Zachary Community School District
Strategic Plan · 2020-2025

A Model of Excellence

ZACHARY COMMUNITY SCHOOL DISTRICT
REACHING FOR HIGHER EDUCATION
Building Zachary's Future Since 2003

Zachary Community School Board

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Board Approved December 8, 2020

Strategic Plan Overview

We are proud to present the Zachary Community Schools 2020-2025 Strategic Plan. The ideas, goals, and action steps shown in the following pages will serve as a roadmap to help guide our district for the next five years. The final document culminated from the collaboration between board members, district and school administration, teachers, staff, and community members. The Zachary Community Schools Strategic Plan defines the district's goals as we move forward. These goals will be the driving force in guiding our use of resources as we focus on the present and the future. United as a team, we will give our students the skills they need to be successful and to be college and career ready.

About Our District

The Zachary Community School District was carved out of the East Baton Rouge Parish School System by the approval of the state legislature and statewide election. The Zachary Community School District extends to the East Baton Rouge Parish line in the North, the Mississippi River in the West, the Comite River in the East, and the City of Baker to the South. The Zachary Community School District has maintained high standards of excellence in academics, athletics, community service, and extracurricular activities. Every decision is guided by a student-centered philosophy and our core values in the Zachary Community School District. The partnership between the community, parents, and the school district has resulted in unprecedented student achievement. The Zachary Community School District has been recognized as the top-performing district since it began operations in 2003. The Zachary Community School District is comprised of seven schools which are arranged using the grade cluster approach: Zachary Early Learning Center (PreK), Northwestern Elementary School (K), Rollins Place Elementary School (1st & 2nd), Zachary Elementary School (3rd & 4th), Copper Mill Elementary School (5th & 6th), Northwestern Middle School (7th & 8th) and Zachary High School (9th – 12th).

Strategic Planning Process

Spring 2019	**Where are we?** • State of District/Accountability & Assessment • Student Support Services & Safety	• District staff made presentations at public meetings to update academic trend data, student support services, and safety
Summer 2019	**School Level Self-Assessments** • School Quality Reports • Surveys • Inventories • Data Review	**Quality Factors Diagnostic** • School-level teams conducted self-assessments of the practices and conditions that impact the school community's quality **EProve Surveys and Inventories** • Surveys were administered to understand what key stakeholders believe about the quality and experience of schooling • Inventories were administered to gain an understanding of what key stakeholders experience within the school community • Stakeholder experiences reveal how the processes, practices, and conditions of schooling impact learners, parents, and educators
Fall 2019	**Stakeholder Input** • Strategic Planning Community Survey	**Pre-Strategic Planning Online Survey** • Surveys were made available to all stakeholder populations and were open for responses for one month during Fall 2019
Fall 2019	**Identification of Pillars/Major Areas** **Review of Vision, Mission, and Core Values**	• District and School Leadership Meetings were held to discuss key areas that should be addressed • School Board Members were provided survey results to provide input on areas
Winter 2019/2020	**External: Comprehensive Needs Assessment**	• Comprehensive needs assessment process was used to identify needs and performance challenges in a school or district, determine their root causes, and set priorities for future action
Spring 2020	**Strategic Planning**	**Identified** • Strategic and Action Goals • Focus Areas • Indicators

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Vision · Mission · Core Values

VISION

Zachary Community School System is recognized as a **MODEL OF EXCELLENCE** serving all citizens.

MISSION

The mission of the Zachary Community School Board is to assist every student in reaching his or her maximum potential through **HIGH-QUALITY INSTRUCTION** and **GOOD STEWARDSHIP of COMMUNITY RESOURCES.**

CORE VALUES

Children First · Honesty · Integrity

Teamwork · Strong Moral Foundation

Community and Family Involvement

Accountability · No Political Agendas

Safety · Excellence

PILLAR ONE

Academic Growth & Achievement

ZELC Pre-Kindergarten CLASS Results

Year	Emotional Support	Classroom Organization	Instructional Support	Overall Score	Overall Performance Rating
2016-2017	6.14 Excellent	6.05 Excellent	3.98 Approaching Proficient	**5.39**	**Proficient**
2017-2018	6.16 Excellent	6.16 Excellent	4.46 Approaching Proficient	**5.60**	**Proficient**
2018-2019	6.31 Excellent	6.44 Excellent	5.31 Proficient	**6.02**	**Excellent**

Zachary Early Childhood Network 2019: 5.97 (ES), 5.97 (CO), 4.78(IS), and 5.37(Overall)

Pre-Kindergarten TS Gold Screening Assessment

Year	Key Skills Measured	% Below	% Meeting	% Exceeding
Language	Spring 2017	8.2	71	20.8
	Spring 2018	15	68.5	16.5
	Spring 2019	8.4	84.8	6.8
Literacy	Spring 2017	2.9	59.2	38
	Spring 2018	3.1	48.4	48.4
	Spring 2019	0.4	26.6	73
Mathematics	Spring 2017	11	67.8	21.2
	Spring 2018	2	11.8	86.2
	Spring 2019	1.3	21.1	77.6
Social-Emotional	Spring 2017	4.1	65.3	30.6
	Spring 2018	26	52.4	21.6
	Spring 2019	5.5	65.8	28.7
Cognitive	Spring 2017	4.9	69	26.1
	Spring 2018	6.7	81.1	12.2
	Spring 2019	8.4	81.9	9.7
Physical	Spring 2017	6.1	77.1	16.7
	Spring 2018	12.2	77.2	10.6
	Spring 2019	5.9	92.4	1.7

DIBELS Assessment Data

Grade Level	Year	% On/Above	%Below
Kindergarten First Sound Fluency	Fall 2017	73	27
	Fall 2018	69	31
	Fall 2019	56	44
First Grade Word Fluency	Fall 2017	66	34
	Fall 2018	37	63
	Fall 2019	39	61
Second Grade Oral Reading Fluency	Fall 2017	78	22
	Fall 2018	75	25
	Fall 2019	72	28
Third Grade Reading Comprehension	Fall 2017	50	50
	Fall 2018	44	56
	Fall 2019	58	42

3rd- 8th Grade Assessment Performance LEAP 2025
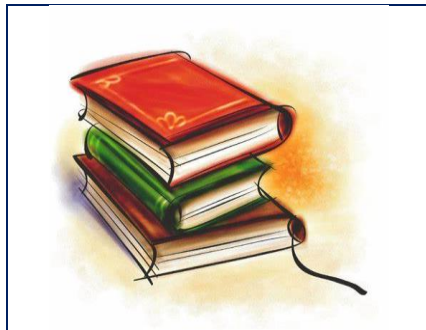
English Language Arts
Percent of Students at Each Achievement Level

Grade Level	Year	Advanced	Mastery	Basic	Approaching Basic	Unsatisfactory
3rd Grade	Spring 2018	9	59	16	8	7
	Spring 2019	13	52	22	8	5
4th Grade	Spring 2018	18	46	20	11	5
	Spring 2019	17	50	23	7	3
5th Grade	Spring 2018	2	52	28	13	4
	Spring 2019	7	46	28	16	4
6th Grade	Spring 2018	7	43	29	16	5
	Spring 2019	15	45	25	13	2
7th Grade	Spring 2018	33	38	21	7	2
	Spring 2019	25	41	22	9	3
8th Grade	Spring 2018	21	53	16	7	3
	Spring 2019	28	53	14	4	Less than 1

Mathematics
Percent of Students at Each Achievement Level

Grade Level	Year	Advanced	Mastery	Basic	Approaching Basic	Unsatisfactory
3rd Grade	Spring 2018	8	45	29	12	5
	Spring 2019	11	48	26	11	4
4th Grade	Spring 2018	7	47	29	15	2
	Spring 2019	5	57	27	6	5
5th Grade	Spring 2018	8	38	32	18	5
	Spring 2019	7	41	30	19	3
6th Grade	Spring 2018	7	37	38	16	2
	Spring 2019	12	49	25	13	Less than 1
7th Grade	Spring 2018	8	37	41	12	2
	Spring 2019	5	39	37	16	3
8th Grade	Spring 2018	13	51	21	11	4
	Spring 2019	13	47	24	13	2

Social Studies
Percent of Students at Each Achievement Level

Grade Level	Year	Advanced	Mastery	Basic	Approaching Basic	Unsatisfactory
3rd Grade	Spring 2018	12	26	27	20	14
	Spring 2019	7	17	23	30	23
4th Grade	Spring 2018	6	33	28	21	11
	Spring 2019	7	29	33	20	11
5th Grade	Spring 2018	6	35	25	18	14
	Spring 2019	7	27	30	22	14
6th Grade	Spring 2018	18	32	29	14	7
	Spring 2019	19	26	30	16	9
7th Grade	Spring 2018	30	33	21	9	6
	Spring 2019	30	34	18	8	9
8th Grade	Spring 2018	38	32	17	8	4
	Spring 2019	38	42	13	4	2
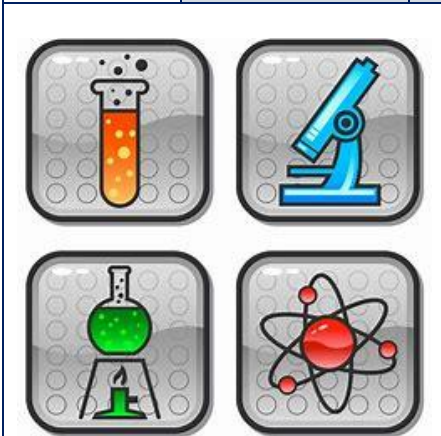
Science
Percent of Students at Each Achievement Level

Grade Level	Year	Advanced	Mastery	Basic	Approaching Basic	Unsatisfactory
3rd Grade	Spring 2018					
	Spring 2019	14	26	40	16	4
4th Grade	Spring 2018					
	Spring 2019	10	41	29	12	7
5th Grade	Spring 2018					
	Spring 2019	22	36	21	14	7
6th Grade	Spring 2018					
	Spring 2019	7	36	35	15	7
7th Grade	Spring 2018					
	Spring 2019	8	39	38	18	6
8th Grade	Spring 2018					
	Spring 2019	12	38	30	17	3

High School Assessment Performance LEAP 2025

	High School LEAP 2025 EOC				
	Percent of Students at Each Achievement Level				
Subject	**Year**	**Advanced**	**Mastery**	**Basic**	**Approaching Basic**	**Unsatisfactory**
English I	Spring 2018	19	49	24	8	Less than 1
	Spring 2019	23	44	21	9	3
English II	Spring 2018	24	37	20	12	7
	Spring 2019	24	38	21	9	7
Algebra I	Spring 2018	10	52	23	13	2
	Spring 2019	5	42	35	14	5
Geometry	Spring 2018	11	39	34	15	2
	Spring 2019	9	44	33	12	Less than 1
US History	Spring 2018	30	26	24	8	10
	Spring 2019	25	32	25	9	8
Biology	Spring 2018	NR	NR	NR	NR	NR
	Spring 2019	20	30	31	13	6

Overall District Performance Score

SPS Component	2018 Index Value/ Letter Grade	2019 Index Value/ Letter Grade
Overall DPS	93.6 A	95.9 A
2018 K8 & High School Assessment Performance	85.7 B	86.9 B
2018 K8 & High School Progress Performance	96.8 A	98.7 A
2018 Dropout Credit Accumulation Index	143.2 A	142.8 A
2018 ACT Index	83.6 B	83.1 B
Strength of Diploma (Graduation Index) (2016-2017 Cohort)	106.2 A	109.7 A
Cohort Graduation Rate Index (Points Earned for Cohort Graduation Rate) (2016-2017 Cohort)	91.1 A	115.5 A

Zachary Elementary School (Shared w/ NES and RPES)

SPS Component	2018 Index Value/ Letter Grade	2019 Index Value/ Letter Grade
Overall SPS	85.9 B	89.7 B
2018 K8 Assessment Performance	80.5 B	84.6 B
2018 K8 Progress Performance (Growth)	102.2 A (Top Gains)	105.1 B (Top Gains)

Copper Mill Elementary School

SPS Component	2018 Index Value/ Letter Grade	2019 Index Value/ Letter Grade
Overall SPS	81 B	84.7 B
2018 K8 Assessment Performance	78.5 B	81.6 B
2018 K8 Progress Performance (Growth)	88.4 B	94.1 (Top Gains) A

Northwestern Middle School

SPS Component	2018 Index Value/ Letter Grade	2019 Index Value/ Letter Grade
Overall SPS	98.8 A	99 A
2018 K8 Assessment Performance	94.5 A	93.9 A
2018 K8 Progress Performance (Growth)	101.9 A (Top Gains)	104.6 A (Top Gains)
2018 Dropout Credit Accumulation Performance	143.2 A	142.8 A

Zachary High School

SPS Component	2018 Index Value/ Letter Grade	2019 Index Value/ Letter Grade
Overall SPS	98.2 B	101 A (UIR)
High School Assessment Performance	95.4 A	90.4 A
High School Progress Performance (Growth)	101.9 A	93.9 A
ACT Index	83.6 B	83.1 B
Strength of Diploma (Graduation Index)	106.2 A 2016-2017	109.7 2017-2018
Cohort Graduation Rate Index (Points Earned for Cohort Graduation Rate)	105.5 A 91.1% Rate	115.5 93.1% Rate

Advanced Placement Data

Year	% of Students Earning 3 +	# Tested
2017-2018	66.2%	182
2018-2019	57.8%	306

Average ACT Scores

Year	# Tested	English	Mathematics	Reading	Science	Composite
2016-2017	373	20.6	19.6	20.7	20.8	20.6
2017-2018	375	21.1	19.9	21.5	20.8	20.9
2018-2019	375	20.9	19.8	20.9	20.4	20.6

Pillar One:
Academic Achievement & Growth

Strategic Goals

- Ensure that high-quality curriculum, instruction, and assessment are implemented and delivered with a focus on rigor, student engagement and continuous improvement

- Provide all students with high-quality educational opportunities that promote academic growth and develop critical skills and abilities to ensure that all students are on track to a college degree or professional career

- Expand and enhance the integration of technology resources available to staff and students as identified by needs assessment

Action Goals

Increase student achievement in all core content areas resulting in improvements in the areas of student progress (growth), student performance (proficiency), graduation rates, and schools designated as an "A":

- Increase performance and reduce disparity in proficiency scores on assessments, participation and performance in accelerated courses and special education placement
- Increase percent of students scoring on or above grade level on DIBELS 8 in grades K-3
- Increase the percent of students scoring proficient or above on statewide assessments
- Increase the ACT/Work keys index score annually
- Increase the number of students taking AP courses/Dual Enrollment
- Increase or maintain the percent of grade K-8 students enrolled in physical education courses, visual arts courses, performing arts courses, and of grade 4-8 students enrolled in world language courses

FOCUS AREA	Indicators/Action Steps
High-Quality Curricula & Instruction	**Teachers in all grade levels and core content areas can access and implement a high-quality, rigorous curriculum:** • Communicate curriculum direction to all stakeholders • Conduct an inventory of ALL instructional materials and programs used, including rationale, to be submitted and approved by district content staff • Implement the adopted High-Quality core curriculum fully, inclusive of remediation, scaffolding, and supports for at-risk students • Develop and implement a plan for vertical articulation in core curricular areas • Implement differentiation, acceleration, and remediation interventions that build on the selected high-quality curriculum • Evaluate the efficacy of curriculum implementation and intervention practices • Complete Formal and Informal observations and walkthroughs to assess the implementation of a high-quality curriculum • Conduct a full review of all ancillary, elective, and non-Tier 1 Curriculum, resources and scope and sequences
High-Quality Assessment	**Teachers use high-quality, curriculum-embedded assessments, including screeners; and/or high-quality interim assessments, to plan for students' individual needs:** • Implement an assessment system plan that utilizes a balanced student assessment program to assess student progress toward state standards/curriculum goals, inform instruction, and determine appropriate intervention for students • Expand the implementation of illuminate data and assessment system • Implement curriculum-based "on-grade-level" high quality, standards-aligned assessments • Administer the DIBELS 8 assessment program three times each year K-2 • Implement the Louisiana Department of Education's LEAP 360 assessment system • Identify and administer Louisiana Standards Aligned K-2 assessments each Spring • Examine all school-based common assessments for rigor and standards alignment

High-Quality Professional Development	**Teachers in all grade levels and core content areas receive an orientation to the curriculum, content module redelivery, opportunities to prepare for units and lessons, and ongoing support:**
	• Review and revise annual professional development district and school-level plans that include orientation, training, and ongoing support (as applicable) in the following areas:
	    o Curriculum, Instruction, and Assessment
	    o Technology, including Virtual Learning
	    o Special Education
	    o Social and Emotional Learning
	    o Data Analysis
	    o Other areas as identified
	• Budget and allocate resources annually to support the implementation of the professional development plan
	• Provide an opportunity for educators to set specific goals and create an action plan in their annual Professional Growth Plans
	• Identify and utilize selected partners to assist in supporting teachers during the implementation of High-Quality Curriculum
	• Provide opportunities for teachers and staff to collaborate through vertical articulation, grade level, and content meetings
	• Provide professional learning community time for teachers to unit and lesson plan
	• Utilize teacher leaders to assist in facilitating professional development
	• Provide an opportunity for educators to participate in state and national training, including the annual teacher leader summit, summer content institutes, ongoing teacher leader collaboration events, and other identified summits, institutes, and conferences

Data Analysis	**Educators will have access to a real-time, actionable approach for understanding each student's daily progress and challenges:** • Expand the use of student assessment data management system • Utilize data to target student needs and make appropriate curriculum and instructional adjustments • Provide training and support for teachers use of assessment data to guide instruction and clarify expectations for using data to make instructional decisions, set instructional goals, and establish student learning targets • Provide training to teachers in the use of data to help them target individual student needs • Use grade level professional learning communities to analyze data and identify differentiated instructional strategies to drive instruction, provide remediation and acceleration • Develop school data teams to assist their peers in interpreting test scores

Remediation & Intervention	**Students will have access to needed additional academic supports:** • Provide training and support for teachers to ensure consistent, evidence-based interventions are utilized districtwide • Provide extended learning opportunities including in and after school tutoring, summer remediation, and extended time through in and after school tutoring and ESY (Extended School Year Services) • Implement best practice progress-monitoring to ensure interventions are effective and yield the desired outcome • Provide credit recovery options in all subject areas throughout the school year to assist students in completing course work that was not satisfactory to meet college and/or career diploma requirements
Early Childhood Network	**Provide pre-kindergarten children access to high-quality options that ensure students are Kindergarten-ready:** • Expand learning opportunities for Early Childhood to support cognitive and emotional development • Develop a Community Network Blueprint and revise annually • Host and conduct collaborative meetings with the Zachary Early Childhood Network providers to improve student preparation for Kindergarten • Conduct annual PreK Roundup with all Zachary Early Childhood network providers • Provide adequate PreK classes to provide developmentally appropriate activities
Accelerated and Enriched Programs	**Students whose motivation, talent, performance, or potential for performing at high levels of accomplishment are identified to receive accelerated and enriched instruction:** • Provide programs and services to meet the needs of academically talented and gifted students • Provide high school credit opportunities for middle school students • Review criteria and curriculum adjustments for PACE Program • Review Mathematics Acceleration Program • Develop and implement a plan to further expand dual enrollment, CLEP Advanced Placement, and honors course opportunities. • Provide PSAT and ACT preparation courses for ZCS students. • Promote college experiences for students through University visits and on-campus college fairs • Maintain the AP Scholars Incentive Program and identify academic incentive programs for other areas (i.e., CLEP, Dual Enrollment, Jump Start, etc...)

|	
High School Programs	**Students will be provided Individual Student Graduation Planning/College and Career Transition Supports:** • Provide every 9th Grade student with an Individualized Graduation Plan inclusive of required coursework through the 10th Grade • By the end of 10th Grade, each student will choose a diploma pathway- either TOPS University or Jump Start Tops Tech and have an Individualized Graduation Plan • Students will have a plan that allows them to transition to college and/or career successfully
	Quality Tops University Diploma: • High School Cohort counselors will work individually and collectively with their respective student body to ensure that university requirements are met for both diploma pathways and any specific need that individual universities may have regarding basic, advanced, and elective course needs • Students on the TOPS University diploma pathway achieve a statewide basic or advanced credential through advanced coursework • Students have a funded post-secondary option identified upon graduation
	Quality JumpStart Diploma: • High School Cohort counselors will work individually and collectively with their respective student body to ensure that industry-based courses are explored • Students on a Jump Start diploma pathway will be provided quality pathway options that prepare them to lead productive adult lives by allowing them to earn capstone credentials aligned with employability, rigor, and quality • Pathways: Students will experience a variety of high demand/high wage career pathways that promote meaningful work-based skill sets that lead to Industry-Based Credentials
	Endorsements: • Students will have the opportunity to earn community service and stem diploma endorsements by working with their respective counselor to meet defined criteria for obtainment

Interest & Opportunities	**Students will be provided with access to a well-rounded education, exposing them to diverse learning areas to develop their skills and talents:**
	• Continue to provide and expand access to a range of enrichment offerings at each school
	    o In elementary and middle schools offer quality visual and performing arts, health and physical education, foreign language instruction, technology consistent with current standards, and a variety of co-curricular activities (academic, athletic, and special interest clubs), all of which are supported by research-based evidence
	    o In high schools, provide all courses required for receiving TOPS University and TOPS Tech scholarships, a variety of statewide Jump Start training pathways leading to advanced credentials, or an associate degree aligned to top-demand occupations
	• Provide program listing of co-curricular, extracurricular, and athletic offerings at each school site on school-level websites
	• Expand leadership development opportunities within local and national clubs, organizations, experiences, and events across a broad breadth of academic and civic enterprise opportunities
	• Provide an opportunity to explore and digest meaningful 21st-century career and academic pathways that focus on incorporating technological skill sets that advance digital and scientific outcomes
	• Provide opportunities for students to showcase their talents by participating in a variety of programs and contests

STEM	**Students are exposed to STEM concepts through a problem-based inquiry approach where students can connect and apply information learned from all four disciplines; science, technology, engineering, and mathematics, to solve real-life problems:**
	• Assess current programs that provide students access to STEM Education before, after, and during school
	• Identify and develop STEM-based community and business partnerships that provide students with the skills and experiences to apply and understand real-world context
	• Build district initiative and expand upon STEM Pathways through STEM Focused Courses and Programs
	    o Elementary: Foster student interest and excitement in STEM-related learning. Provide opportunities for students to enhance their technological and engineering skills through coding, robotics, and other identified programs
	    o Middle: STEM-focused learning experiences with exploratory classes
	    o High School: Career and Technical Pathways and course aligned to current trends in the industry
	• Provide Innovations and Extensions in STEM, including summer camps, clubs, internships, business partnerships, and contests

Technology	**Educators will integrate educational technology strategies in the classroom that differentiate, personalize, and enhance student learning:** • Review and evaluate annually the district readiness and student proficiency levels (identify a technology skill-based assessment tool that progress checks skill alignment across grade levels and ensures digital literacy readiness to use technology to find, evaluate, create, and communicate information within workplace/academic environments) • Ensure technology support for teachers across academic, technological, and implementation arenas through assistance from MIS technology specialists (assist in one-on-one, grade level team and content area team training on integrating High-Quality curriculum into daily lessons; provided professional development to all educators on ways to bring technology into the classrooms and provide one-on-one assistance to individual teachers, grade-level teams and content area teams in integrating technology into High-Quality Curriculum/Lessons) • Develop a districtwide Instructional Technology team to provide technology tools, support, and innovation for both students and teachers in the classroom • Adopt and implement a districtwide plan to ensure that all PreK -12 grade students participate in Educational Technology learning experiences driven by ISTE, Louisiana State Standards, Curriculum, and appropriate digital citizenship • Utilize computer labs and classroom laptop carts at all grade levels to enhance student technologic skills sets to ensure 21st-century skill sets are obtained • Integrate computer science opportunities for students at all learning levels and link specific curse offerings to stem related pathways • Implement a Digital Design and Emergent Media pathway for students in college and career-ready areas focused on 21st-century media production, developing skills and creativity for producing digital media from assessment through final presentation (STEM Disciplines Integrated) • Ensure access to digital curricular materials and learning management systems for students and teachers with an increase of adopted curriculum that can be accessed digitally

PILLAR TWO

You're **braver** than you believe, and **stronger** than you seem, and **smarter** than you think.
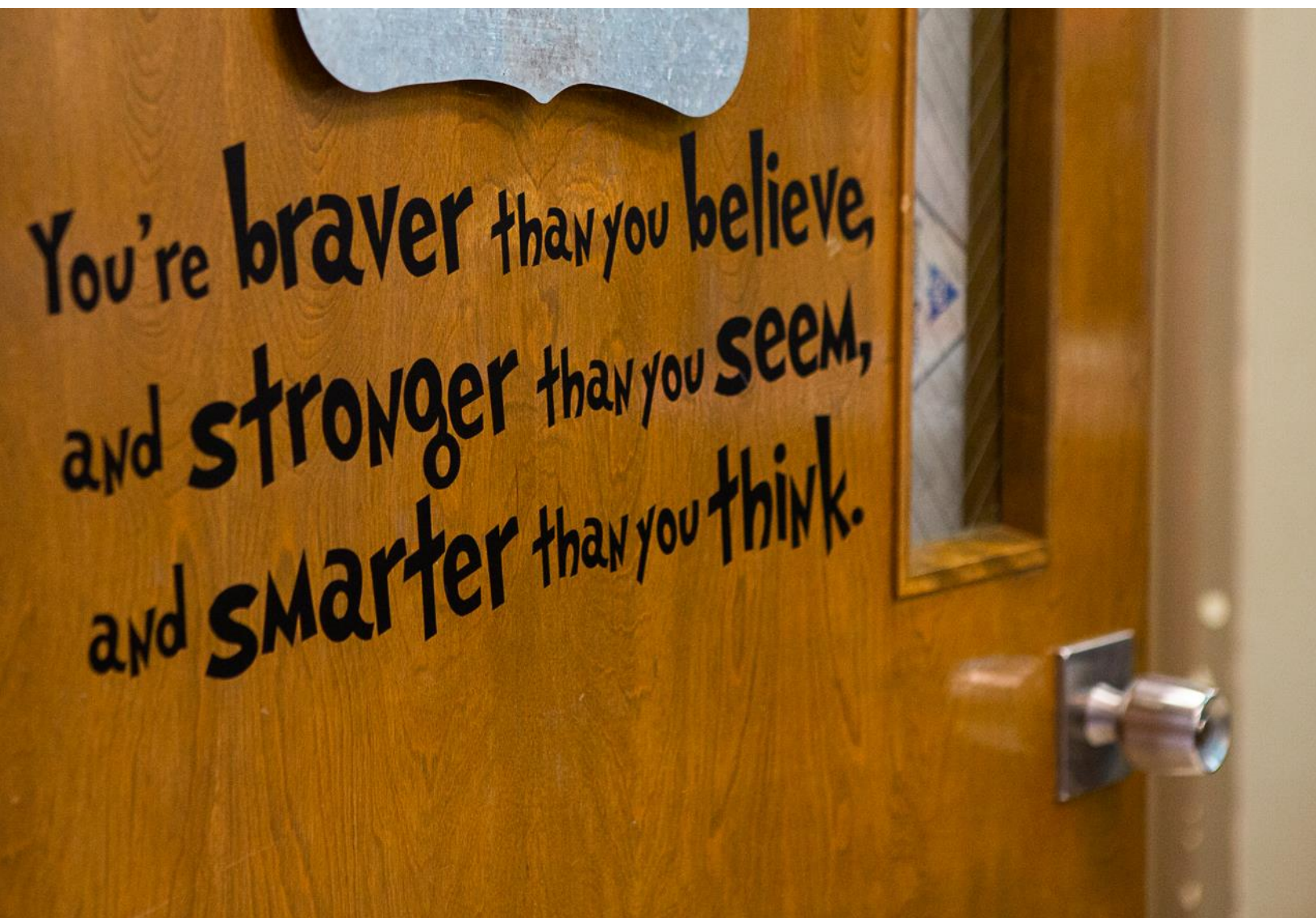
Administered Social Needs Assessment Survey in Fall 2019 to students in grades 5th – 12th

Social and Emotional Learning is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Zachary High School (1463)	Northwestern Middle School (826)	Copper Mill Elementary (802)
- 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	- 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	- 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

Strategic Goals

- Improve the school district climate and learning environment through a Social – Emotional Initiative that supports increases in student achievement, emotional skills and positive behavior in order to support the growth of the "whole child"

Action Goals

- Develop a supportive learning community through Social- Emotional Educational Initiatives to encourage the healthy development of all students
- Increase the percent of students demonstrating behaviors that contribute to a positive learning environment and social culture

Pillar Two:
Social & Emotional Learning

Area/Strategy	Action Steps
Needs Assessment	**The district will identify areas of need and growth areas annually to develop and update Social Emotional Learning Initiative activities:** • Develop an SEL district advisory team to build support, foster awareness, and create a shared vision through a coordinated approach • Administer annual social needs assessments to students in 5th – 12th Grade and eventually PreK – 12th Grade
Social-Emotional Education Learning Program	**The district will expand and revise the District's Social-Emotional Learning Initiative:** • Develop student outcomes and competencies to support the ZCSD Social-Emotional Learning, helping develop the whole child • Develop a plan to support student health and well-being which expands awareness and prevention efforts; increases access to Student Services staff; strengthens community access to ensure students have appropriate levels of care; and refines Threat Assessment procedures • Teach the skills needed to develop self-awareness, self -management, social awareness, responsible decision making and positive relationships with adults and peers • Integrate the use of essential skills from the collaborative for Academic, Social, and Emotional Learning listing of practices that ensure the sound character and social-emotional developments
Administrative Support	**School Level Administrators will create a schoolwide vision of students' social, emotional, behavioral, and academic development for a safe and supportive learning environment:** • Implement SEL lessons and strategies as a part of daily classes and as supplemental • Use strategies to decrease punitive measures as a first response **District Level Administrators will provide adequate resources to implement the District's Social-Emotional Learning Initiative:** • Access current staffing to ensure that the district provides sufficient and essential staff to support the integration and implementation of the Social-Emotional Learning Program • Identify staff and other contracted resources to assist with the implementation of Social- Emotional Learning Program • Identify fiscal resources needed to implement the program

Professional Development	**Staff awareness, knowledge, and skills regarding social-emotional learning will be increased through ongoing professional learning:** • Create a system and equip staff with the tools and techniques to address social-emotional skills and behavior • Develop a wide range of professional development activities for all levels of educators, including support staff and parents • Provide training on educators own social-emotional competence and biases and how their personal biases can influence their teaching and interactions with students • Provide ongoing professional development for all staff to prepare and effectively implement the Social-Emotional learning • Provide district guidance for all staff implementing the Social-Emotional Learning Initiative • Provide information on the roles of Student Services staff including school counselors, social workers, school psychologists, school nurse, and other identified staff in school climate initiatives, especially for students needing more intensive supports
Stakeholder Involvement	**Collaboration between educators, community, and families to address the social-emotional learning competency development of all students:** • Encourage family and community participation in student learning and the social-emotional health and development of students

Tools and Resources	**Students participate in structured school-based mentor programs:**
	• Evaluate current mentor programs and activities in all schools
	• Revise or develop mentoring programs
	
	Students have access to a multitiered system of supports:
	• Tier 1
	   ○ SEL Assessment
	   ○ All students receive comprehensive SEL instruction
	• Tier 2 SEL Directed Interventions and Supports
	   ○ Interventions & Supports with Small Groups
	   ○ Specialized Social- Skills Training
	• Tier 3 SEL Interventions and Supports
	   ○ Individualized Counseling Support
	   ○ Functional Behavioral Assessment and Plans
	
	Identify current partnerships and expand partnerships with mental health agencies, after-school agencies, club sponsors, and coaches
	
	Review school policies and procedures as they relate to social and emotional learning
	
	Meet and select a partner to assist schools in implementing LIFE: Learning Independence as we Fully Excel:
	• Topics to include Drugs, Suicide, Dating, Social Media Etiquette, and Bullying
	
	Meet and select a partner to assist schools in addressing Study Skills, Test Anxiety, and Time Management
	
	Provide access to Student Services staff, including school counselors, social workers, school psychologists, school nurses, behavioral interventionists, and specialists
	
	Other School Level Resources
	• Display posters at each school providing hotline information
	
	• Add hotline information on the back of all student identification cards in grades 5-12
	
	• Add resource information to student planners
	
	• Place and monitor locked boxes at ZHS, NMS, and CMES, that allows students privacy to students to disclose information to Social Workers

Restorative Discipline	**Engage in the restorative discipline in a whole school, relational approach to building school climate and addressing student behavior that fosters belonging over exclusion, social engagement over control, and meaningful accountability over punishment:** • Review philosophy and system-wide intervention that places relationships at the heart of the educational experience • Utilize restorative practices to change the school climate rather than merely the student behavior • Provide ongoing training to all staff on using restorative practices • Involve parents/guardians as integral members of the restorative conferences and circles • Analyze data trends and inform early interventions • Form partnerships with organizations/agencies that serve youth, including community and faith-based programs, law enforcement and public health and mental health entities

PILLAR THREE

Safety & Facilities

Security

Site	Security Officers	Communication Devices
Zachary Early Learning Center	1 SRO (share w/ RPES)	20
Northwestern Elementary School	1 Detail Officer	13
Rollins Place Elementary School	1 SRO (share with ZELC)	25
Zachary Elementary School	1 Detail Officer	25
Copper Mill Elementary School	1 SRO	25
Northwestern Middle School	1 SRO	23
Zachary High School	1 SRO and 1 Detail Officer	34

CAMERAS- Zachary Community School District currently has about 310 cameras on school campuses and other buildings owned by the district.

Facilities

Site	Projects	Site Total	Timeframe
Zachary Early Learning Center	New Early Learning Center	$7,600,315.84	Prior to 2015
	Electric Double Entry Door System with video call box	$30,000	
Northwestern Elementary School	Early Learning Center New Classroom Buildings, Restroom Renovations, Parking Improvements, Fire Alarm and Intercom, Kitchen Renovations, Classroom Lighting, T-Building Infrastructure, & Remodel- SASSY Building	$5,128,732.11	Prior to 2015
	Electric Double Entry Door System with video call box New ASI Controls Replace fencing Remodel bathroom	$80,000	2015-2019
Rollins Place Elementary School	New School	$17,655,050.90	Prior to 2015
Zachary Elementary School	Kitchen Renovations, Re-Roof Existing Buildings, Classroom Lighting, Drainage Improvements, Replace Fire Alarm and Intercom, New Classroom Buildings, Kitchen Hood Replacement, Restroom Renovations, & ZES New Building	$13,863,660.37	Prior to 2015
	Electric Double Entry Door System with video call box Replaced 86 doors on old classrooms New ASI Controls	$120,000	2015-2019
	Bat Mitigation Quad	$40,000	
	Electric Double Entry Door System with video call box	$30,000	
Copper Mill Elementary School	New School, Classroom Addition, Roof Replacement, Gymnasium and Classroom Addition	$17,857,731.97	Prior to 2015
	Pond erosion and construct retaining wall New Canopy front of the school	$100.000	2015-2019
Northwestern Middle School	New School Auditorium Renovations, Gymnasium Renovations & New Maintenance Building	$20,321,633.51	Prior to 2015

	Electric Double Entry Door System with video call box Painted Auditorium Updated grid, rigging, and curtains in the auditorium Replace treads, new handrails, Reupholster seats in the auditorium	$95,000	
Zachary High School	New Classroom Buildings, New Performing Arts New Gymnasium Complex, New Agriculture Center New Athletic Training Center, Re-Roof Main Building, Upgrade Electrical Service, Replace Intercom, Multi-Media Field, Stadium Addition Computer Room, Foundation Hall, Freezer and Cooler, Drainage, Utility Relocation, Bathroom/Concession, Driveway, Demolition of Old Gym, Asbestos Abatement, Ada Street Renovations, Cafeteria & Resurface Field and Track	$45,689,055.48	Prior to 2015
	Main Entry and Foundation Hall Electric Entry Door with a video box Erosion Wall around Athletic Center Replace Exterior Doors on Library 2nd Stadium addition Pressbox and extra seating	$1,300,000	2015-2019
	Bat Mitigation	$546,000	
Zachary Career and Technical Center	Additional Building & Parking Lot	$2,073,393.75	Prior to 2015
Main Office	New School Board Office	$3,925,887.88	Prior to 2015
	Electric Double Entry Door System with video call box	$30,000	

Pillar Three:
Safety & Facilities

Strategic Goals

- Provide a safe and well-maintained environment conducive to student academic learning

Action Goals

- Develop and sustain a healthy, respectful, caring, and safe learning environment for students, faculty, staff and community, resulting in student achievement and overall school improvement

Area/Strategy	Action Steps
Capital Improvements	**The district will provide and maintain exceptional facilities to ensure an optimal learning environment:** • Monitor enrollment trends • Conduct and identify necessary capital improvements • Develop a plan to construct and renovate facilities to maximize educational benefit while minimizing operations costs • Enhance opportunities for community input on facilities plan • Implement facility condition assessments and an analysis to provide a foundation for a district ten-year capital outlay plan

Safety	**The district will optimize student learning by providing safe, engaging, and healthy environments:**
	• **Crisis Management Plans**
	  o Develop and implement a comprehensive safety plan, update site-based crisis management plans
	  o Practice and assess crisis management plans and procedures periodically
	    ▪ Conduct fire evacuation drills, bus evacuation drills, law enforcement drills to address all other critical incidents, and severe weather drills
	    ▪ Each building conducts these safety drills throughout the year to ensure our students and staff know the procedures in the event of an emergency
	• **School Resource Officers**
	  o Collaborate with our local police departments to provide School Resource Officers (SRO) who engage in mentoring, teaching, and building relationships with our students, staff, and families to develop a positive learning environment
	• **Crisis Response Box**
	  o Maintain a District Crisis Response Box to ensure that we have access to information and resources essential for effective management of a critical incident
	  o Review the School Critical Incident Information and Inventory and identity roles in the district with district and school administrators annually
	• **Security Cameras**
	  o Provide visibility of our campuses and facilities via security cameras (ongoing evaluation and inventory security cameras and continue to replace old analog cameras with digital cameras)
	• **Exterior Door Security Access**
	• **Districtwide emergency notification system**
	  o Alert parents and students of important information

Transportation	**The district will provide safe and efficiently operated bus transportation to ensure our students' success by increasing on-time performance and reducing accidents and breakdowns:** • Review incident and accident reports and address any areas identified in partnership with First Student • Adjust routes as necessary to ensure timely transportation annually, in partnership with First Student

PILLAR Four

Strategic Goals

- Develop and sustain effective structures for communication and ongoing engagement of all stakeholders
- Develop and maintain positive, collaborative relationships with all stakeholders to strengthen support for the Zachary Community School District

Action Goals

- Identify and engage partners to support all stakeholders
- Create a welcoming atmosphere in schools and offices
- Improve communications with families and community members
- Keep all stakeholders apprised of school and district activities and achievement
- Encourage parental support, district pride, and community partnerships through a variety of activities
- Continue to use media to provide information and promote opportunities for involvement in school and district activities
- Continue the use of a web-based reporting system to keep parents apprised of student progress and assignments

Area/Strategy	Action Steps
Administrative Procedures	• Develop, adopt, and implement Administrative procedures to support board policy and ensure consistent administrative leadership • Review and revise the policy in a consistent manner at monthly board meetings
Effective and Purposeful communication	• Provide Customer Service training for district-level employees to create a welcoming atmosphere in school and office settings • Continue to utilize technology and digital communication tools (social media, website, newsletters, videos) to share key information with the school community • Use of Remind and District JPAMS system • Every school maintains a website and Facebook page, with a calendar of events to communicate important dates to parents and the community • Update all school websites • Maintain district web pages and social media pages
Parent involvement in Improving student academic learning	**Communicate opportunities for families to acquire necessary information, knowledge, and skills to support their child's learning at home and school:** • Provide meaningful two-way communications systems for parents and students to monitor growth and achievement • Provide meaningful school to home communications • All schools are to conduct parental involvement activities throughout the year (ex. Literacy Night, Math Night, Arts Night, etc.) • Parents utilize JCampus Parent Communication Center and Moodle to keep apprised of student progress • Provide resources for staff members to build connections and partnerships • Use of a Learning Management System

Supportive and Trustworthy Relationship with Community	**Maintain positive stakeholder support for our district and schools:**
	
	• Annually administer a district survey to measure performance and understand community needs
	
	• Convene sub-committees to carry out target goals and to work in partnership
	
	• Utilize the community's assets and expertise to provide wrap-around services for student and improve student learning
	
	• Develop a special webpage for our celebrations, our challenges, and our vision
	
	• Provide an interactive forum where we gather to engage in meaningful dialogue and discussion on mutual interest topics to generate ideas and suggestions that ultimately strengthen our learning community
	
	• Proactively communicate future issues, initiatives, and opportunities
	
	• Expand community and business partnerships to broaden support for student learning
	    o Promote and expand opportunities for more involvement in school activities
	    o Expand community partnerships
	
	  • ZEPTO, NMS PTO, and ZHS PTO provide support to the schools in the district
	  • FAZE supports all schools

Stakeholder Engagement	**Provide ongoing Community Engagement to solicit ideas and thoughtful suggestions of the school district's stakeholders:**
	• Continue the Superintendent's focus group meetings for teachers, staff, community members, and administrators to gather input and feedback related to student achievement, instruction, and district's continuous improvement efforts
	• Invite and engage the community in District planning and decision making
	• Build an ongoing process for strengthening trust, communication, and collaborative efforts with the full community
	• Hold Multiple engagement sessions to include:
	  - State of the District
	  -Where are we? Defining Student Success
	  -Our Academic Program- Programs of Study
	  -Finances: Capacity and Resources
	  -Planning together- Recommendations
	  -Coffee with the Superintendent
	  -Mocha with Mason (Special Education Focus)
	• Live Stream Board Meetings on the district's website
	• Develop a Parental Advisory Committee
	  o Serve as an advisory, not a decision-making body that makes recommendations, encourages brainstorming, and provides opportunities for parent involvement
	  o Identify common needs and goals among the parents of students enrolled in ZCSD
	  o Provide the superintendent/board with feedback to ensure that parents and their families' needs are included as decisions are made

	Establish an effective employee communication plan to improve internal communication and employee engagement • Staff Surveys • Develop a Superintendent's Advisory Council • School Forum
Recognitions	Work with the human resources department to develop, increase, improve and promote staff recognition and rewards Develop an Annual All-Star Team (Classroom teachers, community members, support personnel, administration) ZCSB Recognitions at monthly meetings including: • Students • Employees • Retirees

Alumni	• Develop an Alumni webpage with connections and opportunities for involvement • Celebrate the successes of alumni
Volunteers	• Develop a Webpage for Volunteers • Update all policies and procedures for volunteers in ZCSD

PILLAR Five

Pillar Five:
Human Resources Data Snapshot

Full-time Employees

School	Administration	Aides	Clerks/Secretary	Teachers	Librarians	Guidance	Custodians	Food
ZELC	1.5	15	2	17	.5	.5	2	1
NES	1.5	4	2	26	.5	.5	4	4
RPES	3	9	2	53	1	1	6	6
ZES	3	10	2	58	1	1	4	5
CMES	4	8	2	59	1	1	7	5
NMS	3	5	3	60	1	1	5	4
ZHS	5	7	6	112	2	4	7	6

Student Support Services	
Certificated Staff OT, PT & Mobility Services -Contracted Services	2 Social Workers 2 Educational Diagnostician 2 School Psychologist 1 Behavioral Specialist (Contracted) 3 Behavioral (Contracted) 3 Instructional Specialist 1 Assistive Technology Para 2 ELL Support Tutors
Support	1 SER Specialist 1 Clerk
Main Office	
Administration	12 (Operations, Finance, HR, Curriculum, Special Education)
Support	14
Other	
Transportation	First Student Contracted Drivers 19 Part-time Bus Aides (PreK- K)
Maintenance	1 Contracted 1 Part-time Manager 1 Warehouse Clerk

Strategic Goals

- Recruit, develop and retain highly qualified staff and leadership who possess the skills to support students in academic, personal and social growth

Action Goals

- Recruit, hire and retain a sufficient number of the best qualified professional and support staff to fulfill their roles and responsibilities and support the purpose and direction of the system, individual schools and education programs as evidenced by academic, staffing and evaluation data
- Utilize an Employee On-Boarding and Mentoring Program to train, equip, and prepare new staff for success and retention
- Utilize Compass Teacher Evaluation System to provide timely and authentic feedback to reinforce growth and identify opportunities to refine professional skills and knowledge

Recruiting	**Improve district processes to attract highly qualified staff** • Create new and strengthen college and university partnerships • Expansion of student teachers • Expand recruitment strategies: Research and create additional promotional links, brochures, resources, and seek additional venues • Increase and expand advertising and promoting efforts; continue to Utilize Teach LA, the ZCSD website, social media, and job fairs for recruitment; and enhance current recruiting strategies to increase the availability of diversity within pools • Research and identify incentive programs to attract and retain the best employees and to staff those hard to staff areas • Identify staff and student ambassadors **Salary and Benefits** • Analyze the ZCSD compensation package to ensure that the district offers a competitive benefit /salary package to attract and retain high-quality staff • Maintain benefits webpage that provides detailed information for applicants and employee **Hiring** • Review and revise as needed the selection process to attract the highest quality professionals • Conduct annual staffing meetings with each school's administrative staff • Provide principals one-on-one and school-site support/feedback with the selection and staffing model

Training and Development	**Mentor Program**
	• Continue to provide a comprehensive system of support to effectively assimilate new teachers to the culture of the school environment and community
	   o School-based New Teacher Orientation and Teacher Induction activities
	   o Assigned mentors who coach new educators on best practices and current standards (Cohort Sessions)
	      ▪ Mentor and Mentee Observations
	      ▪ Ongoing Job-Embedded Support
	      ▪ Weekly and Monthly collaboration
	   o New Teacher Professional Learning Collaboration
	   o Peer Observations and Personal Reflections
	
	Professional Development
	• Support professional growth and development
	• Annual Mandated Professional Development
	• Explore professional development and/or training tools for substitutes
	• Distribute notices of employee handbooks and ZCSD standards of performance during hiring orientation and annually.
	• Professional Growth Plans- Develop personalized goals to guide professional growth

Retain Highly Qualified Staff	**Recognition and rewards for employee accomplishments (i.e., Service Awards)** **Expand Wellness Program Offerings that enhance overall employee well-being** **Salary and Benefits** • Review usage reports and consult with insurance providers to ensure we provide the best benefits package possible for all employees • Make incentive and reward decisions based upon individual performance and effectiveness data • Research and provide incentives to effective teachers who commit to teaching in high-need or harder to staff areas **Employment Satisfaction** • Annual School and District Surveys

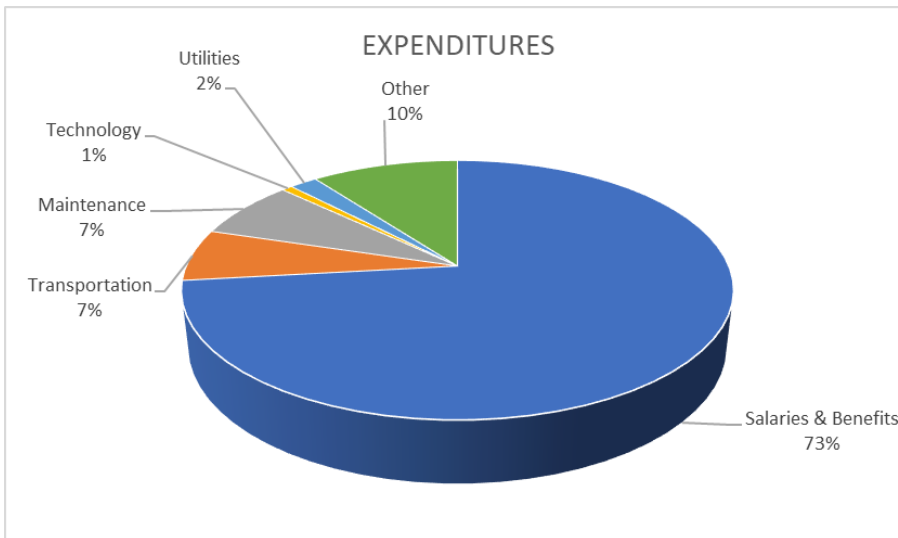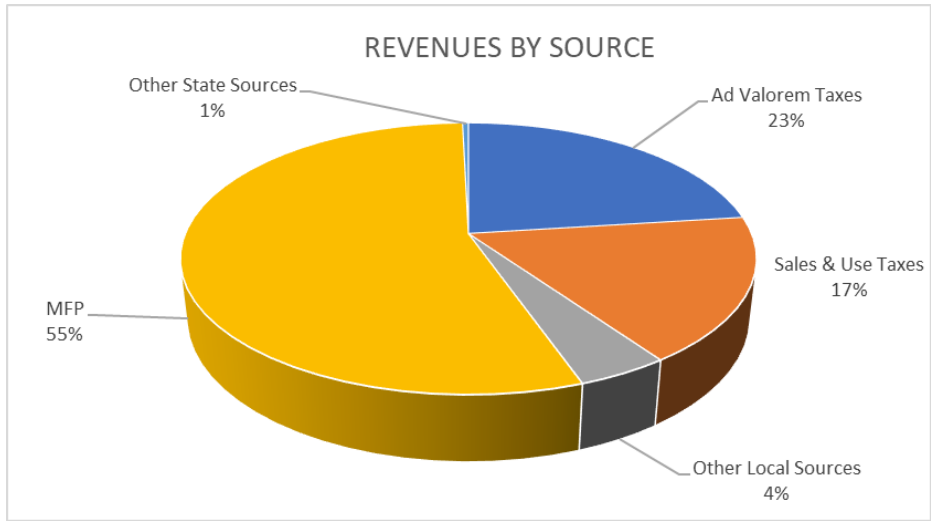|	

Employee Evaluation System	**Continue the implementation of the Compass Model that supports and prioritizes evaluation**
	• Maintain alignment of ZCSD Personnel Evaluation Plan System with Bulletin 130
	• Train administrators in the proper use of the Personnel Evaluation Plan
	• Employees evaluated through the Local Evaluation Plan and maintained on TalentEd
	• Continue use of teacher and leader rubrics
	• Train all educators on evaluation tools and measures of student's growth to be incorporated into evaluations
	• Incorporate new measures of student growth, including value-added into goal setting and professional growth planning
	    o Assist teachers in setting annual student learning targets
	    o Engage all teachers in assessing applicable student data to ensure specific academic learning targets are in place at the beginning of each school year
	• Utilize the state's HCIS system to share and track educator effectiveness data
	• Complete formal and informal observations to ensure implementation of district curriculum and appropriateness of the learning environment
	• Compass results inform educator workforce decisions at the school and district level, including:
	    o hiring and placement
	    o compensation
	    o retention, promotion, and tenure
	    o certification

Educator Leadership and Support	Encourage staff to earn educational endorsements in critical areas of need to support instruction and student academic learning

PILLAR Six

Resources

Pillar Six:

Finance Data Snapshot

Year	Sales Tax	Property Tax	MFP	Total Revenues	Total Expenditures	Notes
14-15	$9,915,273	$10,165,894	$29,575,157	$52,193,904	$50,172,394	$3,961 per student, No MFP Increase
15-16	$9,941,987	$10,627,196	$30,373,700	$53,369,158	$50,044,661	$3,961 per student, No MFP Increase
16-17	$11,677,757	$10,701,330	$31,120,032	$54,915,511	$51,062,109	$3,961 per student, No MFP Increase
17-18	$11,418,953	$11,497,226	$32,211,578	$56,457,281	$53,871,797	$3,961 per student, No MFP Increase
18-19 Unaudited	$11,101,503	$12,665,257	$31,730,464	$57,697,846	$57,561,769	$3,961 per student, No MFP Increase
19-20 Budgeted	$10,500,000	$12,548,874	$32,136,348	$57,150,823	$57,150,823	$4,015 per student, includes 1.375% increase & $1,000/teacher and $500/support worker increase outside the formula

EXPENDITURES

EXPENDITURES

Utilities 2%
Other 10%
Technology 1%
Maintenance 7%
Transportation 7%
Salaries & Benefits 73%

REVENUES BY SOURCE

REVENUES BY SOURCE

- Other State Sources 1%
- Ad Valorem Taxes 23%
- Sales & Use Taxes 17%
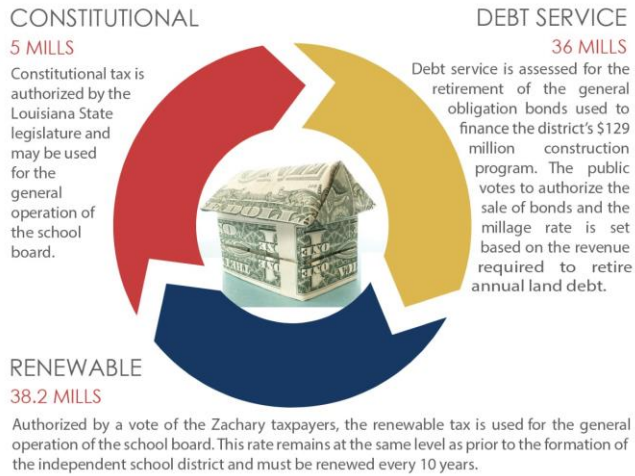- MFP 55%
- Other Local Sources 4%

Current Fund Balance: $19,631,000   Million

Property Tax

The Zachary Community School District has made more than $150 million in Capital Improvements throughout the district since inception. The district issued a series of bonds over six years supported by 36 mills dedicated to being used to pay the retirement of this construction debt. The district has reduced the mills needed to pay the required annual amount to retire the construction debt. This year, 2019-20, the Board approved reducing the mills from 36 mills to 34 mills and will continue to reduce the millage as the debt retires in 2034. The reason for the reduction is two-fold: 1) since 2013, the refinancing of the bonds has produced more than $4 million in interest savings over the life of the bonds, and 2) as property values continue to increase, throughout the district, fewer mills are needed to retire the debt.

PROPERTY TAX BREAKDOWN

CONSTITUTIONAL
5 MILLS
Constitutional tax is authorized by the Louisiana State legislature and may be used for the general operation of the school board.

DEBT SERVICE
36 MILLS
Debt service is assessed for the retirement of the general obligation bonds used to finance the district's $129 million construction program. The public votes to authorize the sale of bonds and the millage rate is set based on the revenue required to retire annual land debt.

RENEWABLE
38.2 MILLS
Authorized by a vote of the Zachary taxpayers, the renewable tax is used for the general operation of the school board. This rate remains at the same level as prior to the formation of the independent school district and must be renewed every 10 years.

Current Sales Tax Rates

Zachary Community School Board is currently collecting 2 cents - 1 cent for General Operations - 1 cent for General Operation/Education Facilities-is not collected on Food or Drugs

Federal Grants

YEAR	TITLE I	TITLE II	TITLE IV	TITLE V	SPECIAL ED
2012-2013	$ 540,875	$ 243,164	$ -	$ -	$ 1,200,516
2013-2014	$ 492,564	$ 268,079	$ -	$ -	$ 1,120,472
2014-2015	$ 573,547	$ 260,845	$ -	$ -	$ 925,985
2015-2016	$ 620,915	$ 275,411	$ -	$ -	$ 827,214
2016-2017	$ 552,612	$ 248,759	$ -	$ -	$ 750,290
2017-2018	$ 625,316	$ 245,457	$ 15,539	$ -	$ 889,947
2018-2019	$ 1,074,914	$ 280,023	$ 50,615	$ -	$ 903,589

State Grants

YEAR	AMOUNT
2012-2013	$ 210,297
2013-2014	$ 178,461
2014-2015	$ 198,212
2015-2016	$ 219,160
2016-2017	$ 193,643
2017-2018	$ 213,853
2018-2019	$ 186,502

Technology Classroom Model

Prekindergarten	Starboard Interactive Board Projector Five iPads per teacher Four student computers in the rear of each classroom 1 Teacher Desktop Computer
K- 2nd Grade	Interactive Board Projector 1 Teacher Desktop Computer 5 Laptop Technology Center in Rear of Room
3rd- 8th Grade	Projector Apple TV(3rd-4th) Four computers in the rear of the classroom(3rd-4th) Actiontec (5th-8th) 1 Teacher Desktop Computer
9th – 12th Grade	Projector Actiontec 1 Teacher Desktop Computer Tier 1 Math (30) Laptop cart ELA/Math Tier 1 teachers have Surface Pro's

Classroom Devices/Models As of 12/3/2020

School	Device	Quantity	Notes
ZELC (250)	iPads & Mini iPads	67	
	Laptops- Classroom Centers, Checkout	125	Lenovo
	Desktops- Classroom Centers/Teacher	26	
	Desktops- Labs	1	30 Desktops
NES (361)	iPads & Mini iPads	112	
	Laptops – Carts	9	200 Laptops • 175 (Lenovo), 25 (Dell 3380)
	Desktops- Classroom Centers/Teacher	82	
	Desktops- Labs	1	30 Desktops
RPES (819)	iPads & Mini iPads	380	
	Laptops – Carts	17	425 Laptops • 400 (Lenovo) , 25 (Dell 3380)
	Desktops- Classroom Centers/Teacher	284	
	Desktops- Labs	3	90 Desktops
ZES (769)	iPads & Mini iPads	101	
	Laptops – Carts	17	425 Laptops • 375 (Lenovo), 50 (Dell 3380)
	Desktops- Classroom Centers/Teacher	259	
	Desktops- Labs	1	30 Desktops

CMES (849)	iPads & Mini iPads	99	
	Laptops – Carts	17	425 Laptops • 400 Dell 3310, 25 Dell 3380
	Desktops- Classroom Centers/Teacher	134	
	Desktops- Labs	2	50 desktops
NMS (844)	iPads & Mini iPads	22	10 kindles
	Laptops – Carts	27	840 Laptops • 750 (Dell 3300), 60 (Dell 3380), 30(3310)
	Desktops- Classroom Centers/Teacher	222	
	Desktops- Labs	2	50 Desktops
ZHS (1633)	iPads & Mini iPads	38	
	Laptops – Carts	55	1650 Laptops • 1320 (Dell 3300), 60 (Dell 3540), 270(3310)
	Desktops- Classroom Centers/Teacher	344	
	Desktops- Labs	11	330 Desktops
Virtual Students	Students PreK -12th	4527 Devices	All students are allowed to checkout a district laptop to facilitate school-related activities. • Lenovo and Dell
District	Academics and PD Laptop Cart	30	Dell 3310

Replacement Cycle:

To ensure that our quality technology infrastructure remains relevant and functional, the Zachary Community School District will maintain a replacement cycle for student and teacher devices. We will annually review the required specifications needed for educational excellence set forth by the Louisiana Department of Education and ensure that the Zachary Community School District remains current on all technology interface.

Technology Classroom Model

Zachary Community School District had implemented learning environments tailored to both traditional school settings and virtual learning opportunities. Students are engaged through high-quality curricula that are offered through teacher-led instruction on learning management platforms, face-to-face learning opportunities, and virtual interaction capabilities. Continuous learning models are in place PreK – 12th Grade to ensure that we reach every child, every day.

Instructional Staff	- Surface Pro computers were distributed to core content, special education teachers, and speech therapists to allow for an instructional interface for both brick and mortar and virtual settings - Laptops were distributed to all other instructional staff - Second monitors were provided to staff as needed
Prekindergarten	- Starboard Interactive Board - Projector 5 iPad per teacher - Four student computers in the rear of each classroom 1 Teacher Desktop Computer
K-2nd Grade	- Interactive Board - Projector 1 Teacher Desktop Computer 5 Laptop Technology Center in the rear of each classroom
3rd- 4th Grade	- Projector - Actiontec (Screen Beam) - Computers in the rear of the classroom 1 Teacher Desktop Computer
5th – 8th Grade	- Projector - Actiontec (Screen Beam) 1 Teacher Desktop Computer
9th -12th Grade	- Projector - Actiontec (Screen Beam) 1 Teacher Desktop Computer

PILLAR Six: Resources

Strategic Goals

- The Zachary Community school district will develop and sustain effective and efficient use of resources to focus on continuous improvement, support student learning, and fiscal responsibilities

Action Goals

- Manage all the financial assets of the school system to provide for resources necessary for each school year
- Adopt and manage balanced budget
- Provide for an adequate fund balance for long-term financial stability
- Ensure compliance with Federal and State laws and regulations

PILLAR Six: Resources

Area/Strategy	Action Steps
Financial Assets	**District resources align to the vision, mission, and beliefs of the district outlined in the Strategic Plan, School Improvement Plans, and District's SuperApp** • Develop and implement an annual budget aligned to the Strategic Plan and School Improvement plans that ensure the equitable and efficient distribution of resources • Compile and maintain general funds budgets along with detail expected expenditure backups annually • Review budget vs. actual for variances and report to Superintendent and Board monthly • Secure additional funds, services, and equipment for the district through grant funding • Ensure financial transparency through expanded stakeholder communication • Enhance opportunities for community input on financial decisions
Financial Stability	• Maintain a minimum reserve level of 20% of the current year revenue to ensure financial stability • Maintain a Strong Investment portfolio, which provides additional needed revenue
Compliance	• Achieve an unqualified opinion (highest rating) annually on external audit reports • Review all expenditures for compliance with LRS and Federal Guidelines. Ensure that entitlement grant expenditures correlate with student growth scores or learning gains using reviews of progress monitoring data with school staff to track student progress and make necessary adjustments

Balanced Budgets	• Periodically review budget v actual reports and report to Superintendent • Amend Budget throughout the year to reflect changes in Revenues and Expenditures • Maintain a financial dashboard on the website and update the public through a state of district reports using the website, social media, and print media
Technology Resources	**Sustain technology growth and innovation through a strong infrastructure** • Maintain a tech team to support continuous integration of technology into instruction to improve the technology skills of students • Update the technology plan and align technology resources annually • Implement a technology use program to access current technology usage annually • Create a reasonable and economically feasible replacement plan • Review, update, and define multi-media classroom setups by content and grade level • Develop a reasonable and economically feasible hardware replacement plan **Articulate support for non-teaching and learning technology needs.** • Maintain and improve security for technology systems **Work with academics to implement a single-sign-on system and review of all supplemental and complimentary digital software programs**