

**Humboldt County School District**  
**Albert M. Lowry High School**  
**2023-2024 School Improvement Plan**

**Classification: 3 Star School**



**Board Approval Date:** November 28, 2023  
**Public Presentation Date:** October 18, 2023

# 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.

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# Comprehensive Needs Assessment

## Student Success

### Student Success Areas of Strength

- Utilizing the ILit Curriculum resources to provide ML students with access to ELA curriculum with scaffold support
- Focusing on how to ensure ML students can be eligible for more diploma types (Bi-literacy)
- Provide staff with a comprehensive school wide approach to learning best practice strategies to support ML students in all content areas

### Student Success Areas of Growth

- ACT Prep courses are not having an impact on overall ACT Scores
- Best Practice Strategies for ML students in content area classrooms (tier I) not in place
- ML Data
  - 0% proficiency on ELA ACT
  - 0% proficiency on Math ACT
  - 0% proficiency on Science Exam
  - 3 Students exited

### Problem Statements Identifying Student Success Needs

**Problem Statement 1 (Prioritized):** Based on ongoing observations and available evidence through the annual language proficiency assessment (WIDA ACCESS) and annual state-required benchmark assessment (Smarter Balanced Assessment Consortium), multilingual students (referred to as English Learners by Nevada Department of Education) are not gaining proficiency in ELA and Math at similar rates to their monolingual peers. **Critical Root Cause:** LHS Educators and paraprofessionals have varying levels of knowledge and expertise in providing targeted, language acquisition instruction through academic content instruction and related support LHS administrators have varying levels of knowledge and understanding for effectively and consistently implementing the HCSD English Learner Program

# Adult Learning Culture

## Adult Learning Culture Areas of Strength

- ESSER funding: full-time ML aide
- New curriculum for ML students to assist in ML comprehension (ILit Pearson)
- Lessons, pre/post tests developed for 9th, 10th, 11th, 12th grade.
- Staff/Leadership Relationships at 98%, Teacher Efficacy 74% (Spring 2023 Panorama Survey)

## Adult Learning Culture Areas of Growth

- ML Data Proficiency Data ACT (ELA/Math) 0%, Science 05, and Access (3 exits)
- Professional Development opportunities for staff focused on student achievement of at risk populations
- Panorama Staff Survey (Spring 2023)
  - Feedback and Coaching 60% (Panorama Survey)
  - School Climate 58%(Panorama Survey)
  - Staff/Family Relationships 43% (Panorama Survey)

## Problem Statements Identifying Adult Learning Culture Needs

**Problem Statement 1 (Prioritized):** LHS staff has not yet consistently implemented the HCSD English Learner Program, including providing content-area instruction that integrates language acquisition development using evidence-based practices and related interventions for English learners. **Critical Root Cause:** Inadequate Cultural and Linguistic Competency: The teaching methods may not adequately consider the cultural and linguistic backgrounds of ELL students, making it challenging for them to relate to and comprehend the content. Lack of Professional Development: Educators, coaches, and paraprofessionals have varying levels of knowledge and expertise in providing targeted, language acquisition instruct

# Connectedness

## Connectedness Areas of Strength

- Overall favorable gain of 11% in how much students feel that their teachers hold them to high expectations around effort, understanding, persistence, and performance in the classroom.
- 61% of students feel they manage their emotions, thoughts, and behaviors in different situations.

## Connectedness Areas of Growth

- Only 19% of students feel that they can succeed in achieving academic outcomes.
- 44% of students are able to persevere through setbacks to achieve long-term goals.
- 41% chronic absenteeism rate overall 22-23

## Problem Statements Identifying Connectedness Needs

**Problem Statement 1 (Prioritized):** Chronic absenteeism has emerged as a critical issue within our school community, significantly affecting the overall educational experience and academic outcomes of our students. Chronic absenteeism, defined as missing 10% or more of school days for any reason, can result from a variety of factors, including health issues, transportation barriers, disengagement, or home-related challenges. This pe **Critical Root Cause:** Struggling academically without adequate support can lead to chronic absenteeism. Providing academic support, such as tutoring and additional resources, can help address this issue.

# Priority Problem Statements

**Problem Statement 1:** Based on ongoing observations and available evidence through the annual language proficiency assessment (WIDA ACCESS) and annual state-required benchmark assessment (Smarter Balanced Assessment Consortium), multilingual students (referred to as English Learners by Nevada Department of Education) are not gaining proficiency in ELA and Math at similar rates to their monolingual peers.

**Critical Root Cause 1:** LHS Educators and paraprofessionals have varying levels of knowledge and expertise in providing targeted, language acquisition instruction through academic content instruction and related support LHS administrators have varying levels of knowledge and understanding for effectively and consistently implementing the HCSD English Learner Program

**Problem Statement 1 Areas:** Student Success

**Problem Statement 2:** LHS staff has not yet consistently implemented the HCSD English Learner Program, including providing content-area instruction that integrates language acquisition development using evidence-based practices and related interventions for English learners.

**Critical Root Cause 2:** Inadequate Cultural and Linguistic Competency: The teaching methods may not adequately consider the cultural and linguistic backgrounds of ELL students, making it challenging for them to relate to and comprehend the content. Lack of Professional Development: Educators, coaches, and paraprofessionals have varying levels of knowledge and expertise in providing targeted, language acquisition instruction

**Problem Statement 2 Areas:** Adult Learning Culture

**Problem Statement 3:** Chronic absenteeism has emerged as a critical issue within our school community, significantly affecting the overall educational experience and academic outcomes of our students. Chronic absenteeism, defined as missing 10% or more of school days for any reason, can result from a variety of factors, including health issues, transportation barriers, disengagement, or home-related challenges. This problem

**Critical Root Cause 3:** Struggling academically without adequate support can lead to chronic absenteeism. Providing academic support, such as tutoring and additional resources, can help address this issue.

**Problem Statement 3 Areas:** Connectedness

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- School goals
- College and career readiness goals
- Prior year improvement plans - Needs Assessment
- Prior year improvement plans - Performance objectives (SMART goals)
- Prior year improvement plans - Actions and strategies
- Prior year improvement plans - Expenditures
- Prior year improvement plans - Formative and summative reviews
- Planning and decision-making committee minutes
- State and federal planning requirements

## Accountability Data

- State assessment performance report
- Comprehensive, Targeted, and/or Additional Targeted Support data

## Student Data: Assessments

- State and federally required assessment information
- English Language Proficiency Assessment System results
- Postsecondary college, and career ready graduates
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT, ACT, PSAT or ASPIRE
- Student failure and/or retention rates
- Local benchmark or common assessments data

## Student Data: Student Groups

- Race and ethnicity
- Special programs
- Economically disadvantaged
- Male/Female
- Special education
- Migrant
- At-risk
- EL
- Career and Technical Education (CTE)
- Section 504 data
- Homeless data
- Foster

- Gifted and talented data
- Dyslexia data
- Multi-Tiered System of Supports (MTSS) or Response to Intervention (RtI)
- Dual credit
- College prep
- Pregnancy and related services data

#### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Social Emotional Learning
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends
- School safety data

#### **Employee Data**

- Staff surveys and/or other feedback
- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- School leadership data
- School department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- Teacher retention
- Teacher evaluation
- Administrator evaluation

#### **Parent/Family/Community Data**

- Parent/family surveys and/or other feedback
- Parent/family engagement, opportunities, attendance, and participation
- Community surveys and/or other feedback
- Volunteer opportunities, attendance, and participation

#### **Support Systems and Other Data**

- Organizational structure data
- Master schedule
- Course offerings
- Processes and procedures for teaching and learning, including program implementation

- Communications data
- Capacity building resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

# Inquiry Areas

Revised/Approved: September 18, 2023

## Inquiry Area 1: Student Success

**School Goal 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).

**Evaluation Data Sources:** Participation in professional learning (Data about who participated and their experience)  
 Staff Survey: HCSD English Learner Program Implementation (Pre | Post)  
 Staff Self-Reflection Surveys: Self-efficacy implementing the four, evidence-based recommendations using a measure from the Institute of Education Sciences (2022)  
 Academic Data (WIDA ACCESS, ACT, Department Quarterly Assessments)  
 Status Checks (TBD)  
 Attendance Data

Improvement Strategy 1 Details	Reviews			
<p><b>Improvement Strategy 1:</b> Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities.</p> <p><b>Action Step's Expected Result/Impact:</b> This next section will include the following components to this plan:            Action Steps            ESSA Evidence Citation            Resources Needed without funding support            Resource Equity Support</p> <p>Expected Results/Impact: Increase overall performance of LHS EL student on the ACT with the use of targeted classroom interventions with academic vocabulary.</p> <p>Action Steps:            1. Collaborate with Northeastern Nevada Regional Professional Development Program (NNRPDP) to develop and implement professional learning for LHS staff during the 2023-2024 academic year with expectations for direct implementation in classrooms. Recommendation #1 will be utilized as the year long focus for LHS.</p> <p>2. Instructional Implementation:            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.            a. Choose a brief, engaging piece of informational text that includes academic vocabulary as a plat-form for intensive</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			

academic vocabulary instruction.

- b. Choose a small set of academic vocabulary for in-depth instruction.
- c. Teach academic vocabulary in depth using multiple modalities (writing, speaking, listening).
- d. Teach word-learning strategies to help students independently figure out the meaning of words.

### 3. Progress Monitoring

- a. LHS Administrators and NNRPDP will create a "Look For" document to use as a tool for regular walk-throughs on the implementation of ML strategies listed above.
- b. Teachers will try strategies each month and report back during monthly PD with NNRPDP the strategy use, strengths, barriers, next steps.

### ESSA Evidence:

[ESSA Level 1] Research demonstrates that providing English learners opportunities to develop "sophisticated, abstract, academic vocabulary" (Institute of Education Sciences, 2014, p. 13) helps multilingual learners develop skills needed to fully engage in the kinds of reading, writing, and discourse tasks utilized in academic content topics included in the school day. What Works Clearinghouse: ESSA Evidence Citation ([ies.ed.gov/ncee/WWC/PracticeGuide/19](https://ies.ed.gov/ncee/WWC/PracticeGuide/19))

### Resources Needed:

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. Instructional resources (as determined by individuals/schools)

### Resource Equity Supports:

1. English Learners
  - a. Challenge: Concurrently learning a new language and content, developing a strong academic vocabulary, utilizing reading and writing scaffolds to increase access to grade-level, content-area learning activities
  - 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 EL instructors and NNRPDP

### 2. Foster/Homeless:

- a. Challenge: Ensuring HS students know the resources available to them at school and outside of school.
- b. Support: Regular monitoring of this population is done by the LHS Counselors, Social Worker, and Communities in Schools school leaders. They ensure students in need can access academic, social/emotional, as well as, basic needs support with the resources of Communities in Schools. In addition, other academic supports are offered during after school credit recovery or Saturday school.

### 3. Free and Reduced Lunch:

- a. Challenge: Ensuring all students know how to access meal services and additional food services outside of school.
- b. Support: LHS staff reports students in need of services to the LHS Communities in Schools leads, LHS Counselors and/or LHS Social Worker for those students that may need assistance with food, clothing, hygiene or academic support. LHS has an onsite food pantry for students located in the Communities in Schools room. HCSD also has a

weekly food pantry where all HCSD families are eligible to receive support.

4. Migrant:

- a. Challenge: Accurately identifying migrant students who would benefit from related supports and ensuring those supports are accessible to all migrant students and their families
- b. Support: LHS staff will identify supports needed for migrant students based on classroom teacher referrals to the Social Worker or Counselor. This population varies annually and is typically 1 student at LHS. LHS will also access the support from the HCSD Migrant Coordinator for direct support with resources outside of school.

5. Racial/Ethnic Groups:

- a. Challenge: Creating an environment of belonging and ensuring students feel connected to the school community, receiving equitable learning opportunities and supports, communicating with families with different cultural and linguistic backgrounds
- b. Support: Integrating asset-based approaches to teaching and learning throughout the district and within school sites/ classrooms, Utilize student perception data from Fall and Spring Panorama SEL (Competencies and Tools) to track trends to see how students "feel" LHS is doing

6. Students with IEPs:

- a. Challenge: Ensuring the student with a disability have access points into the curriculum and outside resources for transition into community through supportive resources.
- b. Support: : Integrating inclusion classrooms across all core subjects with a Special education teacher in the room as support, placement within study skills classrooms to help with accommodations and extra support, placement with transition program/class for all IEP seniors to help with the transition into the community

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

**Identify All That Apply:**

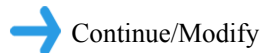
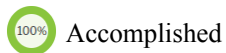
EL, Migrant, Racial/Ethnic Groups

- **Evidence Level:**

Strong, Moderate

**Problem Statements/Critical Root Causes:** Student Success 1

**Resources and Funding Needed:** Materials for EL Instructional Strategies - Title III - \$1,000



**School Goal 1 Problem Statements:**

**Student Success**

**Problem Statement 1:** Based on ongoing observations and available evidence through the annual language proficiency assessment (WIDA ACCESS) and annual state-required benchmark assessment (Smarter Balanced Assessment Consortium), multilingual students (referred to as English Learners by Nevada Department of Education) are not gaining proficiency in ELA and Math at similar rates to their monolingual peers. **Critical Root Cause:** LHS Educators and paraprofessionals have varying levels of knowledge and expertise in providing targeted, language acquisition instruction through academic content instruction and related support LHS administrators have varying levels of knowledge and understanding for effectively and consistently implementing the HCSD English Learner Program

**Inquiry Area 2: Adult Learning**

**School Goal 1:** LHS will demonstrate increased proficiency implementing recommendation #1, evidence-based recommendations for integrating language acquisition development in content area instruction and intervention (Institute of Education Sciences, 2014) through pre- and post-reflection surveys designed by the Institute of Education Sciences (2022) as a result of professional learning provided throughout the 2023-2024 academic year by Northeastern Nevada Regional Professional Development Program (NNRPDP).

**Evaluation Data Sources:** Participation in professional learning (Data about who participated and their experience)  
 Staff Survey: HCSD English Learner Program Implementation (Pre | Post)  
 Staff Self-Reflection Surveys: Self-efficacy implementing the four, evidence-based recommendations using a measure from the Institute of Education Sciences (2022)  
 Individual Action Plans: Used to plan for and evaluate implementation of at least one specific instructional strategy following each monthly professional learning session  
 Academic Data (WIDA ACCESS & SBAC)  
 Status Checks (TBD)

Improvement Strategy 1 Details	Reviews			
<p><b>Improvement Strategy 1:</b> Improve LHS staff knowledge and skills for increasing language acquisition through content-area instruction and intervention, and improve leaders' knowledge and skills for effective and consistent implementation of the HCSD English Learner Program as a result of professional learning provided by Northeastern Nevada Regional Professional Development Program.</p> <p><b>Action Step's Expected Result/Impact:</b> This next section will include the following components to this plan:            Action Steps            ESSA Evidence Citation            Resources Needed without funding support            Resource Equity Support</p> <p>Expected Results/Impact: LHS will increase their use of instructional strategies focused specifically on academic vocabulary to support increased teaching efficiency and improved student achievement.</p> <p>Action Steps:            1. Collaborate with Northeastern Nevada Regional Professional Development Program (NNRPDP) to develop and implement professional learning for all staff during the 2023-2024 academic year, based on a professional learning model designed to support the teaching of academic content and literacy to English Learners from the Institute of Education Sciences (2022), which in turn is based on the four recommendations outlined in the What Works Clearinghouse Practice Guide: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School (Institute of Education Sciences, 2014) that will:            a. Provide specific professional learning for administrators (both district and site-level) to assist them in developing the skills and knowledge necessary for effectively leading and implementing the HCSD Title III English Learner Program            b. Provide specific professional learning for English learning paraprofessionals and coaches to assist them in developing knowledge and skills for implementing small-group and individual interventions for English learners</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			

c. Provide specific professional learning for all school staff in schools receiving a Corrective Action Plan (Nevada Department of Education, 2023, AB219 Guidance Memorandum)

ESSA Evidence:

"Based on all available evidence, NNRPDP's processes match ESSA guidance in every aspect. All of the necessary components are in place and are working well at NNRPDP. It is this evaluator's conservative opinion that NNRPDP has reached the Promising Evidence level (ESSA Level 4) according to study criteria at each ESSA evidence level" (Teague, 2020). Furthermore, the professional learning model implemented for leaders, educators, coaches, and paraprofessionals is grounded in the four recommendations outlined in the What Works Clearinghouse Practice Guide: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School (Institute of Education Sciences, 2014) that have been identified as having the following evidence levels:

1. Recommendation 1: [ESSA Level 1] Teaching a set of academic vocabulary words intensively across several days using a variety of instructional activities.
2. Recommendation 2: [ESSA Level 1] Integrate oral and written English language instruction into content-area teaching.
3. Recommendation 3: [ESSA Level 4] Provide regular, structured opportunities to develop written language skills.
4. Recommendation 4: [ESSA Level 2] Provide small-group instructional intervention to students struggling in areas of literacy and English language development.

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

Resources Needed:

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. Instructional resources (as determined by individuals/schools)
5. Site Level EL Instructional Coaches

Resource Equity Supports:

1. English Learners
  - 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 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
2. Foster/Homeless:
  - a. Challenge: Ensuring the right type of learning occurs for staff to understand the challenges that high school students face when they are in a foster placement or homeless.
  - b. Support: LHS has established Frosh/Soph Academic Success courses for our most at-risk student populations for future impacts, based on grades, attendance. This class offers a relationship building experience with the teacher for direct daily support.

3. Free and Reduced Lunch:

- a. Challenge: Ensuring LHS staff have the right tools and knowledge of students who qualify for FRL services when they are not allowed due to federal law to know who these students are in their classrooms.
- b. Support: Ensure LHS staff know how to access support for students they identify in need from the Communities in Schools coordinator, LHS Social Worker and LHS Counseling Department.

4. Migrant:

- a. Challenge: Ensure LHS staff knows the available supports for migrant students within the district and at LHS.
- b. Support: LHS staff will identify supports needed for migrant students based on classroom teacher referrals to the Social Worker or Counselor. This population varies annually and is typically 1 student at LHS. LHS will also access the support from the HCSD Migrant Coordinator for direct support with resources outside of school.

5. Racial/Ethnic Groups:

- a. Challenge: Ensure LHS staff have guidance and resources on how to create an environment of belonging and ensuring students feel connected to the school community, receiving equitable learning opportunities and supports, communicating with families with different cultural and linguistic backgrounds
- b. Support: Integrating asset-based approaches to teaching and learning throughout the district and within school sites/ classrooms, Utilize student perception data from Fall and Spring Panorama SEL (Competencies and Tools) to track trends to see how students "feel" LHS is doing, Provide student engagement activities: Career and College Fairs

6. Students with IEPs:

- a. Challenge: Ensure teachers understand the barriers that students with a disability face when accessing HS content.
- b. Support: Case managers and classrooms work collaboratively to provide scaffolds and additional support accessing grade level material.

**Position Responsible:** All LHS Certified staff , LHS para-professionals, NNRPDP group, District administrative staff.

**Identify All That Apply:**

FRL, EL, IEP, Migrant, Foster/Homeless, Racial/Ethnic Groups

- **Evidence Level:**

Moderate

**Problem Statements/Critical Root Causes:** Adult Learning Culture 1

**Resources and Funding Needed:** Stipend for Site EL Coaches - ESSER III - \$3,000, NNRPDP Cost Share HCSD EL Project - District Funds - \$2,700



No Progress



Accomplished



Continue/Modify



Discontinue

**School Goal 1 Problem Statements:**

**Adult Learning Culture**

**Problem Statement 1:** LHS staff has not yet consistently implemented the HCSD English Learner Program, including providing content-area instruction that integrates language acquisition development using evidence-based practices and related interventions for English learners. **Critical Root Cause:** Inadequate Cultural and Linguistic Competency: The teaching methods may not adequately consider the cultural and linguistic backgrounds of ELL students, making it challenging for them to relate to and comprehend the content. Lack of Professional Development: Educators, coaches, and paraprofessionals have varying levels of knowledge and expertise in providing targeted, language acquisition instruct

**Inquiry Area 3: Connectedness**

**School Goal 1:** LHS will decrease the percentage of chronic absenteeism from 41% to 35% by the end of the 2024 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	Reviews			
<p><b>Improvement Strategy 1:</b> LHS will decrease the percentage of chronic absenteeism from 41% to 35% by the end of the 2024 school year.</p> <p><b>Action Step's Expected Result/Impact:</b> This next section will include the following components to this plan:            Action Steps            ESSA Evidence Citation            Resources Needed without funding support            Resource Equity Support</p> <p>Action Steps:            1. Tier I                a. LHS MTSS Committee (Case management of Academic, Social Emotional, and Attendance Cases)                b. Communities in Schools Partnership                c. Annual Plan with academic targeted intervention caseload (20-25) students                d. Assist LHS Staff track chronic absenteeism</p> <p>2. Tier II                a. After School Tutoring and homework help                b. One on one tutoring and enhancement opportunities                c. Saturday School</p> <p>3. Tier III                a. MTSS/Attendance office referral for truancy program:                b. 2 Truancy citations referred to TAB (Truancy advisory board)                c. 3 Truancy citations and referral from TAB enter Truancy court diversion program                d. Home visits from SRO/Admin: Track home visits                e. Wrap-around community supports i.e. juvenile services, counseling, DCFS, Family support center.            Saturday School</p> <p>ESSA Evidence:            Communities in School Partnership: Meets ESSA Evidence Level 1/Strong (NDE Evidence Based Provider List)</p> <p>Resources Needed:</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			

1. Shared attendance document for After School Program and Saturday School (continued)
2. Shared attendance document to track at-risk and truant students (continued)
3. Staff to provide opportunities for credit recovery and tutoring support (2 staff members)
4. Staff to teach 9th/10th Academic Success and School Leadership
5. Community supports (Juvenile Services, DCFS, Humboldt County Court Systems, Winnemucca Police Department, Family Resource Center, etc.)
6. Panorama survey

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 that 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. 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.

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

**Identify All That Apply:**


FRL, EL, IEP, Migrant, Foster/Homeless, Racial/Ethnic Groups


- **Evidence Level:**


Strong, Moderate

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

**Resources and Funding Needed:** CIS Cost Share Partnership - ESSER III - \$32,500

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**School Goal 1 Problem Statements:**

**Connectedness**

**Problem Statement 1:** Chronic absenteeism has emerged as a critical issue within our school community, significantly affecting the overall educational experience and academic outcomes of our students. Chronic absenteeism, defined as missing 10% or more of school days for any reason, can result from a variety of factors, including health issues, transportation barriers, disengagement, or home-related challenges. This pe **Critical Root Cause:** Struggling academically without adequate support can lead to chronic absenteeism. Providing academic support, such as tutoring and additional resources, can help address this issue.

# School Funding Summary

ESSER III					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
2	1	1	Stipend for Site EL Coaches		\$3,000.00
3	1	1	CIS Cost Share Partnership		\$32,500.00
<b>Sub-Total</b>					\$35,500.00
<b>Budgeted Fund Source Amount</b>					\$35,500.00
<b>+/- Difference</b>					\$0.00
District Funds					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
2	1	1	NNRPDP Cost Share HCSD EL Project		\$2,700.00
<b>Sub-Total</b>					\$2,700.00
<b>Budgeted Fund Source Amount</b>					\$2,700.00
<b>+/- Difference</b>					\$0.00
Title III					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
1	1	1	Materials for EL Instructional Strategies		\$1,000.00
<b>Sub-Total</b>					\$1,000.00
<b>Budgeted Fund Source Amount</b>					\$1,000.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$39,200.00
<b>Grand Total Spent</b>					\$39,200.00
<b>+/- Difference</b>					\$0.00

# Addendums

# English Learners: AB 219 Corrective Action Plan

Please complete your schools AB219 Corrective Action Plan (CAP) by completing all sections of this document and referring to the specified guidance. The spaces in this document will automatically expand to accommodate your answer, and you may add additional rows to the tables in each section as needed.

## 1 SCHOOL CONTACT INFORMATION

School Name:	Albert Lowry High School
District:	Humboldt
School Website:	<a href="https://www.hcsdnv.com/o/lhs">https://www.hcsdnv.com/o/lhs</a>
Principal:	Shaun Taylor
Email:	staylor@hcsdnv.com
Phone:	775-623-8130
School Year:	2023-2024

## 2 ROOT CAUSES

Identify and plan to address the root causes of the low levels of achievement among pupils who are English Learners. For assistance with Root Cause Analysis refer to the guidance at

<https://nde.padlet.org/glamarre2/sn0ymasiqvvdwpx1/wish/2153902037>

- LHS administrators have varying levels of knowledge and understanding in scheduling and utilizing school staff to support language acquisition through academic content instruction and related support
- LHS staff has varying levels of knowledge and expertise in providing targeted, language acquisition instruction through academic content instruction and related support

## 3 GOALS

Develop attainable quantitative goal(s) for improvement in the achievement of pupils who are English Learners and timelines for meeting those goals. For assistance with formatting SMART goals refer to the guidance at

<https://nde.padlet.org/glamarre2/x5ds8wrqki2fjvi9/wish/2327938875>

<b>Goal:</b> Student Success	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).
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<b>Goal:</b> <b>Adult Learning Culture</b>	All educational staff (educators, coaches, and paraprofessionals) will demonstrate increased proficiency implementing four, evidence-based recommendations for integrating language acquisition development in content area instruction and intervention (Institute of Education Sciences, 2014) through pre- and post-reflection surveys designed by the Institute of Education Sciences (2022) as a result of professional learning provided throughout the 2023-2024 academic year by Northeastern Nevada Regional Professional Development Program (NNRPDP). Leaders will demonstrate increased knowledge and skill for effectively and consistently implementing the HCSD English Learner Program under Title III through pre- and post-survey responses as a result of professional learning provided throughout the 2023-2024 academic year by Northeastern Nevada Regional Professional Development Program (NNRPDP).
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## 4 STRATEGY SELECTION

Develop a plan to address root causes.  
Your plans to address root causes should use strategies that are Evidence Based Interventions (EBI). You must include an evidence level (1-4) and a citation. For assistance with strategy selection and EBI levels please refer to the guidance at <https://nde.padlet.org/glamarre2/f17z1c9g39x9dqta/wish/2156510063>

<b>Improvement Strategy:</b> <b>Student Success</b>	Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities.
<b>Evidence Level:</b>	<b>[ESSA Level 1]</b> Research demonstrates that providing English learners opportunities to develop “sophisticated, abstract, academic vocabulary” (Institute of Education Sciences, 2014, p. 13) helps multilingual learners develop skills needed to fully engage in the kinds of reading, writing, and discourse tasks utilized in academic content topics included in the school day.
<b>Citation:</b>	Baker, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, C. P., Morris, J., Gersten, R., Haymond, K., Kieffer, M. J., Linan-Thompson, S., & Newman-Gonchar, R. (2014). <i>Teaching academic content and literacy to English learners in elementary and middle school</i> (NCEE 2014-4012). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. <a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/english_learners_pg_040114.pdf">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/english_learners_pg_040114.pdf</a>
<b>Improvement Strategy:</b> <b>Adult Learning Culture</b>	Improve LHS staff knowledge and skills for increasing language acquisition through content-area instruction and intervention, and improve leaders' knowledge and skills for effective and consistent implementation of the HCSD English Learner Program as a result of professional learning provided by Northeastern Nevada Regional Professional Development Program.
<b>Evidence Level:</b>	<b>[ESSA Level 4]</b> “Based on all available evidence, NNRPDP’s processes match ESSA guidance in every aspect. All of the necessary components are in place and are working well at NNRPDP. It is this evaluator’s conservative opinion that NNRPDP has reached the Promising Evidence level (ESSA Level 4) according to study criteria at each ESSA evidence level” (Teague, 2020). Furthermore, the professional learning model implemented for leaders, educators, coaches, and paraprofessionals is grounded in the four recommendations outlined in the What Works Clearinghouse Practice Guide: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School (Institute of Education Sciences, 2014) that have been identified as having the following evidence levels: <ul style="list-style-type: none"> <li>● <u>Recommendation 1:</u> <b>[ESSA Level 1]</b> Teaching a set of academic vocabulary words intensively across several days using a variety of instructional activities.</li> <li>● <u>Recommendation 2:</u> <b>[ESSA Level 1]</b> Integrate oral and written English language instruction into content-area teaching.</li> <li>● <u>Recommendation 3:</u> <b>[ESSA Level 4]</b> Provide regular, structured opportunities to develop written language skills.</li> <li>● <u>Recommendation 4:</u> <b>[ESSA Level 2]</b> Provide small-group instructional intervention to students struggling in areas of literacy and English language development.</li> </ul>

<b>Citation:</b>	<p>Teague, M. (2020). Northeastern Nevada Regional Professional Development Program: External review of effectiveness. Evaluation Report. <a href="#">Source</a>.</p> <p>Van Houten, L., Dunn, L., Faulkner Bond, M., Blitz, J., Makkonen, R. &amp; Austin, K. (2022). Supporting integrated English learner student instruction: A guide to assess professional learning needs based on the “Teaching Academic Content and Literacy to English Learners in Elementary and Middle School Practice Guide” (REL 2022-122). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. <a href="https://ies.ed.gov/ncee/edlabs/regions/west/pdf/REL_2022122.pdf">https://ies.ed.gov/ncee/edlabs/regions/west/pdf/REL_2022122.pdf</a></p>
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## 5 ACTION STEPS

Identify specific actions to improve the achievement of pupils who are English learners, plans to monitor those actions and identification of persons responsible for taking and monitoring those actions.

<b>Action Step:</b>	Collaborate with Northeastern Nevada Regional Professional Development Program (NNRPDP) to develop and implement professional learning for all staff during the 2023-2024 academic year, based on a professional learning model designed to support the teaching of academic content and literacy to English Learners from the Institute of Education Sciences professional learning model (2022), which in turn is based on the four recommendations outlined in the <i>What Works Clearinghouse Practice Guide: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School (Institute of Education Sciences, 2014)</i> .	<b>Monitoring Plan:</b>	<p>Utilize the [pre] self-reflection survey responses to tailor professional learning session design and content in alignment with the four, evidence-based recommendations and to provide a baseline for evaluating increased proficiency in implementing the four, evidence-based recommendations through [post] self-reflection survey responses.</p> <p>Review and analyze implementation of the four, evidence-based recommendations through participants’ monthly Action Plan documents.</p>	<b>Person(s) Responsible:</b>	Treena Parker, <i>Professional Learning Leader</i> NNRPDP, in partnership with Shaun Taylor, <i>Principal</i> of Albert Lowry High School, alongside Noel Morton and DeAnna Owen, <i>Directors of Performance and Educational Opportunity</i> respectively at HCSD Central Office.
<b>Action Step:</b>	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	<b>Monitoring Plan:</b>	Utilize the [pre] self-reflection survey responses to tailor professional learning session design and content in alignment with the four, evidence-based recommendations and to provide a baseline for evaluating increased	<b>Person(s) Responsible:</b>	Albert Lowry High School educators, coaches, and paraprofessionals

	through academic content-area instruction and intervention.		<p>proficiency in implementing the four, evidence-based recommendations through [post] self-reflection survey responses.</p> <p>Review and analyze implementation of the four, evidence-based recommendations through participants' monthly Action Plan documents.</p>		
<b>Action Step:</b>	Participate in specific professional learning for administrators (both district and site-level) to further develop the skills and knowledge necessary for effectively leading and implementing the HCSD Title III English Learner program.	<b>Monitoring Plan:</b>	<p>Utilize the [pre] survey responses based on current knowledge and implementation of the HCSD English Learner Program to tailor professional learning session design and content in alignment with the four, evidence-based recommendations, and to provide a baseline for evaluating increased proficiency in implementing the Program effectively and consistently through [post] survey responses.</p> <p>Review and utilize participants' feedback on monthly Feedback Forms (following the professional learning session) to adjust the design and content of sessions, as well as Program implementation successes and challenges.</p>	<b>Person(s) Responsible</b> :	Shaun Taylor, <i>Principal of Albert Lowry High School</i> , and Austin Mayo, <i>Assistant Principal of Albert Lowry High School</i> , alongside Noel Morton and DeAnna Owen, <i>Directors of Performance and Educational Opportunity</i> respectively at HCSD Central Office.
<b>Action Step:</b>	Implement the HCSD English Learner Program effectively and consistently.	<b>Monitoring Plan:</b>	Utilize the [pre] survey responses based on current knowledge and implementation of the HCSD English Learner Program to tailor professional learning session design and content in alignment with the four, evidence-based	<b>Person(s) Responsible</b> :	Albert Lowry High School administrators, Shaun Taylor (Principal) and Austin Mayo (Assistant Principal)

recommendations, and to provide a baseline for evaluating increased proficiency in implementing the Program effectively and consistently through [post] survey responses.

## 6 PROFESSIONAL DEVELOPMENT

Describe the professional development that will occur that is designed to address the needs of pupils who are English learners. The audience for your professional development should include administrators, teachers, and other educational staff (paraprofessionals, EL coordinators, etc.).

<p><b>Professional Development :</b></p>	<p>Administrators, both district and site-level, will participate in monthly professional learning sessions facilitated by NNRPDP designed to increase participants’ knowledge and skill for effectively and consistently implementing the HCSO Title III English Learner Program. The sessions are intended to help administrators:</p> <ul style="list-style-type: none"> <li>● Understand the WIDA ACCESS annual assessment, including how to interpret and utilize scores for planning and scheduling based on students’ identified needs</li> <li>● Understand the Corrective Action Plan (CAP) designation from the Nevada Department of Education</li> <li>● Utilize the WIDA Language Acquisition and Development Framework (2020), including an asset-based philosophy, proficiency level descriptors, Can-Do descriptors, and available resources</li> <li>● Understand what to “look for” during classroom observations as well as what support/resources to provide in conjunction with the four, evidence-based recommendations for integrating language acquisition development during content-area instruction and intervention (Institute of Education Sciences, 2014) in order to improve the instruction and intervention provided for multilingual students</li> </ul>	<p><b>Audience :</b></p>	<p>Administrators</p>
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	<ul style="list-style-type: none"> <li>● Develop an observation guide, i.e., instructional strategies and activities to “look for,” to assist administrators in providing feedback, support, and relevant resources for educators, coaches, and paraprofessionals</li> </ul>		
<b>Professional Development</b> :	<p>LHS ML Staff will participate in monthly professional learning sessions facilitated by NNRPDP designed to increase participants’ knowledge and skill for strategically designing and providing intervention for multilingual students based on their unique, identified learning needs. The sessions are intended to help participants:</p> <ul style="list-style-type: none"> <li>● Accurately utilize the WIDA ACCESS annual assessment, including how to interpret and use scores for planning and scheduling based on students’ identified needs</li> <li>● Understand the Corrective Action Plan (CAP) designation from the Nevada Department of Education and related action steps required specific to their professional roles and responsibilities</li> <li>● Utilize the WIDA Language Acquisition and Development Framework (2020), including an asset-based philosophy, proficiency level descriptors, Can-Do descriptors, and available resources to provide student-specific support</li> <li>● Implement the four, evidence-based recommendations for integrating language acquisition development in content-area instruction and intervention for multilingual learners, more specifically focusing on how to plan, prepare for, facilitate, and evaluate small-group or individual intervention</li> </ul>	<b>Audience</b> :	LHS ML Staff (1 ML Teacher, 1 ML Paraprofessional, and 1 site LHS Site Administrator)
<b>Professional Development</b> :	<p>LHS Staff will participate in monthly professional learning sessions facilitated by NNRPDP designed to increase participants’ knowledge and skill for strategically designing and providing intervention for multilingual students based on their unique,</p>	<b>Audience</b> :	All Staff (Administrators, Educators, Coaches & Paraprofessionals)

identified learning needs. The sessions are intended to help participants:

- Accurately utilize the WIDA ACCESS annual assessment, including how to interpret and use scores for planning and scheduling based on students' identified needs
- Understand the Corrective Action Plan (CAP) designation from the Nevada Department of Education and related action steps required specific to their professional roles and responsibilities
- Utilize the WIDA Language Acquisition and Development Framework (2020), including an asset-based philosophy, proficiency level descriptors, Can-Do descriptors, and available resources to provide student-specific support
- Implement the four, evidence-based recommendations for integrating language acquisition development in content-area instruction and intervention through strategic planning, collaboration, and monitoring of multilingual learners' progress including both increased language and academic proficiency