

**Humboldt County School District**  
**Albert M. Lowry High School**  
**2025-2026 School Improvement Plan**

**Classification: 3 Star School**

Title I, AB219



# 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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# Comprehensive Needs Assessment

## Student Success

### Student Success Areas of Strength

Lowry High School has demonstrated measurable gains across multiple domains, reflecting a strong commitment to academic growth, student support, and future readiness. In mathematics, ACT proficiency increased from 11.5% in 2022–23 to 21% in 2023–24, surpassing the state average, while ELA proficiency rose to 43%, a 6.6% gain over three years. Graduation rates remain high at 93.7%, and social-emotional learning outcomes show promise, with 61% of students reporting improved self-management from fall to spring. Multilingual learners have also shown progress, with 14% meeting AGP benchmarks and 4% achieving exit-level proficiency between 2023–24 and 2024–25. Chronic absenteeism rates declined slightly, and students continue to excel in advanced pathways, with more earning Advanced and College & Career Readiness Diplomas, increasing dual credit participation, and expanding Career and Technical Education (CTE) opportunities. These achievements highlight the school’s focus on rigorous academics, SEL growth, and diverse postsecondary pathways.

### Student Success Areas for Growth

Despite recent progress, overall proficiency in math and ELA remains below desired levels, with 2024–25 ACT results showing only 15.38% proficiency in math and 36.59% in ELA. Persistent achievement gaps remain, particularly for multilingual learners (MLs) and students with Individualized Education Plans (IEPs). ML students face significant challenges, including 0% proficiency in 10th-grade ACT science, math, and ELA, declining exit rates from 9% in 2021–22 to 2% in 2023–24, and high regression rates, with 42 of 68 students performing below prior-year levels. IEP students also have critical needs, with 0% proficiency in 10th-grade science and only 3% in math and ELA. Additionally, the majority of ML students are not meeting AGP targets, indicating a need for more consistent implementation of evidence-based ML strategies, targeted interventions, and differentiated instruction. Closing these gaps will require intensified focus on equity, data-driven instructional practices, and sustained support for historically underserved subgroups.

### Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	ML students have fewer chances to get consistent, targeted language and academic support in all classes, making it harder to build the English skills and content knowledge needed for the ACT.	Focused action steps in the SPP specifically for this subgroup that include differentiated supports based on WIDA Access Data

Student Group	Challenge	Solution
Foster/Homeless	Limited access to community resources for both social-emotional support and academic help makes it harder for students to stay engaged and build the skills needed for the ACT.	Ensure all students are aware of the resources available for academic support and SEL resources from Communities in Schools
Free and Reduced Lunch	Limited access to extra learning resources and technology outside of school slows progress in building the skills needed for the ACT.	Access to after school and saturday school to complete course work is offered to all LHS students.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Fewer chances to see themselves in the curriculum or take advanced classes can lower engagement and readiness for ACT-level work.	Language barriers are addressed when communicating with parents and students to support course offerings and different pathways include CTE and college courses at GBC.
Students with IEPs	Language support and special education services are not always connected, making it harder for students to build both academic and language skills for the ACT.	Collaboration between ML staff and Special Education staff has been developed to support students language and academic needs.

### Problem Statements Identifying Student Success Needs

**Problem Statement 1 (Prioritized):** During the 2024-2025 school year, 0% of multilingual learners (ML) at LHS achieved proficiency in ELA and Math on the ACT, and less than 14% met their Annual Growth Percentile (AGP) targets on the WIDA Access assessment and only 4% of ML students exited the program.

**Critical Root Cause:** Language development strategies are not consistently embedded into core content instruction, limiting ML students' opportunities to build the academic vocabulary and language skills necessary to access grade-level standards and perform on high-stakes assessments like the ACT.

**Problem Statement 2 (Prioritized):** During the 2024-2025 school year, 0% of multilingual learners (ML) at LHS achieved proficiency in ELA and Math on the ACT, and less than 14% met their Annual Growth Percentile (AGP) targets on the WIDA Access assessment and only 4% of ML students exited the program.

**Critical Root Cause:** Teachers do not consistently use WIDA ACCESS data and other student-level information to plan differentiated instruction and scaffolds, resulting in instruction that does not fully address individual ML students' language and academic needs.

**Problem Statement 3 (Prioritized):** During the 2024-2025 school year, 0% of multilingual learners (ML) at LHS achieved proficiency in ELA and Math on the ACT, and less than 14% met their Annual Growth Percentile (AGP) targets on the WIDA Access assessment and only 4% of ML students exited the program.

**Critical Root Cause:** LHS does not have a fully structured, schoolwide system of targeted interventions for ML students with the lowest proficiency levels (composite score of 3 or

below), limiting opportunities for intensive language development, content mastery, and readiness to exit the ML program.

## Adult Learning Culture

### Adult Learning Culture Areas of Strength

Lowry High School has made meaningful progress in building capacity to support multilingual learners (MLs) through sustained professional learning and targeted leadership initiatives. During the 2023–24 school year, LHS implemented a year-long professional learning program focused on IES Recommendation #1—building academic vocabulary. Post-training surveys showed a 19.92% decrease in staff identifying as novices and a 16.17% increase in those at the developing phase, indicating significant growth in teacher knowledge and confidence.

LHS Administrators engaged in monthly sessions with district leaders to strengthen data-driven practices, deepen understanding of English Language Development (ELD) standards, and design a district walkthrough tool to monitor ML success. ML staff participated in monthly cross-site training, expanding the school's collective best-practice capacity. As an AB219-identified school, LHS developed an ML proficiency improvement plan, supported by NNRPDP-led site training.

In 2024–25, LHS strengthened this work by assigning a staff member as the ML coach, who provided monthly professional development. Staff were more open and engaged in the training, benefiting from guidance delivered by one of their own colleagues. Collective efficacy scores for administrator PD, ML coach PD, and paraprofessional PD increased by 12 points, reflecting stronger collaboration, shared understanding, and commitment to improving outcomes for ML students.

### Adult Learning Culture Areas for Growth

To improve ML student achievement on both the ACT and WIDA Access 2.0, LHS is focusing on strengthening teacher efficacy and classroom implementation of best practices. This includes ensuring that instructional strategies from professional learning, such as academic vocabulary building and scaffolding, are applied consistently across classrooms and deeply integrated into daily instruction in all content areas. Staff will set evaluation SLG goals specifically around ML student growth, using Ellevations Strategies to create direct links between instructional practices and individual students' language levels. Increased classroom walkthroughs and coaching will provide actionable feedback to enhance instructional quality, and greater collaboration between ELD specialists and content teachers will ensure language development is supported across the curriculum.

### Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
<b>English Learners</b>	Ensure staff receive targeted, high-quality professional learning that translates into effective classroom practices, leading to improved outcomes for ML students.	LHS Professional Learning Plan for 25-26
<b>Foster/Homeless</b>	Staff may lack knowledge or strategies for connecting students with community resources, counseling, tutoring, or academic interventions in a timely and effective way.	Teachers need regular guidance and communication from LHS counseling staff, social workers, and Communities in Schools professionals about available resources, referral processes, and best practices for supporting students' academic and social-emotional needs.
<b>Free and Reduced Lunch</b>	Staff may not know how to provide additional support or connect FRL students with academic enrichment or other learning resources outside of the classroom.	Teachers can leverage LHS's after-school tutoring, Saturday School, and Academic Success courses for 9th and 10th graders to support at-risk learners and ensure FRL students have access to targeted academic interventions.
<b>Migrant/Title1-C Eligible</b>	N/A	N/A
<b>Racial/Ethnic Minorities</b>	Staff may not consistently use teaching practices that reflect and honor students' cultural backgrounds, which can limit engagement and access to rigorous learning for racial/ethnic minority students.	Teachers can use existing school resources, such as diverse curricular materials, literature, community partnerships, and culturally relevant examples in lessons, to ensure instruction is engaging and meaningful for all students.
<b>Students with IEPs</b>	Staff may not consistently have strategies to effectively support students with IEPs, which can limit these students' access to grade-level content and opportunities to demonstrate academic growth.	Teachers can utilize inclusion classrooms, pairing a special education teacher with a content-area teacher, to provide targeted support and ensure IEP students have access to grade-level instruction and individualized academic strategies.

## **Problem Statements Identifying Adult Learning Culture Needs**

**Problem Statement 1 (Prioritized):** Despite growth in teacher efficacy, Lowry High School staff currently lack structured, sustained professional learning and collaborative opportunities to consistently use data, implement targeted interventions, and apply research-based strategies with fidelity in their classrooms. As a result, there is no evidence of corresponding increases in multilingual learners' WIDA ACCESS scores, ACT proficiency, or program exit rates.

**Critical Root Cause:** LHS instructional staff are working to strengthen their knowledge, skills, and collaborative practices to more consistently implement evidence-based strategies that support language development and academic growth for multilingual learners.

# Connectedness

## Connectedness Areas of Strength

Lowry High School has made meaningful strides in supporting student well-being and creating a safe, supportive school environment. Students report strong perceptions of safety, with 88% indicating they do not worry about violence and similarly positive responses regarding bullying and adult treatment. The school actively gathers student voice through fall and spring surveys, providing insights into self-efficacy, growth mindset, and grit, which help guide targeted supports. Community partnerships, particularly with Communities in Schools, enhance student support by providing academic assistance, attendance interventions, and access to essential resources. Additionally, the implementation of 9th–10th Academic Success classrooms paired with upperclassmen mentors provides students with academic guidance, social-emotional support, and a stronger sense of belonging.

## Connectedness Areas for Growth

While progress is evident, continued efforts are needed to strengthen social-emotional learning and reduce chronic absenteeism. Although students report strong perceptions of safety, measures of self-efficacy, growth mindset, and grit indicate room for improvement. Chronic absenteeism, while improved from 41.5% in 2023–24 to 31% in 2024–25, remains a concern, particularly for at-risk students. Expanding and refining supports such as the Academic Success classrooms and peer mentoring, alongside targeted SEL programming, will be essential to further increase engagement, strengthen students' sense of belonging, and promote sustained academic and social-emotional growth.

## Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Engaging ML families in attendance improvement efforts requires additional resources for culturally appropriate family engagement programs and activities.	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.

Student Group	Challenge	Solution
<b>Foster/Homeless</b>	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.	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.
<b>Free and Reduced Lunch</b>	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.	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.
<b>Migrant/Title1-C Eligible</b>	N/A	N/A
<b>Racial/Ethnic Minorities</b>	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.	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.
<b>Students with IEPs</b>	Engaging families with students on IEPs in attendance improvement efforts requires additional resources for appropriate family engagement programs and activities.	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.

**Problem Statements Identifying Connectedness Needs**

**Problem Statement 1 (Prioritized):** LHS has a chronic absenteeism 41.5% 2023-2024 and 31% 2024-2025

**Critical Root Cause:** The attendance support system at LHS may lack targeted interventions that address the specific needs and circumstances of students with chronic absenteeism.

# Priority Problem Statements

**Problem Statement 1:** During the 2024-2025 school year, 0% of multilingual learners (ML) at LHS achieved proficiency in ELA and Math on the ACT, and less than 14% met their Annual Growth Percentile (AGP) targets on the WIDA Access assessment and only 4% of ML students exited the program.

**Critical Root Cause 1:** LHS does not have a fully structured, schoolwide system of targeted interventions for ML students with the lowest proficiency levels (composite score of 3 or below), limiting opportunities for intensive language development, content mastery, and readiness to exit the ML program.

**Problem Statement 1 Areas:** Student Success

**Problem Statement 2:** During the 2024-2025 school year, 0% of multilingual learners (ML) at LHS achieved proficiency in ELA and Math on the ACT, and less than 14% met their Annual Growth Percentile (AGP) targets on the WIDA Access assessment and only 4% of ML students exited the program.

**Critical Root Cause 2:** Teachers do not consistently use WIDA ACCESS data and other student-level information to plan differentiated instruction and scaffolds, resulting in instruction that does not fully address individual ML students' language and academic needs.

**Problem Statement 2 Areas:** Student Success

**Problem Statement 3:** During the 2024-2025 school year, 0% of multilingual learners (ML) at LHS achieved proficiency in ELA and Math on the ACT, and less than 14% met their Annual Growth Percentile (AGP) targets on the WIDA Access assessment and only 4% of ML students exited the program.

**Critical Root Cause 3:** Language development strategies are not consistently embedded into core content instruction, limiting ML students' opportunities to build the academic vocabulary and language skills necessary to access grade-level standards and perform on high-stakes assessments like the ACT.

**Problem Statement 3 Areas:** Student Success

**Problem Statement 4:** Despite growth in teacher efficacy, Lowry High School staff currently lack structured, sustained professional learning and collaborative opportunities to consistently use data, implement targeted interventions, and apply research-based strategies with fidelity in their classrooms. As a result, there is no evidence of corresponding increases in multilingual learners' WIDA ACCESS scores, ACT proficiency, or program exit rates.

**Critical Root Cause 4:** LHS instructional staff are working to strengthen their knowledge, skills, and collaborative practices to more consistently implement evidence-based strategies that support language development and academic growth for multilingual learners.

**Problem Statement 4 Areas:** Adult Learning Culture

**Problem Statement 5:** LHS has a chronic absenteeism 41.5% 2023-2024 and 31% 2024-2025

**Critical Root Cause 5:** The attendance support system at LHS may lack targeted interventions that address the specific needs and circumstances of students with chronic absenteeism.

**Problem Statement 5 Areas:** Connectedness

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## **Student Success**

- College and career readiness data
- Course Offerings
- Credit Sufficiency/Deficiency/Retrieval data
- End-of-Unit Assessments
- Graduation rates/GED/HiSET data
- SAT, ACT, PSAT or ASPIRE

## **Adult Learning Culture**

- Processes and procedures for teaching and learning, including program implementation
- Professional Development Agendas
- Professional development needs assessment data

## **Connectedness**

- Attendance
- PBIS/MTSS data

# Inquiry Areas

## Inquiry Area 1: Student Success

**SMART Goal 1:** By the end of 2026, 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).

**Formative Measures:** PLC Notes indicating ML student data, Teachers accessing Ellevations Platform, Administrator Quarterly walkthroughs and use of Ellevation Strategies, Intervention Strategies for ML ACT Bootcamp attendance, ACT Bootcamp pre/post assessments

**Aligns with District Goal**

Improvement Strategy 1 Details				Status Checks		
<b>Improvement Strategy 1:</b> Provide ML students with evidence based language acquisition strategies in all content area instruction.				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline	No review	No review	No review
1	LHS departments will implement speaking and writing activities while analyzing ML student data to target specific reading, writing, listening, and speaking strategies that align with curriculum planning.	LHS Staff	Quarterly-August 18th-June 5th			
2	All teachers will maintain a roster for each class period that clearly identifies multilingual students and analyze their individual student Access scores.	LHS Staff	Monthly-August 18th-June 5th			
3	Teachers will access the Ellevations platform for resources of evidence based practices for listening, speaking, reading and writing based on student access scores.	LHS Staff	Weekly-August 18th-June 5th			
4	ML paraprofessionals will push into ELA and Math classrooms to provide targeted support for ML students who have composite scores of 3 or below on the ACCESS assessment, focusing on language development, content comprehension, and academic skill-building.	LHS Staff	Daily-August 18th-June 5th			
5	ML paraprofessionals, alongside a certified ML teacher, will provide a daily ML-specific fundamentals classroom to support reading, writing, speaking, and listening, as well as WIDA Access practice, for all ML students with a composite score of 3 or below.	LHS Staff	Daily-August 18th-June 5th			
6	ML students will have regular access to myON, a personalized digital library with over 7,000 enhanced books, matched to their interests, grade, and reading level. Students will use myON's close reading tools and embedded supports to strengthen reading comprehension, engagement, and overall literacy achievement.	LHS Staff	Daily-August 18th-June 5th			

Action #	Actions for Implementation	Person(s) Responsible	Timeline
7	Departments will develop academic discourse scaffolds such as sentence frames, think pair share opportunities, structured talking routines to support increased speaking pathways.	LHS Staff	Monthly-August 18th-June 5th
8	Departments will determine appropriate scaffolds for their subject pre/post assessments and end of semester assessments to provide ML students with appropriate access.	LHS Staff	Quarterly-August 18th-June 5th
9	All 11th-grade students at LHS will have the opportunity to attend an ACT Boot Camp during school hours, with a specific focus on providing targeted preparation and support for ML students.	LHS Staff	Three days during the school year prior to ACT testing (October-January)

**Position Responsible:** LHS Staff

- Resources Needed:**
1. ACCESS/WIDA scores and student rosters identifying ML students
  2. Ellevation platform for evidence-based ML strategies
  3. Academic discourse scaffolds (sentence frames, think-pair-share, structured talk routines)
  4. Differentiated materials for ML students (leveled texts, visual aids, vocabulary supports)
  5. Professional development for teachers and paraprofessionals on ML strategies
  6. Certified ML teacher and ML paraprofessional support for push-in/pull-out instruction
  7. Devices for student use (laptops/tablets)
  8. ACT Boot Camp materials (practice tests, study guides, prep software)
  9. Formative assessment tools and observation checklists

**Evidence Level**

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

**SMART Goal 1 Problem Statements:**

**Student Success**

**Problem Statement 1:** During the 2024-2025 school year, 0% of multilingual learners (ML) at LHS achieved proficiency in ELA and Math on the ACT, and less than 14% met their Annual Growth Percentile (AGP) targets on the WIDA Access assessment and only 4% of ML students exited the program. **Critical Root Cause:** Language development strategies are not consistently embedded into core content instruction, limiting ML students' opportunities to build the academic vocabulary and language skills necessary to access grade-level standards and perform on high-stakes assessments like the ACT.

**Problem Statement 2:** During the 2024-2025 school year, 0% of multilingual learners (ML) at LHS achieved proficiency in ELA and Math on the ACT, and less than 14% met their Annual Growth Percentile (AGP) targets on the WIDA Access assessment and only 4% of ML students exited the program. **Critical Root Cause:** Teachers do not consistently use WIDA ACCESS data and other student-level information to plan differentiated instruction and scaffolds, resulting in instruction that does not fully address individual ML students' language and academic needs.

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**Inquiry Area 2: Adult Learning Culture**

**SMART Goal 1:** By May 2026, 90% of LHS instructional staff will demonstrate growth in implementing evidence-based instructional practices, as measured by pre- and post-self-assessments, peer observations, and participation in six structured professional learning sessions focused on action research and collaborative strategy implementation.

**Formative Measures:** Training Materials, Training Sign in, Pre/Post Survey results by training

**Aligns with District Goal**

Improvement Strategy 1 Details				Status Checks										
<p><b>Improvement Strategy 1:</b> 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> <table border="1"> <thead> <tr> <th>Action #</th> <th>Actions for Implementation</th> <th>Person(s) Responsible</th> <th>Timeline</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Implement a yearlong, collaborative professional learning cycle focused on action research and live collaboration. Six structured sessions will guide staff through self-assessment, strategy exploration, implementation support, data analysis, peer observation, and results sharing. Activities will include workshops, small-group problem solving, professional learning communities, and structured peer feedback to promote continuous improvement and sustainable instructional practices.</td> <td>NNRPDP, LHS Staff</td> <td>Monthly for Staff PD August 18th-June 5th</td> </tr> </tbody> </table> <p><b>Position Responsible:</b> NNRPDP, LHS Staff</p> <p><b>Resources Needed:</b> 1. Partnership with NNRPDP to support LHS Administrators and monthly training for LHS ML Coach                  2. An ML coach or experienced staff member to provide ongoing support and model evidence-based strategies.                  3. Scheduled time for six structured professional learning sessions and protected time for PLCs and small-group collaboration.                  4. Access to student data (WIDA ACCESS, ACT, classroom assessments) to inform strategy implementation and reflection.                  5. Templates and tools for self-assessment, action research documentation, and peer feedback tracking.                  6. Evaluation tools and observation rubrics to monitor staff growth, fidelity of strategy implementation, and impact on instructional practices.</p> <p><b>Evidence Level</b>                  Level 2: Moderate: What Works Clearinghouse</p> <p><b>Problem Statements/Critical Root Cause:</b> Adult Learning Culture 1</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Implement a yearlong, collaborative professional learning cycle focused on action research and live collaboration. Six structured sessions will guide staff through self-assessment, strategy exploration, implementation support, data analysis, peer observation, and results sharing. Activities will include workshops, small-group problem solving, professional learning communities, and structured peer feedback to promote continuous improvement and sustainable instructional practices.	NNRPDP, LHS Staff	Monthly for Staff PD August 18th-June 5th	Status Check		
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Nov	Feb	May												
No review	No review	No review												

**SMART Goal 1 Problem Statements:**

## Adult Learning Culture

**Problem Statement 1:** Despite growth in teacher efficacy, Lowry High School staff currently lack structured, sustained professional learning and collaborative opportunities to consistently use data, implement targeted interventions, and apply research-based strategies with fidelity in their classrooms. As a result, there is no evidence of corresponding increases in multilingual learners' WIDA ACCESS scores, ACT proficiency, or program exit rates. **Critical Root Cause:** LHS instructional staff are working to strengthen their knowledge, skills, and collaborative practices to more consistently implement evidence-based strategies that support language development and academic growth for multilingual learners.

**Inquiry Area 3: Connectedness**

**SMART Goal 1:** LHS will decrease the percentage of chronic absenteeism by 5% by the end of the 2025 school year.

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

**Aligns with District Goal**

Improvement Strategy 1 Details				Status Checks		
<b>Improvement Strategy 1:</b> 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.				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Tier I - Universal Supports 1. LHS MTSS Committee manages academic, social-emotional, and attendance cases. 2. Implement MTSS attendance incentives, such as extended lunch 3. Send chronic absenteeism letters to parents for documentation and awareness. 4. Strengthen Communities in Schools partnership to provide direct academic and social-emotional support. 5. Develop an annual academic intervention plan with a targeted caseload of 20-25 students. 6. Support staff in tracking chronic absenteeism and intervention effectiveness. 7. Utilize PAPER online tutoring platform for supplemental academic support. 8. Offer Freshman and Sophomore Academic Success classes to build skills and support at-risk students. 9. Implement Securly hall pass system to monitor student movement and accountability.	LHS Staff, Communities in Schools	August 18th-June 5th (some actions steps will be weekly and other monthly)			
2	Tier II - Targeted Supports 1. Provide after-school tutoring and homework help. 2. Offer one-on-one tutoring and enrichment opportunities for targeted students. 3. Conduct Saturday School sessions for additional academic support. 4. Utilize PAPER online tutoring platform for targeted intervention.	LHS Staff, Communities in Schools	August 18th-June 5th (some actions steps will be weekly and other monthly)			

Action #	Actions for Implementation	Person(s) Responsible	Timeline
3	Tier III - Intensive Supports 1. MTSS/Attendance office referral to truancy program for students with chronic absenteeism. 2. Refer students with two truancy citations to the Truancy Advisory Board (TAB). 3. Students with three truancy citations receive referral to Truancy Court Diversion Program. 4. Conduct home visits by SROs and administrators to provide support and monitor attendance. 5. Connect students and families with wrap-around community services, including counseling, DCFS, juvenile services, and Family Support Center. 6. Offer Saturday School for intensive academic recovery as needed.	LHS Staff, Communities in Schools	August 18th-June 5th (some actions steps will be weekly and other monthly)

**Position Responsible:** LHS Staff

- Resources Needed:**
1. MTSS Committee members to manage academic, social-emotional, and attendance cases.
  2. Communities in Schools staff and other community partners for direct student support.
  3. SROs and administrators for home visits and attendance monitoring.
  4. Tutors and academic support staff for after-school, one-on-one, and Saturday School sessions.
  5. Truancy program staff and Truancy Advisory Board (TAB) members for referrals and court diversion programs.
  6. PAPER online tutoring platform for supplemental and targeted academic support.
  7. ecurly hall pass system to monitor student movement and accountability.
  8. Data systems to track chronic absenteeism, intervention outcomes, and student participation.
  9. Attendance incentive resources, such as extended lunch or reward systems.
  10. Curriculum and materials for Freshman and Sophomore Academic Success classes.
  11. Partnerships with counseling, DCFS, juvenile services, Family Support Center, and other wrap-around community services.

**Evidence Level**

Level 1: Strong: Communities in Schools- NV Provider List

**Problem Statements/Critical Root Cause:** Connectedness 1

**SMART Goal 1 Problem Statements:**

**Connectedness**

**Problem Statement 1:** LHS has a chronic absenteeism 41.5% 2023-2024 and 31% 2024-2025 **Critical Root Cause:** The attendance support system at LHS may lack targeted interventions that address the specific needs and circumstances of students with chronic absenteeism.