

Humboldt County School District
Albert M. Lowry High School
2024-2025 Status Check with Notes



Mission Statement

As a community, we will provide a comprehensive, safe, challenging and effective learning environment to prepare students for success.

Vision

In Humboldt County School District, we are committed to providing assessments that are high quality by design, produce meaningful data for all stakeholders and serve as part of a coherent system of teaching and learning. Our goal is to improve instructional practice and increase student learning.

Demographics & Performance Information

Nevada Report Card

In compliance with federal and state law, Nevada’s K-12 Accountability Portal provides detailed information about each school’s student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at (Add a link to the school’s School Rating Report.)

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Goals

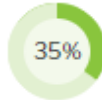

Goal 1: Student Success

Annual Performance Objective 1: By the end of 2024, LHS staff will increase the number of ML students scoring in the proficient range in ELA and Math from 0% to 10% on the College and Career Ready Assessment (ACT).

Aligns to the following state priorities:

Implementing reading & math resources, CCR in secondary, Innovation

Evaluation Data Sources: Reviewed the following data sources: ML ACT Proficiency in ELA and Math, WIDA Access Exits, WIDA Access AGP

Improvement Strategy 1 Details	Status Checks
<p>Improvement Strategy 1: Improvement Strategy: Provide ML students with evidence based language acquisition strategies in all content area instruction.</p> <p>Action Steps:</p> <p>1) Departments will analyze ML student data and target specific reading, writing, listening and speaking strategies that align with curriculum planning.</p> <p>a) All teachers will maintain a roster for each class period that clearly identifies multilingual students and analyze their individual student Access scores.</p> <p>b) Teachers will access the Ellevations platform for resources of evidence based practices for listening, speaking, reading and writing based on student access scores.</p> <p>2) LHS Departments will implement the following academic vocabulary strategies in their lesson plans for 1-2 class periods a day with the highest ML students. Implement recommendation #1 Teach a Set of Academic Vocabulary Words Intensively Across Several Days using a variety of instructional activities, evidence-based recommendations to increase language acquisition development through academic content-area instruction and intervention.</p> <p>a) Choose a brief, engaging piece of informational text that includes academic vocabulary as a platform for intensive academic vocabulary instruction.</p> <p>b) Choose a small set of academic vocabulary for in-depth instruction.</p> <p>c) Teach academic vocabulary in depth using multiple modalities (writing, speaking, listening).</p> <p>d) Teach word-learning strategies to help students independently figure out the meaning of words.</p> <p>3) Determine grade level and language level intervention groups for ML students to have ongoing support on ACT preparation skills in grades 9th-11th. This action step will require a pre/post assessment to determine growth in the intervention period.</p> <p>Resources Needed:</p>	<p>Jan</p> <p> 35%</p> <p>January Lessons Learned</p> <p>All teaching, para-professional, and admin staff continue with MLL PD. Smaller WIDA testing groups.</p> <p>January Next Steps/Need</p> <p>Conduct and complete WIDA testing, continue classroom observations</p> <p>Mar</p> <p> 70%</p> <p>March Lessons Learned</p> <p>Continued ML PD ran through our cite coordinator, WIDA tests completed, classroom strategies observed through observations/evaluations</p> <p>March Next Steps/Need</p> <p>Awaiting WIDA Scores to re-evaluate strategies</p> <p>May</p> <p>May Lessons Learned</p> <p>May Next Steps/Need</p>

1. Northeastern Nevada Regional Professional Development Program: Facilitators
2. Expectations for Teacher Planning to include vocabulary strategies
3. Support for English learning paraprofessionals and coaches, including strategic scheduling and training to implement small-group and individual interventions
4. Ellevations Platform classroom level access data
5. Ellevations Platform Strategies which connects data to listening, reading, writing, and speaking strategies in content areas

Resource Equity Supports:

1. English Learners

a. Challenge: It is a challenge for ML students to concurrently learn a new language and content, while being expected to develop a strong academic vocabulary and utilize reading and writing scaffolds to show proficiency in course work and state assessments in a high school schedule with very little intervention time built into the day.

b. Support: Implement recommendation #1, evidence-based recommendations in general education and intervention contexts in order to maximize educators' knowledge and skills in conjunction with personalized interventions provided by EL paraprofessionals with additional support from LHS ML Coach and LHS ML Paraprofessionals.

ESSA Evidence:

(1) What Works Clearinghouse: ESSA Evidence Citation (ies.ed.gov/ncee/WWC/PracticeGuide/19)

IES Recommendation 1: [Strong] Teaching a set of academic vocabulary words intensively across several days using a variety of instructional activities.

(2) Ellevations Platform (Strong)

Formative Measures: PLC Notes indicating ML student data, Teachers accessing Ellevations Platform, Administrator Quarterly walkthroughs to spot check IES recommendation #1 and use of Ellevation Strategies, Intervention Strategies for ML ACT preparation

Position Responsible: LHS Administrators, NNRDPDP , LHS Staff (certified and classified)

Student Groups This Strategy Targets:

EL

- Evidence Level:

Strong, Moderate

Problem Statements/Critical Root Causes: Student Success 1, 2, 3



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 2: Adult Learning

Annual Performance Objective 1: By the end of the 2024-2025 school year, 100% of LHS staff will participate in monthly professional learning focused on supporting multilingual (ML) learners, demonstrating a 10% growth in knowledge and confidence from pre- to post-surveys. Current knowledge and confidence is at 19.93% based on pre-survey results baseline data Fall 2024.

Aligns to the following state priorities:

Implementing reading & math resources, Workforce, Innovation

Evaluation Data Sources: Staff Survey: HCSD English Learner Program Implementation (Pre | Post) from Professional Learning during 23-24 School year, Notification of AB219 Requirement

Improvement Strategy 1 Details	Status Checks
<p>Improvement Strategy 1: Improvement Strategy: Monthly professional learning will enhance teachers' knowledge and skills in promoting language acquisition through content-area instruction and targeted interventions. This learning will incorporate the use of the Ellevation platform and leverage a partnership with NNRPDP to build the capacity of the site's ML coach, ensuring sustainable support for multilingual learners.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> 1) LHS ML Site Coach will engage in monthly PD with NNRPDP to build monthly PD learning on ELD standards 2) LHS ML Site Coach will provide monthly full staff PD on ML best practices as they relate to ELD standards 3) LHS ML Site Coach will provide targeted content specific PD to different content PLC teams quarterly <p>Resources Needed:</p> <ol style="list-style-type: none"> 1. Northeastern Nevada Regional Professional Development Program: Facilitators 2. Time for professional learning 3. Support for English learning paraprofessionals and coaches, including strategic scheduling and training to implement small-group and individual interventions 4. Professional learning days for ML Site Coach 5. Instructional resources (as determined by individuals/schools) 6. Site Level EL Instructional Coaches 7. Sub costs for ML Coach Professional Learning Days 8) ML Site Coach Stipend \$2000 <p>Resource Equity Supports:</p> <ol style="list-style-type: none"> 1. English Learners <ol style="list-style-type: none"> a. Challenge: Ensuring teacher certainty on providing ML students with access to core content areas when language acquisition is not explicitly worked on in a high school classroom. b. Support: Ensure all staff have ongoing professional learning grounded in evidence-based practices while 	<div> <div> <div>Jan</div> <div> 35% </div> </div> <div> <div>Mar</div> <div> 70% </div> </div> <div> <div>May</div> <div></div> </div> </div> <div> <p>January Lessons Learned</p> <p>PD continues, staff utilizing strategies from PD.</p> <p>January Next Steps/Need</p> <p>Continue to implement teacher desired strategies for classroom use, walk-thru's. PD continue to develop.</p> <p>March Lessons Learned</p> <p>all students tested in WIDA,ACT test given</p> <p>March Next Steps/Need</p> <p>Continue PD, awaiting WIDA and ACT results</p> <p>May Lessons Learned</p> <p>May Next Steps/Need</p> </div>

also strategically scheduling and utilizing staff to maximize the language acquisition and support provided, both in content-area learning contexts (provided by classroom educators) and small-group or individual interventions (provided by paraprofessionals). Ensure administrators have a way to progress monitor classrooms and provide feedback to teachers on use of ML strategies

ESSA Evidence:
(1) What Works Clearinghouse: ESSA Evidence Citation (ies.ed.gov/ncee/WWC/PracticeGuide/19)
IES Recommendation 1: [Strong] Teaching a set of academic vocabulary words intensively across several days using a variety of instructional activities.
(2) Ellevations Platform (Strong)

Formative Measures: Training Materials, Training Sign in, Pre/Post Survey results by training
Position Responsible: All LHS Certified staff , LHS para-professionals, NNRPDP group, District administrative staff.

Student Groups This Strategy Targets:
EL
- **Evidence Level:**
Strong

Problem Statements/Critical Root Causes: Adult Learning Culture 1



No Progress



Accomplished



Continue/Modify





Discontinue

Goal 3: Connectedness

Annual Performance Objective 1: LHS will decrease the percentage of chronic absenteeism by 5% by the end of the 2025 school year.

Evaluation Data Sources: Spring 2024 Panorama Survey
Enrollment in credit recovery 2nd semester.
Increased participation in after school tutoring.
Chronic Absenteeism

Improvement Strategy 1 Details	Status Checks
<p>Improvement Strategy 1: Improvement Strategy: Create a school wide plan in partnership with Communities in Schools to provide ongoing communication, interventions, and support for students that exhibit chronic absenteeism behaviors.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> Tier I <ol style="list-style-type: none"> LHS MTSS Committee (Case management of Academic, Social Emotional, and Attendance Cases) Communities in Schools Partnership Annual Plan with academic targeted intervention caseload (20-25) students Assist LHS Staff track chronic absenteeism Tier II <ol style="list-style-type: none"> After School Tutoring and homework help One on one tutoring and enhancement opportunities Saturday School Tier III <ol style="list-style-type: none"> MTSS/Attendance office referral for truancy program: 2 Truancy citations referred to TAB (Truancy advisory board) 3 Truancy citations and referral from TAB enter Truancy court diversion program Home visits from SRO/Admin: Track home visits Wrap-around community supports i.e. juvenile services, counseling, DCFS, Family support center. <p>Saturday School</p> <p>Resources Needed:</p> <ol style="list-style-type: none"> Shared attendance document for After School Program and Saturday School (continued) Shared attendance document to track at-risk and truant students (continued) Staff to provide opportunities for credit recovery and tutoring support (2 staff members) Staff to teach 9th/10th Academic Success and School Leadership Community supports (Juvenile Services, DCFS, Humboldt County Court Systems, Winnemucca Police Department, Family Resource Center, etc.) Panorama survey 	<div> <div> <div>Jan</div> <div>  35% </div> </div> <div> <div>January Lessons Learned</div> <p>MTSS & CIS continued to develop attendance goals and challenges to student body for incentives of longer lunch.</p> </div> <div> <div>January Next Steps/Need</div> <p>Continue to issue attendance challenges, monitor chronic absenteeism refer to TAB and Truancy Court.</p> </div> </div> <div> <div> <div>Mar</div> <div>  70% </div> </div> <div> <div>March Lessons Learned</div> <p>Saw a 2% improvement in Chronic Absenteeism, MTSS team continues to work cases, CIS academy observations</p> </div> <div> <div>March Next Steps/Need</div> <p>Continue to monitor improvements, continued incentives for attendance, Meet with MTSS and CIS</p> </div> </div> <div> <div>May</div> <div> <div>May Lessons Learned</div> </div> <div> <div>May Next Steps/Need</div> </div> </div>

Resource Equity Supports:

1. English Learners

- a. Challenge: Engaging ML families in attendance improvement efforts requires additional resources for culturally appropriate family engagement programs and activities.
- b. Support: Provide all communication in a culturally appropriate way to ensure parents are provided with the challenges of chronic absenteeism. Ensure parents have access to both school resources (Social Worker, CIS Coordinator, Counselors), as well as community resources.

2. Foster/Homeless:

- a. Challenge: Foster and homeless students struggle to meet their basic needs, including food, clothing, and hygiene. A lack of access to these resources can impact their ability to attend school consistently.
Support: Ensure students have access to both school resources (Social Worker, CIS Coordinator, Counselors), as well as community resources. The LHS b. The Community in Schools room has food, clothing, hygiene, and community resources available for students to access immediately and is open 5 days a week during before, during and after school.

3. Free and Reduced Lunch:

- a. Challenge: It is a challenge to determine the root cause (transportation, health, food insecurity, clothing, academic, social, emotional, behavioral) for each individual case of students and why they are chronically absent.
- b. Support: LHS will handle these situations on a case by case situation and ensure students get the right support. Two supportive structures aligned for checking in with students that require them to be on site are the academic success classes which are designed to build a trusting relationship with an adult who helps them stay on track, as well as, those students that are case managed by the LHS Communities in Schools Coordinator.

4. Migrant:

- a. Challenge: How to educate migrant families on the importance of regular school attendance and the long-term benefits it offers.
- b. Support: Utilize Attendance Works to provide Family engagement activities and outreach (home visits, information leaflets, phone outreach) to provide the education of the negative effects of chronic absenteeism. Ensure resources such as transportation, meal service, basic needs (clothing, hygiene) are available.

5. Racial/Ethnic Groups:

- a. Challenge: Support and materials to develop attendance interventions and support plans that take into account the unique cultural and social factors that may contribute to chronic absenteeism within specific racial and ethnic groups.
- b. Support: LHS will handle these situations on a case by case situation and ensure students get the right support. Ensure students know where to access supports on getting themselves to school through support from the LHS Counseling Department, LHS Social Worker and LHS CIS Coordinator.

6. Students with IEPs:

- a. Challenge: Engaging families with students on IEPs in attendance improvement efforts requires additional resources for appropriate family engagement programs and activities.

b. Support: LHS will handle these situations on a case by case basis and ensure all students receive the right support. LHS will ensure students and families know of different opportunities and resources such as Distance Education, Alternative placements, Homebound, etc.

ESSA Evidence:
Communities in School Partnership: Meets ESSA Evidence Level 1/Strong (NDE Evidence Based Provider List)

Formative Measures: Track all school and individual attendance interventions through the Communities in Schools- School Level Plan

Position Responsible: Admin, MTSS team, classroom teachers, counselors., Communities in Schools

Student Groups This Strategy Targets:
FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups
- Evidence Level:
Strong, Moderate
Problem Statements/Critical Root Causes: Connectedness 1

 No Progress

 Accomplished

 Continue/Modify

 Discontinue