be conducted three times during the 2022-2023 school year beginning September 16, 2022. Therefore, the number of students could increase from 799.

Continue the use of Aperture Education

The ZCSD will continue administering Aperture Education to all students (Approximately 5500) in grades PreK -12 during the first nine weeks of school. The continued use 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 into 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.

Continue the employment of 2 additional Social Workers

We have certified staff to provide mental, behavioral, and social support, 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, a contracted behavioral therapist, and two psychologists. The ZCSD will continue to employ 2 additional full-time social workers to better serve students and families in our district. Having these additional personnel allows more time to devote to students and assist with crisis management, counseling, building rapport, consultation, and providing resources to families and teachers.

Other data sources and strategies in 2022-2023

Other data sources which will be used to evaluate and understand effectiveness of the evidence-based supports are change in discipline referrals, attendance, input from teachers, counselors, administrators, SEL teams and parents, strategies and supports incorporated from the school-wide curriculum, various district encouraged initiatives like word of the month, school individual initiatives and results of the three Aperture ratings.

Salary/benefits for additional certified staff to provide mental, behavioral, and social supports and services

Employ 3 Dean of Students in Elementary Schools (K-4) to service approximately 2000 students.

-Will assist with establishing and maintaining a positive culture of behavior and learning, supporting teachers in behavior management and student discipline.

-*Kindergarten-Dean* works closely with the school counselor in implementing the SEL program and training the teachers on Second Step curriculum. Dean is working with teachers to provide scope and sequence and guidance for daily lessons (15 minutes).

-*1st and 2nd Grade-Dean* works closely with school counselors to provide SEL lessons directly to over 800 students.

-*3rd and 4th Grade-Dean* works to plan the school's word of the month activities, in-class, and home connections.

The dean creates our reflection binder for students in the Character room.

High-quality character – curriculum/program

In addition to the individual services being provided to the most at-risk students, every school will be initiating and incorporating SEL curriculum into their curriculum for all students (Second Step (K-8) and Life Skills (9-12)).

Employees

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 assessments, personal development plans, self-directed strategies, and teaching practices. The Zachary Community School District continues to refer staff to the Ochsner Partnership-Educator Virtual Therapy, which offers appointments with licensed psychologists and therapists. In addition, we work with Ochsner to provide annual wellness fairs at our schools.

Student outcomes will be conducted using aperture data. DESSA results will be reviewed to determine changes in specific social and emotional skills. Staff will compare individual student's scores over time to determine their overall social and emotional competences and adaptations made. The goal is to decrease the number of students with the notation of "need" and increase their numbers to either "typical" or "strength".

The **Attendance and Well-Being Commitment** can be written as one narrative response in this section. Please be sure to include response criteria from both **key investments in the narrative response**.

ATTENDANCE & WELL-BEING	2022-2023 Total Funding Commitment	\$955,482
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Commitment: RECOVERY AND ACCELERATION ✓ ✓ ✓

LEAs must complete a minimum of two Recovery and Acceleration key investments for this plan to be approved.

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.

2022-2023 Key Investment: Targeted Learning Support	ESSER II	\$40,394	ESSER III	\$1,176,824
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The Zachary Community School District operates a grade cluster approach. The is approach allows us to efficiently allocate funds to address those students most impacted by COVID-19. We are prioritizing students in 4th -8th grade who failed to achieve mastery on any statewide assessments. In addition, we are addressing those students in K-3rd grade who have been identified through various assessments.

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.

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 students' 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 support at home
- Frequent monitoring of student progress to decide if more interventions are needed

2021-2022

Students provided evidence-based targeted learning support during the 2021-2022 academic year

All students identified as non-proficient on Spring 2021 and all students who scored below level on DIBELS assessment were provided/offered to participate in identified targeted learning support during the 2021-2022 school year.

Students who were provided evidence-based targeted learning support during the 2021-2022 academic year

During the 2021-2022 school year 688 students were identified as non-proficient on the Spring 2021 State Assessment and 642 students in K-2 students scored below level on the Fall 2021 DIBELS assessment.

Student data results

The Zachary Community School District students in grades 3 – high school either exceeded 2021 core subject proficiency or made significant gains in achieving on-grade level performance related to COVID learning loss. In ELA, students in 4th through 7th grade and English 2 students improved proficiency with 5th grade improving by 14%. Students across all grade-levels improved in Mastery and above in Mathematics. In Science and Social Studies, all but one grade level improved proficiency in each subject. Overall, Zachary students demonstrated a positive trend in improvement across all subjects on the spring 2022 LEAP assessments.

ELA		
Grade Level	2021 % MAS+	2022 % MAS+
3rd	57	56
4th	63	69
5th	49	63
6th	49	56
7th	65	66
8th	70	73

MATH		
Grade Level	2021 % MAS+	2022 % MAS+
3rd	43	55
4th	48	53
5th	45	47
6th	45	51
7th	38	41
8th	45	46

SCIENCE		
Grade Level	2021 % MAS+	2022 % MAS+
3rd	35	34
4th	44	52
5th	50	41
6th	29	31
7th	37	42
8th	45	41

SOCIAL STUDIES		
Grade Level	2021 % MAS+	2022 % MAS+
3rd	39	38
4th	34	44
5th	35	39
6th	32	32
7th	55	57
8th	64	60

Evidenced-based strategies/activities that resulted in improving student outcomes

- A variety of strategies including Saturday School, in-school tutoring, out-of-school tutoring, Fuel Up labs, summer school, and classroom-based activities were used to improve student outcomes. Copper Mill Elementary School held Saturday School tutoring sessions. In-school tutoring was provided elementary through high school and included push-in, pull-out, and 5th-hour "Lunch and Learn" (Coordination of fiscal resources with ESSER funds). After-school tutoring was provided in elementary schools and high school with an emphasis on core subjects. Fuel-up sessions at Copper Mill were held Tuesday-Friday for 20 minutes for all students. Students were placed in groups according to need based on LEAP sub-group categories. Northwestern Middle School provided remediation and RTI lab classes based on need in ELA and math LEAP sub-group categories.

Other data

- As students were able to have full, ongoing access to the electronic library available to them in alignment with their reading levels through Reading A-Z (RAZ), proficiency growth across the year was supported by regular reading access and opportunity.

RAZ Usage (August 16, 2021- May 10, 2022)

Teacher Data			Student Data				
School	Logins	Downloads	Student Logins	Minutes of Student Engagement	Books Heard	Books Read	Quizzes Completed
NES	371	680	2704	12,857	2,300	1,835	1,295
RPES	290	213	21,060	229,664	20,150	14,287	17,318

- Growth in proficiency across grades K-2 ranged from 7% up to 26%. DIBELS 8 growth over the year was as follows:

These results are as follows:

Proficiency Rates (At or Above Benchmark, DIBELS 8)	Fall, 2021	Spring, 2022	Increase in proficiency
Kindergarten	43%	69%	26%
First Grade	50%	69%	19%
Second Grade	56%	63%	7%

2022-2023

Students to be provided evidence-based targeted learning support during the 2022-2023 academic year

Based on our current data, ZCSD anticipates that 624 students will be offered/provided the opportunity for evidence-based targeted support learning during the 2022-2023 academic year based on Spring 2022 LEAP results and *383 based on other K-2 data. *Count based on number of students Below Level on Spring 2022 DIBELS 8th administrations

Evidenced-based strategies for SY 2022-2023

The Zachary Community School District will continue the use of a multi-tiered approach for targeted learning support with coordination of resources including ESSER funding. Interventionists and tutors will continue to pull small groups for reading or math for students who are identified as Tier II or Tier III students through the ACT meeting process. Some interventionists also push into transition classes. They progress monitor students and keep data on progress.

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 with three or more sessions per week of 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 support 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. Student selection will be data focused. We will continue strategies including Saturday School, in-school tutoring, out-of-school tutoring, Fuel Up, labs, summer school, and classrooms.

Additional Teachers

Additional teachers will be hired to expand transitional services provided in grades 5th – 8th grade. ZCSD will utilize a targeted approach to focus concentrated skill sets to students who exhibit deficiencies.

(Coordination of funding sources)

3rd and 4th Grade i-Ready Lab: Will be used as a part of the ancillary rotation.

5th and 6th Grade Math and ELA Lab Classes: Will be comprised of students who scored below mastery in that content area.

7th and 8th Lab Class: Students who scored below mastery will be placed in the lab through the coordination of resources.

7th and 8th Students: The intervention teacher is assisting in providing Tier 2 and 3 services.

Literacy Interventions and Extensions

RAZ Kids was provided 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 provided a personal library for every student and included built-in incentives and awards that kept them motivated and engaged day-to-day. This purchase helped to keep books in the hands of students during remote and hybrid instruction and when students were/are quarantined. Because of the success of this implementation, RAZ will continue to be offered and used with K-2 students during the 2022-2023 school year.

High-Quality Assessments

We will continue to provide Ready Assessment Books to all students in 3rd- 8th Grade.

- Robust formative and summative assessment tools closely match the rigor and expectations of the LEAP and include lessons, mid-and end-of-unit assessments, and performance tasks at the end of each unit.

High-Quality Supplemental Resources

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

i-Ready Personalized Instruction – We will continue to provide to 3rd- 8th Grade students.

Provides 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 Reading – We will continue to provide only to 7th Grade ELA students.

Students were challenged by rigorous yet reachable instruction in the classroom. Ready was designed to give students of all levels engaging instruction. This research-based program provided our educators the guidance and tools they needed to help meet the needs of Zachary students according to their grade level and academic need.

High-Quality Curriculum

Zachary Community School District will continue to utilize high-quality curriculum materials, training, and supplemental resources to deliver effective instruction daily.

Mathematics

Zachary Community Schools updated the Algebra I, Geometry and Algebra II and Calculus AP curricula to align with standards, instructional expectations and skills required for success beyond the secondary program. Students will acquire skills that will be used in Zachary's dual enrollment program and transfer to collegial opportunities. Zachary is adopting enVision Math A-G-A, a Tier 1/High Quality Curriculum vetted by the Louisiana Department of Education. The curriculum uses the same platform as Zachary's Dual Enrollment Program which provides a smooth transition to program expectations. ZCSD also adopted Calculus for AP, Larson/Battaglia 2nd Edition which is more recent and provides updated tools needed to support student preparation and learning.

Social Studies

As the Zachary Community School District transitions to the newly adopted 2022 Louisiana Social Studies Standards, a comprehensive kindergarten through twelfth grade overhaul of curriculum will be required. In preparation for this transition, our district has reached out to multiple vendors in order to evaluate and stay abreast of the resources that will be available. There is no doubt that we will need curriculum resources to place in the hands of social studies teachers in our district to assist them as they being to teach, in most cases, completely new content. For example, sixth grade teachers in our district will transition from teaching World History to a combination of American and Louisiana History. This is just one example the vast changes that will happen as we implement the new standards in grades K-12. It will be imperative for teachers to have curriculum resources in order to expand their content knowledge and develop high quality lessons that are aligned to the new standards in the Zachary Community School District.

ELA

The Zachary Community School District will update 12th grade Tier 1 curriculum by purchasing either the latest version of Guidebooks or myPerspectives 12. Guidebooks will be supported by LearnZillion. myPerspectives will be supported by Savvas. Currently 12th grade is using an older version of Guidebooks. Both curricula are grounded in complex grade-level texts that use a thematic approach and are designed to be inclusive of all readers.

Pre-K

Zachary Early Learning Center is currently using on older version of the Frog Street curriculum. LDOE is preparing early childhood sites for the transition to the latest version of the curriculum. The Frog Street Pre-K curriculum is a comprehensive, dual-language program designed to meet the needs of diverse learners, while supporting 10 learning domains.

2022-2023 Key Investment: Before and After School Programs	ESSER II	\$0	ESSER III	\$80,545
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

2021-2022

Students provided access to before and after school supports during the 2021-2022 school year

The Zachary School District provided targeted after-school academic opportunities for grades 5 -12.

Zachary High School (9th – 12th) offered after-school school-wide tutoring on Monday-Thursdays for 1 hour in all core academic classes. All students were invited to receive tutoring.

Northwestern Middle School (7th – 8th) offered to all students who scored below mastery.

Copper Mill School (5th – 6th) offered to all students who scored below mastery.

Grade Levels	9 th -12 th	7 th - 8 th	5 th - 6 th
# Number of students invited	1642	577	529
Number of Students (Participants)	103	123	27

Student Data/Outcomes

Zachary Community School District's students in grades 3 – HS either exceeded 2021 core subject proficiency or made significant gains in achieving on-grade level performance related to COVID learning loss. In ELA, students in 4th through 7th grade and English 2 students improved proficiency with 5th grade improving by 14%. Students across all grade-levels improved in Mastery and above in Mathematics. In Science and Social Studies, all but one grade level improved proficiency in each subject. Overall, Zachary students demonstrated a positive trend in improvement across all subjects on the spring 2022 LEAP assessments.

ELA			MATH		
Grade Level	2021 % MAS+	2022 % MAS+	Grade Level	2021 % MAS+	2022 % MAS+
3rd	57	56	3rd	43	55
4th	63	69	4th	48	53
5th	49	63	5th	45	47
6th	49	56	6th	45	51
7th	65	66	7th	38	41
8th	70	73	8th	45	46
English 1	64	60	Algebra 1	45	59
English 2	62	64	Geometry	40	43

SCIENCE		
Grade Level	2021 % MAS+	2022% MAS+
3rd	35	34
4th	44	52
5th	50	41
6th	29	31
7th	37	42
8th	45	41
Biology	43	43

SOCIAL STUDIES		
Grade Level	2021 % MAS+	2022 MAS+
3rd	39	38
4th	34	44
5th	35	39
6th	32	32
7th	55	57
8th	64	60
US History	51	53

Other data sources

Zachary Community School District used varying data points to highlight improved outcomes based on grade levels. The below chart represents the varying outcomes:

Northwestern Middle School had 123 students attend after-school remediation and 68% of the students had significant gains when using the i-Ready pre/post assessment. The 32% that showed limited growth overall illustrated gains in concept strands but remained in need of additional assistance.

Zachary High School had 103 students who attended after-school tutoring and the overall failure rate of the high school decreased significantly throughout both semesters wherein the school supports were in place.

	2020-21		2021-22	
	1 st Sem	2 nd Sem	1 st Sem	2 nd Sem
9 th Grade	153/425 36% 521 F's	126/425 30% 344 F's	71/416 17% 135 F's	67/416 16% 143 F's
10 th Grade	109/414 26% 377 F's	112/414 27% 330 F's	71/415 17% 176 F's	92/415 22% 203 F's
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12 th Grade	31/375 8% 68 F's	10/375 3% 22 F's	35/375 9% 69 F's	11/374 3% 31 F's

2022-2023

Students provided before and after school supports during the 2022-2023 school year

The anticipatory after-school enrollment based on IAIP criteria will be 573 students in grades 4-8. We will maintain a focus on academic progress amongst the breadth of all students to assure an offering is satiated based on data-driven needs.

Grade Level	8 th	7 th	6 th	5 th	4 th	Total
Number of Students	104	145	107	88	129	573

Evidence-based strategies will the LEA stop, continue, and start for SY 2022-2023

Zachary Elementary School will offer after school tutoring during the 2022-2023 to students who scored below mastery on LEAP.

Northwestern Middle School (NMS) will continue to utilize Tier 1 curricula to target students needing remediation services. NMS will conduct in-school academic labs and after-school tutoring to best aid in academic acceleration areas based on identified students through LEAP data. Small class sizes, targeted intervention, and monitored data tracking will be utilized to ensure academic gains.

Zachary High School (ZHS) will utilize top-tier curricula to target students needing remediation services. ZHS will conduct after-school tutoring to best aid in academic acceleration areas based on identified students through LEAP 2025 data alongside class performance. Small class sizes, targeted intervention and monitored data tracking will be utilized to ensure academic gains. Zachary High School will offer after-school, school-wide tutoring on Monday-Thursdays for 1 hour. Teachers will address unfinished learning. Materials will be aligned to each subject's adopted high-quality curriculum. Tutoring will be provided for 30-60 minutes per day in all core academic subjects.

2022-2023 Key Investment: Summer Learning Programs

ESSER II \$0

ESSER III \$206,372

Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

2021-2022

Students were provided access to summer learning during SY 2021-2022

The Zachary Community School District offered summer acceleration to 668 students for the 21-22 SY. Students were offered the opportunity based on academic performance data, targeted remediation, and intervention foci opportunities.

Student data/outcomes

When comparing ("apples to apples" by cohort) the student performance in their spring 2021 versus their spring 2022 LEAP assessment outcomes, the results showed that there was a decrease in the counts of students identified as needing remediation (IAIP) for the 2022-2023 school year. This data showed that fewer students were scoring below basic in two or more core subjects.

Grade Spr. 2022	2021 No. of *Students Identified for Remediation Needed	2022 No. of *Students Remaining in Remediation Needed	Percent Decrease
4	109	61	44%
5	95	62	35%
6	98	78	20%
7	121	74	39%
8	109	37	66%

**Data matched to same student group by LASID for cohort comparison and analysis*

The data in Tables 1a and 1b below analyzed student performance on the spring 2022 LEAP assessment relative to their attainment of scale scores growth predicted on the 2021-2022 Growth-to-Mastery data file. Students in fourth through eighth grade met their target, with 60.6%/54.7% on the higher range to 3.7% /23.9% on the lower range successfully meeting their 2021- 2022 ELA and Math GTM targets respectively. Further analysis of student LEAP scale score growth [Tables 2a and 2b], showed that a minimum of 68.4%/57.8% to maximum of 81%/78.9% of students improving their LEAP scale score performance in ELA and Math respectively.

GTM/Scale Score Table 1a:

Grade-Level Spr2022	4th Grade		5th Grade		6th Grade		7th Grade		8th Grade	
ELA Met "GTM" 2022 Target	N	Y	N	Y	N	Y	N	Y	N	Y
Number/Pct	43 (39.4%)	66 (60.6%)	46 (48.4%)	49 (51.6%)	46 (46.9%)	52 (53.1%)	60 (49.6%)	61 (50.4%)	83 (76.1%)	26 (23.9%)

GTM/Scale Score Table 1b:

Grade-Level Spr2022	4th Grade		5th Grade		6th Grade		7th Grade		8th Grade	
Math Met "GTM" 2022 Target	N	Y	N	Y	N	Y	N	Y	N	Y
Number (Pct)	52 47.7%	57 52.3%	43 45.3%	52 54.7%	65 66.3%	33 33.7%	96 79.3%	25 20.7%	105 96.3%	4 3.7%

Scale Score Growth Table 2a:

Grade-Level Spr2022	4th Grade		5th Grade		6th Grade		7th Grade		8th Grade	
ELA Sca Sco Grew 2022	N	Y	N	Y	N	Y	N	Y	N	Y
Number/Pct	31 (28.4%)	78 (71.6%)	30 (31.6%)	65 (68.4%)	20 (20.4%)	78 (79.6%)	23 (19%)	98 (81%)	25 (22.9%)	84 (77.1%)

Scale Score Growth Table 2b:

Grade-Level Spr2022	4th Grade		5th Grade		6th Grade		7th Grade		8th Grade	
Math Sca Sco Grew 2022	N	Y	N	Y	N	Y	N	Y	N	Y
Number/Pct	27 (24.8%)	82 (75.2%)	20 (21.1%)	75 (78.9%)	37 (37.8%)	61 (62.2%)	37 (30.6%)	84 (69.4%)	46 (42.2%)	63 (57.8%)

Other data sources and evidence-based strategies

Other data sources used to evaluate the effectiveness of the summer learning program implemented in 2021-2022 were ZEARN Math Intensive series performance data including lessons completed and student progress on standards-based foundational skills within lesson topics. Pre/ Post writing samples and cold reads, and Pre/Post phonemic awareness assessment results. Zachary Community School District also used i-Ready Assessment and Personalized Instruction to administer Reading and Math Diagnostics to provide additional information on student instructional needs.

2022-2023

Students will be provided summer learning during SY 2022-2023

Based on students in grades 3–8 identified through LEAP IAIP data and district academic performance data, Zachary Community School District anticipates 624 students who will be offered Summer Acceleration opportunities in the 2023 summer program session.

Evidenced-based strategies

In 2022-2023, Zachary educators will continue to use the research-based strategy of Accelerate to diagnose, plan, deliver and monitor student progress in its direct-run summer learning program. The Zachary Community School District (ZCSD) will continue to provide students with additional opportunities for learning and growing during the summer months through the implementation of high-dosage tutoring and targeted instruction using high-quality instructional materials such as the ZEARN Summer Intensive Series, Wit and Wisdom (lessons not previously taught), Foundations and Edgenuity. The program will help prevent summer loss through acceleration, maintenance, or extension of academic skills. While ZCSD incorporated academics and enrichment activities in its COVID pandemic programs, its post COVID programs will maintain a laser focus on academics with the majority of daily summer learning program time dedicated to instruction in the core academic areas. ZCSD will decrease the amount of time dedicated to enrichment activities and limit the non-academic instructional activities to student well-being. Summer School Credit Recovery in 9th -12th Grade will be instructional advancement opportunities through modalities of teacher-lead instruction infused with online instructional dynamics through Edgenuity. Students will be offered the ability to recoup and advance a variety of academic coursework.

Zachary Community School District will implement a summer learning program for incoming kindergarten through high school students (coordination of resources). Staff will use the Accelerate Strategy to address the needs of individual students and student groups.

Student Identification: Students will be offered access to ZCSD's summer Learning Program according to their academic needs with priority given to students who are below Mastery in two or more subjects on the spring 2022 LEAP Assessment and have demonstrated additional academic need as evidenced by academic performance data (LEAP 360, i-Ready Assessments, Common Assessments, K- 3 Screeners, etc.). Students who performed below grade-level in "one area" on the LEAP and/or demonstrated academic need based on aforementioned data sources will be given consideration if space/staff is available.

Parent Notification: Parents will receive written notification regarding their student's eligibility for the 2023 Summer Learning Program. The letter will provide detailed information on program logistics (dates, time, and location). The letter will also provide a SLP sign-up deadline along with transportation preference.

Staffing: The Summer Learning Program Coordinator will collaborate with the Director of Human Resources to identify teachers who have been designated as Highly Effective and Effective Proficient for summer staffing purposes. These teachers will be recruited first to best meet students' instructional needs.

Curriculum: ZCSD will implement ZEARN Summer Intensive Series, Wit and Wisdom/Guidebook (lessons not previously taught), Foundations and Edgenuity for appropriate grade-levels. i-Ready Assessment and Personalized instruction will be used for pre/post data in 3rd – 8th grade and for individualized extension activities. The Summer 2023 instructional program will focus on acceleration, maintenance, and extension of academic skills. Additional data will be collected using grade/subject aligned pre/post assessments.

Transportation: All students will be offered morning and afternoon transportation for the duration of the summer program. Students in kindergarten and Students with Disabilities will be provided with paraprofessional support on their routes.

Anticipated outcomes for students who will receive summer learning in SY 2022-2023

Students who attend the 2022-2023 ZCSD Summer Learning Program will demonstrate growth on content specific pre and post assessments. They will have a decrease in learning gaps as demonstrated through their beginning of the year i-Ready Diagnostic Assessment when compared to their end of prior year i-Ready Diagnostic Assessment. The number of students who achieve their growth to mastery targets on their spring 2023 LEAP assessments will increase.

2022-2023 Key Investment: Extended Instructional Time	ESSER II	\$0	ESSER III	\$0
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

2022-2023 Key Investment: Individual Student Plans for Success	ESSER II	\$0	ESSER III	\$74,837
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

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, school 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 School District currently employs a model of grade-level counseling wherein each student in grades 9th – 12th has a dedicated team member that works with their social, emotional, and academic needs.

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 school counselor in grades 8-12 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.

2021-2022

Students provided evidence-based individual student planning support during 2021-2022

All students in grades 8 -12 were provided individual student planning support including 651 (54.8%) students who scored below grade-level (Mastery) on one or more spring 2022 LEAP High School statewide assessments. To ensure equity in action, all students work with an academic team that analyzes and interprets leading and lagging data points.

Student Data/Other Data

The 2021 LEAP performance resulted in 55.2% percent of students scoring below mastery in one or more areas. We achieved the following percent results on the 2022 LEAP assessment through a concerted effort amongst the breadth of academic planning and actions.

Assessment Administration	Percent Below Mastery in 1 or More Core Assessments
Spring 2021 LEAP	55.2%
Spring 2022 LEAP	54.8%

2022-2023

Students provided evidence-based individual student planning support during the 2022-2023 academic year

All students in grades 8 - 12 were provided individual student planning support including 651 students who scored below mastery on one or more statewide assessments.

Support(s) to schools to improve student achievement on LEAP 2025 for those rising seniors

Zachary High School provides LEAP HS remediation opportunities for all students falling short of a passing score. Teacher-led instruction and online interface guide a custom-tailored approach to meeting each student's deficient area showcased on the EOC score report. Zachary High School will offer targeted core area remediation and support to 31 rising seniors who were performing below graduation requirements on the LEAP HS assessment. This number will be revisited and may be reduced by the count of students who meet the standard during the fall 2022 LEAP high school retest.

Evidenced-based strategies

Supplies for CTE Focused Coursework

Additional materials will be purchased that assist in affording 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 continue to annually monitor students' obtainment of high demand/high wage credentials (IBC's) that drive workforce-ready ability.

Fees for ACT/pre-ACT/CLEP/SAT/AP Exams

PreACT(8/9) and Pre-ACT

9th and 10th Graders (ALL)

In the fall of 2022, Zachary's 9th and 10th grade students will participate in the Pre-Act (8/9) and Pre-ACT (10th) assessment series. Participating in the Pre ACT administration will provide students with a realistic ACT test experience, predicted ACT performance, and allow school staff to collect data on each student's college and career readiness level. It will also provide staff, students and parents with insights into the support needed to assist students with growth toward ACT benchmark goals. ZCSD will utilize this for 9th graders only beginning in the 2023-2024 school year.

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.

ACT NOW

The Louisiana ACT® NOW program provides funding to purchase prebilled registration ACT test vouchers for eligible students in grades 12 and 10 as described in this application. This will expand opportunities for students to take the exam to assist them with reaching their educational goals.

The **Recovery and Acceleration Commitment** can be written as one narrative response in this section. Please be sure to include response criteria from at least two **key investments**.

Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

Highly Skilled Educators -Retention Stipends

Highly Skilled Educators are the foundations of high-quality core instruction as well as recovery and acceleration. No strategy, program, or curriculum can be effective without highly skilled educators. The pandemic has exacerbated the educator shortage crisis. The Zachary Community School District will provide retention incentives to all staff in December 2022. Retaining educators throughout the year is one of the most important goals of our districts. Staff shortages were a problem prior to the pandemic, but the issue has grown worse and threatens our ability to maintain highly skilled educators. In addition to their regular job descriptions, all employees have continued to take on additional responsibilities throughout the pandemic and throughout the reopening of schools.

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 must be placed on an individual academic improvement plan. The plan will include all required components.

Accelerated Learning Plan

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

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

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

Accelerated instruction provided will include targeted instruction in the subject matter areas in which the student has failed to perform satisfactorily:

- Provided in addition to the instruction normally provided to students in the grade level in which the student is enrolled
- Provided for not less than thirty total hours during the following summer/school year and will include instruction at least once per week

Accelerated Instruction is designed to assist the student in achieving grade-level performance in the applicable subject area.

- Taught using high-quality instructional materials that are fully aligned with state content standards designed for supplemental instruction.
- Provided to a student individually or in a group of not more than twelve students, unless each student's parent or legal guardian authorizes a larger group.
- Provided by a person with training in using the instructional materials
- To the extent possible, be provided by the same person for the entirety of the student's supplemental instruction period.
- Provided in accordance with guidelines on research-based best practices and effective accelerated instruction strategies developed and provided by the state Department of Education

The data in Tables 1a and 1b below analyzed student performance on the spring 2022 LEAP assessment relative to their attainment of scale scores growth predicted on the 2021-2022 Growth-to-Mastery data file. Students in fourth through eighth grade met their target, with 60.6%/54.7% on the higher range to 3.7% /23.9% on the lower range successfully meeting their 2021- 2022 ELA and Math GTM targets respectively.

GTM/Scale Score Table 1a:

Grade-Level Spr2022	4th Grade		5th Grade		6th Grade		7th Grade		8th Grade	
ELA Met "GTM" 2022 Target	N	Y	N	Y	N	Y	N	Y	N	Y
Number/Pct	43 (39.4%)	66 (60.6%)	46 (48.4%)	49 (51.6%)	46 (46.9%)	52 (53.1%)	60 (49.6%)	61 (50.4%)	83 (76.1%)	26 (23.9%)

GTM/Scale Score Table 1b:

Grade-Level Spr2022	4th Grade		5th Grade		6th Grade		7th Grade		8th Grade	
Math Met "GTM" 2022 Target	N	Y	N	Y	N	Y	N	Y	N	Y
Number (Pct)	52 47.7%	57 52.3%	43 45.3%	52 54.7%	65 66.3%	33 33.7%	96 79.3%	25 20.7%	105 96.3%	4 3.7%

Click or tap here to enter text.

RECOVERY AND ACCELERATION 2022-2023 Total Funding Commitment

\$1,578,972

Commitment: PROFESSIONAL LEARNING & DEVELOPMENT ✓ ✓ ✓

2022-2023 Key Investment: School Improvement Best Practices	ESSER II	\$402,889	ESSER III	\$353,500
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

Summer 2022
2022-2023

Educators provided professional learning opportunities on instructional leadership teams (ILTs) during the 2021-2022 academic year

Instructional Leadership Teams

Educators (K-12) throughout ZCSD have been and are continuing to be provided professional learning opportunities through the Instructional Leadership Team model as follows:

- Across the district, 23 educators completed NIET (National Institute for Excellence in Teaching) training. An additional two have begun the training process for Instructional Leadership Teams.

Educators provided professional learning opportunities on teacher collaboration (common planning/ PLC/ clusters) during the 2021-2022 academic year

Teacher Collaboration

Educators in ZCSD are also being trained through NIET on Teacher Collaboration and the effective practices and structures that improve student achievement in grades K-12.

- Currently 22 educators have completed Teacher Collaboration training and an additional 3 are currently being trained.

Other Data

- ZCSD schools have all begun implementation of the Instructional Leadership Team and Teacher Collaboration cycles, for which training began in 2021-2022, in partnership with NIET. Schools, in consultation with their ILTs are using data and learning walk observations to determine priority instructional needs and develop long range goals for areas of improvement. Instructional strategies will be implemented by teachers on the ILT initially and evaluated for effectiveness through analysis of student performance products and/or data prior to being brought to teacher collaboration meetings and implemented by the teachers of that grade and/or content area. Each cycle of instructional strategy will occur separately to allow its effectiveness to be evaluated as a single factor.
- School wide assessment data, including state testing and DIBELS will also be used to measure effectiveness of these activities over the course of the year.

Improving Student Outcomes

- In addition to the NIET-based instructional improvement implementation, other professional learning that improved student outcomes included the K-3 literacy foundational skills training in partnership with APEL. Because a number of teachers completed that training during the 2021-2022 school year, the impact of that learning on instruction contributed positively to student outcomes in literacy, particularly as measured by DIBELS.

Continuation of Professional Learning

- Professional learning activities that began in the 2021-2022 school year will continue into the 2022-2023 school year as they are showing positive results in student outcomes. It is anticipated that with further implementation, that success will continue to be supported by the instructional improvement provided by these opportunities.

Ongoing Support

Professional development vendor support for training and on-site implementation coaching

- The district will provide ongoing support to schools and educators in their implementation of best practices through partnership with NIET for a year-long cycle of professional development and support. Each school in the district is visited and supported regularly in the NIET structures of Instructional Leadership Teams and Teacher Collaboration through customized visits where data-driven long-range goals and plans are developed by the schools' leadership teams with support from district-level supervisors and NIET.

Other Professional Learning and Development

The Zachary Community School District contracted with APEL to provide mentoring and coaching to 3-8 ELA (English Language Arts) and social studies teachers for the 2021-2022 school year. The observation and feedback cycles were planned with the principal and continued throughout the school year. Based on feedback from teachers and administrators the coaching and mentoring process helped teachers improve instruction. Results from LEAP (Louisiana Educational Assessment Program) tests also demonstrate student improvement. The social studies index for 2022 improved from 71.9 in 2021 to 73.0 in 2022 in grades 3-8. The ELA index for 2022 improved from 86.6 in 2021 to 90.5 in 2022 in grades 3-8. Social studies proficiency in grades 3-8 improved from 43.4% in 2021 to 45.6% in 2022. ELA proficiency in grades 3-8 improved from 59.1% to 64.1%.

Due to the success of APEL Mentoring and Coaching program, it will be expanded in the 2022-2023 school year to include science and math. Instead of purchasing services from a vendor, the district will provide on-going coaching and support in-house with instructional specialists in grades K-12 in the 4 major content areas of ELA, math, science, and social studies.

Addition of Math, ELA, Science, and SS Specialists

The Zachary Community School District hired math, ELA, science, and social studies instructional specialists to support new and experienced classroom teachers in content, curriculum, and instruction. It is imperative to help classroom teachers in two main ways:

- 1) support new teachers who are coming with different levels of knowledge regarding content
- 2) provide teachers with the support of subject matter experts who can help them with curriculum that is being updated based on current research

The science specialist provides assistance with the transition to Ph.D. Science Open SciEd. Schools are in various states of progress toward implementation. The specialist is guiding the teachers toward standard alignment for all schools.

The social studies specialist is helping new teachers as well as preparing teachers for the transition to new content, resources and materials coming in the 2023-2024 school year.

The ELA specialists are helping with new teachers as well as supporting all ELA teachers in instruction and content. There are many new ELA teachers at Northwestern Middle School and Zachary High School. This support is critical to their success.

The Math Specialist will provide model lessons and assist with planning lessons and units, assist with identifying materials/resources to support instruction, and data. As a facilitator, the specialist will provide focused support for teachers that addresses curriculum implementation, teaching strategies, and trends noted in data collected during classroom observations.

They will meet with principals and supervisors to plan and reflect on implementation and collaborate with colleagues in team meetings and PLC's.

Other practices which will support teacher growth and improvement:

- Provide and identify professional development opportunities.
- Regularly visit classrooms, model, and support teachers in the implementation of best practices through coaching cycles.
- Support teachers with classroom procedures and implementation of researched-based best practices.
- Distribute and review assessment guides provided by LDOE with teachers.
- Collaborate with teachers to interpret summative and formative assessment data to plan instruction and/or provide extra support for interventions.
- Collaborate with administrators, intervention specialists, and support staff to ensure that the literacy needs of all students are being met.
- Support teachers in ensuring that ALL children demonstrate growth in order to reach proficiency levels according to national, professional and state standards.

State Mentoring Training- APEL

Mentor Teachers will be trained to have the knowledge and skills to effectively coach and support new and resident teachers in their school system. Mentoring teachers will support aspiring teachers participating in year-long residencies, new teachers, and more experienced teachers who need support.

New Teacher Induction

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

2022-2023 Key Investment: Literacy Professional Development	ESSER II	\$105,000	ESSER III	\$140,500
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

2021-2022

Literacy professional learning opportunities during the 2021-2022 academic year

All K-3 teachers and administrators were offered professional learning opportunities during the 2021-2022 academic year. The Zachary Community School District, in a partnership with APEL, provided literacy foundation training based on the Science of Reading and approved by LDOE to provide support in literacy development in our students. This 55-hour course trains teachers in decoding, phonics, language comprehension, fluency, interventions, assessments, and instructional shifts. Fifty-two (52) K-3 teachers and administrators during the 2021-2022 school year. Fifty-two (52) staff members received the ACT 108 certificate. DIBELS 8 scores showed improvement across the year in the number of students at or above the benchmark level K-2, indicating that the instruction and support in foundational skills instructional practices and research provided to teachers promoted student growth. Currently, we have fewer than 20 new staff members that are in the process of completing this training.

These results are as follows:

Composite Proficiency Rates (At or Above Benchmark, DIBELS 8)	Fall, 2021	Spring, 2022	Increase in proficiency
Kindergarten	43%	69%	26%
First Grade	50%	69%	19%
Second Grade	56%	63%	7%

This opportunity will continue in the 2022-2023 school year to include teachers and administrators who have not completed the training and for new teachers to the district. An additional 60 staff members are enrolled in or

have completed Foundations of Literacy training (based on Science of Reading) for the 2022-2023 school year in accordance with ACT 108 requirements.

Literacy content leaders and/or literacy coaches

- One educator has completed professional learning to become a literacy content leader.
- One educator will complete professional learning to become a literacy coach.

2022-2023

Assistance in implementing literacy professional learning opportunities

Addition of Literacy Specialists

The literacy support specialists will support teachers in implementing high-quality curriculum and in implementing research-based instructional practices that support a strong development of literacy, including Science of Reading based foundational skills, reading and analyzing literature and informational texts, writing, language, and speaking. They will model and support in classroom practice as needed.

The Zachary Community School District will continue to provide K-3 Literacy Stipends for required training completion during the 2022-2023 (APEL Training, 2022-2023).

Teacher Leader Summit

The Zachary Community School District supported “Making a Comeback,” the Teacher Leader Summit of 2022, by increasing the number of attendees. The feedback was overwhelmingly positive regarding the content and quality of the sessions. The district sent 55 people to the Summit including main office staff, the special education department, administrators, teachers, and instructional specialists. An administrator as well as at least 6 teachers attended from each school. Attendees were well represented in literacy, early childhood, diverse learners, CTE, math, science, ELA, social studies, and in other areas that were highlighted as having dedicated sessions throughout the event. In addition, the district plans to send attendees to the fall Summit 2022 Update. The Zachary Community School District will continue to send teams to the Louisiana Teacher Leader Summit in 2023.

 PROFESSIONAL LEARNING & DEVELOPMENT 2022-2023 Total Funding Commitment	\$1,001,889
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SCHOOL SAFETY & OPERATIONS ✓

2022-2023 Safe School Reopening	ESSER II	\$214,660	ESSER III	\$440,575
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Provide the URL to the following LEA documents.

School Reopening Plan for In-Person Learning <https://zacharyschools.org/parents-students/readytoachieve/>

COVID-19 Vaccination policies for staff and students <https://zacharyschools.org/parents-students/readytoachieve/>

Masking policies for staff and students <https://zacharyschools.org/parents-students/readytoachieve/>

Physical distancing, cohorts, or learning pods <https://zacharyschools.org/parents-students/readytoachieve/>

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

- 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.
- Additional contracted janitorial staff will be provided during the 2022-2023 school year.
- In today's difficult business climate and economy, labor shortages are common and school systems are continuing to have trouble staffing non-certificated positions including but not limited to janitors, cafeteria and maintenance staff. The Zachary Community School District will provide incentive pay to these front-line workers many of whom have had to deal and are continuing to deal with working in uncertain conditions to ensure that we are able to continue adequate operations for our students. In addition, these staff members are providing specialty cleaning requirements including new disinfecting and sanitizing standards above and beyond their previous job duties. Having a clean and thoroughly sanitized workplace will help convince reluctant employees to return and remain. It is important that our school system show employees and parents that we care about the environment they are working and learning in each day. Incentive will be paid in December 2022.

2022-2023 School Safety Operations

ESSER II or III budgeting for this section is not required as a part of this plan.

School Safety planning aims to help schools prevent, protect, mitigate, respond to, and recover from a range of school safety threats, hazards, and emergencies. This section of the ARAP has been added to assist school systems with facilitating discussions to create safe and supportive learning environments where students can thrive and grow. LEAs should begin this process by **assessing each school's safety posture** to create actionable next steps to consider.

Use the [guiding questions, examples, and resources](#) to provide a narrative response to address emergency planning, threat assessments and reporting, and targeted violence.

School Safety as a whole

- Keeping our school staff and students safe is the first step in creating a positive learning environment. Planning considers all threats and hazards. The planning process must include consideration for a wide range of possible threats and hazards that may impact the school. Comprehensive school emergency management planning considers all threats and hazards throughout the planning process, addressing safety needs before, during, and after an incident.
- Our system realizes that the ever-changing environment of school safety calls for an all-encompassing approach to preventing violence and preparing for unpreventable critical incidents such as natural disasters or extreme weather.
- Our system has also committed school resources to develop and manage a strategy for dealing with the social, emotional, and mental safety of students and staff.
- The comprehensive emergency preparation plan for our district includes beginning-to-end guidance on how to respond, communicate, and resolve emergency situations. Finally, consistency across schools helps all staff better understand and execute the emergency plans and protocols.

Update emergency operations plans

- We believe that the most important part of the EOP updating process is the Risk Assessment. Our District has periodic risk assessments conducted by professionals who are trained in evaluating school campuses relative to safety hazards. These security audits help us to identify weak or dangerous areas on school grounds. Plans are then made to address problem areas at each school. We identify which areas of weakness should be addressed first based on the safety hazards that pose the most imminent threats. We then document the corrective action that needs to be taken and finally establish a timeline for completing the corrective action.

Engagement with emergency preparedness personnel (i.e., local police or sheriff, fire officials, and/or parish/city emergency operations)

- Effective school emergency management planning and development of a school EOP are not done in isolation. It is critical that our schools work with district staff and community partners—local emergency management staff, first responders, and public and mental health officials—during the planning process. An effective school EOP is supported at the district level and integrated with district, community, and state plans. This collaboration makes more resources available and helps to ensure the seamless integration of all responders.

Address specific types of school threats, e.g., an incident of shooting at school, on a bus, or at a school-related event

- First, schools establish policies defining prohibited behaviors that are unacceptable and therefore warrant immediate interventions. These include threatening or engaging in violence, bringing a weapon to school, bullying, harassing and any other concerning behaviors. Secondly, schools should also be aware of behaviors that are not necessarily indicative of violence but nevertheless warrant some type of intervention, such as falling grades, a student becoming more isolated, or marked changes in behavior. Any behavior involving threats of weapons, physical violence, or concerns for one's safety are immediately reported to district leaders, school administration and law enforcement.

Every student, educator, or school employee has access to a safe, and secure school environment

- We believe that a positive school climate is critically related to school success. A positive school climate is the product of a school's attention to fostering safety; promoting a supportive academic, disciplinary, and physical environment; and encouraging and maintaining respectful, trusting, and caring relationships throughout the school community. Important to a positive school climate are three key concepts:
 - Engagement. Strong relationships between students, teachers, families, and schools and strong connections between schools and the broader community.
 - Safety. Schools and school-related activities where students are safe from violence, bullying, harassment, and controlled-substance use.
 - Environment. Appropriate facilities, well-managed classrooms, available school-based health supports, and a clear, fair disciplinary policy.
- It is our system's belief that to make school climate improvements, it is critical to know the strengths and issues in a school according to students, staff, and family. To that end, the district commonly invites all stakeholders to complete school climate surveys. Survey results are documented, shared, and actionable plans are developed to promote a better school environment for all.

Strategies system will employ to address internal and external threats to school safety

Any behavior involving threats of weapons, physical violence, or concerns for one's safety are immediately reported to district leaders, school administration and law enforcement. It is important that we continue to train students, faculty and staff as follows:

- ***Recognize Warning Signs and Threats:*** learn what warning signs and threats are and where they are likely to be found.

- **Act Immediately:** Take it seriously; learn why it's important to act immediately when warning signs and threats are observed.
- **Say Something:** Learn when to tell a trusted adult when warning signs and threats are observed.

System provides opportunities for students to speak up if they perceive a threat

- Sometimes students need to speak up about a problem or incident, and they are not at school to confide in that trusted adult. We have partnered with Safe Schools Louisiana.
- The Safe Schools Louisiana Anonymous Reporting App is a free resource for your school community, providing students the ability to communicate anonymously about a pressing school, criminal, or mental health concern or issue.
- The program works in partnership with Crimestoppers, Inc., local and regional law enforcement/social services and your designated school team to address each student's anonymous reports/concerns for appropriate action.
- Tips are monitored and received via the Safe Schools Louisiana App or via the website, www.safeschoolsla.com, and once vetted, the proper representatives are notified for engagement. When there is an emergency, your Safe School team will be contacted for immediate response and intervention. The web-based platform called P3 Campus is used in over 20,000 schools and by over 10 million students across the United States.
- Training and promotional materials including videos and lesson plans will be provided electronically to each participating school utilizing the Safe Schools Louisiana Program.
- In addition to the P3 Safe Schools Louisiana program, students may also use student email via GAGGLE to contact an adult about specific incidents or threats. School administrators are notified by GAGGLE as soon as the student mentions any threat to themselves or others in the email. The GAGGLE system scans for key words that would give cause for concern and notifies school administration immediately via email or by phone or both.
- Our district also has an online tip reporting form linked to the district web page.

Assessment of effectiveness of school emergency operations and safety plans

- All school-based emergency response plans should be based on the four phases of emergency management: mitigation, preparedness, response, and recovery. Mitigation comprises actions that reduce or eliminate long-term risk to people and property from disasters, such as addressing the safety and integrity of school buildings, security, and culture and climate of schools to prevent violence. Preparedness focuses on planning for natural disaster or terrorist events and involves understanding the local community emergency plans and developing evacuation protocols prior to any event. Response is the actual steps taken to save lives and prevent further damage during a crisis. Recovery entails methods to restore the learning and teaching environment after a crisis. These are not four separate, distinct phases; instead, all phases create the groundwork for a continuous process where the results of each phase help the next phase build a stronger emergency response plan.

Counseling and support to students and educators in the event of a threat, school shooting, or other violent incident in the school community

- Our system's counselors and social workers shall be dispersed to all schools and endeavor to both counsel and console teachers, students, the injured, and families of the injured. These practices are aimed at helping children and adults regain a sense of emotional and physical safety and feel protected.
- In addition, our system's crisis counselors and social workers goal is to decrease emotional pain, provide emotional support, make sure that the person in crisis is safe, and help develop a plan for coping with the situation. Sometimes it also involves connecting a person to other community or health services that can provide long-term support.

SCHOOL SAFETY & OPERATIONS 2022-2023 Total Funding Commitment

\$655,235

Double Click to enter each Funding Commitment amount

Budgets in eGMS should be revised to reflect key investments funding commitments captured in the LEA's 2022 - 2023 Academic Recovery and Acceleration Plan.

ATTENDANCE & WELL-BEING 2022-2023 Total Funding Commitment	\$ 955,482.00
RECOVERY AND ACCELERATION 2022-2023 Total Funding Commitment	\$ 1,578,972.00
PROFESSIONAL LEARNING & DEVELOPMENT 2022-2023 Total Funding Commitment	\$ 1,001,889.00
SCHOOL SAFETY & OPERATIONS 2022-2023 Total Funding Commitment	\$ 655,235.00
2022- 2023 Total Funding Commitment	\$ 4,191,578.00

Please recheck your plan to ensure you followed the below directions.

Directions: For plan approval, the following must be completed:

- Data must be used when providing a narrative response to a key investment.
- LEA should not write a narrative if a different funding source is being used for a specific key investment or indicate N/A.
- LEA should indicate the funding amount for each specific key investment that will use ESSER funding.
- All grade-levels should be represented in your plan (federal requirement); however, grades 4th – 8th data should be specifically referenced in the Recovery and Acceleration Commitment section of the plan (state requirement – Act 294).
- If other is selected as an option, please add content to represent “other”.

LEA 2022 - 2023 ARAP Status

- ☐ ARAP Approved
- ☐ ARAP Approved with contingencies: ARAP returned to LEA to revise based on reviewer feedback/comments
- ☐ ARAP **not approved**: LDOE Consultation Required -- ARAP returned to LEA to correct based on reviewer feedback/comments

Reviewer Initials Click or tap here to enter text.

Date Click or tap to enter a date.