



Humboldt County School District
Albert M. Lowry High School
2021-2022 School Performance Plan:
A Roadmap to Success

Albert M. Lowry High School has established their school improvement roadmap for the 2021-22 school year. This school performance plan includes the campus's goals and process developed during Act 1. This plan will be revisited at least three times this year during Act 2 to monitor progress and once in Act 3 to assess and update the goals. Please reach out to Mr. Ray Parks, Principal for more information.

Principal: Mr. Ray Parks
School Website: [Albert M. Lowry High School | Home \(hcsdnv.com\)](http://Albert M. Lowry High School | Home (hcsdnv.com))
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School Designations: Title I CSI TSI ATSI Zoom Victory



School Information

This section provides an at-a-glance view of the school's enrollment and student performance data. For information about Nevada's Consolidated State Plan, see [Every Student Succeeds Act \(ESSA\)](#), and for detailed information about the School and District rating system, see the [School Rating Overview](#).

Enrollment Data												
	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL	
School	892	1.35%	0.11%	39.24%	0.45%	56.28%	N/A	2.58%	15.47%	6.61%	42.38%	
District	3,267	4.41%	0.43%	36.7%	0.49%	54.73%	0.06%	3.18%	15.52%	8.54%	53.17%	
State	481,345	0.82%	5.51%	43.44%	11.76%	29.97%	1.48%	7.03%	12.41%	13.37%	73.15%	

	Student Performance Data Data Not Reported=DNR										
Academic Year	School/ District	Math			ELA			Science	ELPA		
		Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)	
2018	School	15.7%	DNR	DNR	41.9%	DNR	DNR	16.4%	9	18.4%	
	District	16	DNR	DNR	41.6%	DNR	DNR	16.7%	16.9	19.1%	
2019	School	22.4%	DNR	DNR	48.7%	DNR	DNR	32.3%	6.1	7.9%	
	District	22.4%	DNR	DNR	48.1%	DNR	DNR	31.0%	20.8	7.5%	
2020	School	24.1%	DNR	DNR	57.1%	DNR	DNR	30.5%	NDA	NDA	
	District	23.2%	DNR	DNR	57.1%	DNR	DNR	30.5%	NDA	NDA	



4 Year ACGR			
	Grad Rate 2017- 2018	Grad Rate 2018- 2019	Grad Rate 2019- 2020
School	90.7%	94.7%	91.3%
District	89.5%	90.6%	86.1%

School Climate Data			
	Cultural & Linguistic Competence	Relationships	Emotional Safety
School	345	335	322
District	358	347	333

School Continuous Improvement (CI) Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school's teaching and learning needs.

Name	Role
Ray Parks	Principal(s)
Dustin Christean, Tim Connors	Other School Leader(s)/Administrator(s)
Chelsea Cabatbat, Clay Sagers, Marie Jean Dawson , Jen Partee, Ty Lucas, Julia Topholm, Don Walton, Brant Corak ,Chelsea Odoms, Alexis Mattson, Grant Beatty	Teacher(s)
Sylvia Macliz, Lindsey Galarza, Diana Mejia, Marcel Johnson	Paraprofessional(s)
Chad Peters, Toby Brinkerhoff, Roxanne Hardy	Parent(s)
<i>Cal Peters, Adriana Mercado, Kylee Hardy, Ingrid Vaca</i>	Student(s)
<i>Jeanette Montero , Dana Peters</i>	Specialized Instructional Support Personnel



School Community Outreach

Outreach Event	Date and Time	Number in Attendance	Key Takeaways
Event 2 (Leadership Team)	9/30/2021	15	<ul style="list-style-type: none">- The current data shows many places for improvement.- How can we improve our scores for all students, especially our English Language Learners.
Event 2: School Staff (School wide presentation)	10/14/2021 1:45-3:45	50	<ul style="list-style-type: none">-The current data show areas where we can improve as an entire school.-0% of our ELL students are proficient in ELA and Math on the ACT.
Event 2: Parent/Community Outreach (English Language Learners Collaboration Night)	10/19/2021 6:00pm-8:00pm	15	<ul style="list-style-type: none">-The current data show that we can improve in the area of parent involvement.- The current data shows many areas of need.- We are having a lot of success with students outside of high stakes testing.



Inquiry Area 1 - Student Success

Part A

Student Success			
	Student Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
Data Reviewed	ACT (ELA and Math) Data Science Proficiency Data SEL Data Attendance/Demographics Data Event 2: Internal feedback/ Community Outreach Feedback	Panorama Survey (Winter 2020-2021)	New curriculum in ELA, Math, History and Government/Economics
Problem Statement	In 2020/2021 0% of our ELL students were proficient in ELA on the ACT.		
Critical Root Causes	Teacher certainty about how to support EL learners on ACT strategies and best practices.		

Part B

Student Success	
School Goal: We will increase ELL Students proficiency on the English Language Arts ACT by 5%, by providing LHS staff with professional development on ACT strategies and best practices for ELL learners as measured by Spring 2022 ACT data.	Aligned to Nevada's STIP Goal: <i>Goal 3: All students experience continued academic growth.</i>
Improvement Strategy: Professional development for teachers provided by Horizon Education that aligns state standards to the ACT, and test taking strategies.	
Evidence Level : Evidence Level 3- Promising: Horizon Education https://horizoneducation.com/	
Intended Outcomes:	



Teachers will become master ACT experts, align standards to the ACT, learn how to implement test taking strategies into existing curriculum, use PLC to understand ACT and how to effectively aid students in the general education classroom with a specific focus on EL students.

Action Steps:

- Tier I Student Supports (all students)
 - Access to ACT boot camp for all junior students.
 - After school programming in Math, English Language arts, Science and Career and Technical Education .
 - Frosh/Soph Academic Success courses for our most at-risk student populations for future impacts
 - SEL supports and access to social worker and counseling staff
- Tier II EL Student Support
 - Communication to parents and students on the importance of ACT in English and Spanish
 - EL Parent Night (Event 2- Current State of ELL at LHS)
 - ACT boot camp for all students (specific emphasis for EL learners)
 - All EL students will receive accommodations on the ACT Assessment.
 - EL paraprofessional supporting students in all tier I classes based on individual student need (daily).
 - Implementation of specific strategies on Language Acquisition in all classes.

Resources Needed:

- Determine what financial resources are available to pay for PD and ACT boot camp.
- Partnership with Horizon Education
- Dedicated PLC time to incorporate ACT prep into daily lessons.
- Schedule for PD supports (dates, times, virtual vs. in-person)
- EL Parapro schedule of students served
- LHS Staff

Challenges to Tackle:

- Teacher buy in
- Student buy in
- Incorporating ACT prep into daily lessons
- Keep students engaged with ACT prep.

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners:

- Incorporate Sheltered Instruction Strategies into daily lessons in the general education classroom.



- Use ELA strategies to provide practice and opportunities across the curriculum in each LHS course.
- Access to ACT boot camp for all junior students.
- After school programming in Math, English Language arts, Science and Career and Technical Education
- Targeted support will be provided from our ELL teacher and paraprofessional for ELL students.
- SEL supports and access to social worker and counseling staff
- EL Teacher provides additional support during prep time on foundational skills in reading and math

Foster/Homeless:

- Food pantry on site that includes food and clothing resources
- Angel Tree support for students in need of any type of social or emotional support
- Social Worker and Counseling Staff onsite
- Referrals based on individual need to Family Support Center

Free and Reduced Lunch:

- Lunch on campus free for all students
- After school programming in Math, English Language arts, Science and Career and Technical Education
- Frosh/Soph Academic Success courses for our most at-risk student populations for future impacts
- SEL supports and access to social worker and counseling staff

Migrant:

- Work collaboratively with Migrant District rep for additional supports and communication with families
- Incorporate Sheltered Instruction Strategies into daily lessons in the general education classroom.
- Use ELA strategies to provide practice and opportunities across the curriculum in each LHS course.
- Access to ACT boot camp for all junior students.
- After school programming in Math, English Language arts, Science and Career and Technical Education
- Targeted support will be provided from our ELL teacher and paraprofessional for ELL students.
- SEL supports and access to social worker and counseling staff

Racial/Ethnic Minorities:

- Use ELA strategies to provide practice and opportunities across the curriculum in each LHS course.
- Access to ACT boot camp for all junior students.
- After school programming in Math, English Language arts, Science and Career and Technical Education
- Frosh/Soph Academic Success courses for our most at-risk student populations for future impacts
- SEL supports and access to social worker and counseling staff

Students with IEPs:

- Access to ACT boot camp for all junior students.
- After school programming in Math, English Language arts, Science and Career and Technical Education .
- Frosh/Soph Academic Success courses for our most at-risk student populations for future impacts
- Access to case managers and resource classrooms for additional support accessing grade level material.



Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	<ul style="list-style-type: none">Survey on ACT knowledge for teachersACT dataScience Proficiency DataGraduation Rates	Panorama Survey (Winter 2020-2021)	Professional Development Weekly PLC meetings After school tutoring ACT Horizon and Sheltered Instruction PD for Staff
Problem Statement	10% of teachers reported that they are confident in providing instruction on ACT prep to our ELL students.		
Critical Root Causes	Teacher certainty about ACT and identification of ELL students indicates a need for renewed focus on strategies and practice opportunities to be revisited and prioritized across departments.		

Part B

Adult Learning Culture	
School Goal: We will increase certified staff's certainty in providing and preparing ELL students for the ACT from 10%-60%, by providing Professional development for all certified staff as determined by teacher survey from fall 2021 to spring 2022.	STIP Connection: Goal 2: All Students have access to effective educators. Goal 3: All students experience continued academic growth.



Improvement Strategy: During Professional Development align curriculum/standards with practice opportunities, best practices and strategies toward improved student outcomes.

Evidence Level:

3-Promising:: Horizon Education <https://horizoneducation.com/>

Intended Outcomes:

Teachers will become master ACT experts, identify ELL students, implement test taking strategies and practice opportunities into existing curriculum, use PLC to understand ACT and how to effectively aid all students in mastering the curriculum. Increase % of ELL students proficient on the ELA portion of the ACT.

Action Steps:

- Staff Professional Development
 - Develop an ACT boot camp for all students (specific emphasis on EL students attendance and support)
 - Provide Professional Development with Horizon Education (ACT Prep Consultant) for LHS staff
 - Whole staff PD on strategies and best practices for all students
 - Department PD focused on supporting EL strategies and best practices
 - Teachers will use PLC time to plan how they will incorporate ACT prep into everyday lessons.
 - Promote the importance of the ACT.
 - Sheltered Instruction Training

Resources Needed:

- Budget for professional development from Horizon Education.
- Dedicated PLC time for ACT prep.
- All staff professional development on ACT.
- Individualized department professional development on ACT.

Challenges to Tackle:

- Teacher buy in
- Time between now and ACT in February

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners:

- Incorporate Sheltered Instruction Strategies into daily lessons in the general education classroom.
- Use ELA strategies to provide practice and opportunities across the curriculum in each LHS course.



- Access to ACT boot camp for all junior students.
- After school programming in Math, English Language arts, Science and Career and Technical Education
- Targeted support will be provided from our ELL teacher and paraprofessional for ELL students.
- SEL supports and access to social worker and counseling staff
- EL Teacher provides additional support during prep time on foundational skills in reading and math

Foster/Homeless:

- Food pantry on site that includes food and clothing resources
- Angel Tree support for students in need of any type of social or emotional support
- Social Worker and Counseling Staff onsite
- Referrals based on individual need to Family Support Center

Free and Reduced Lunch:

- Lunch on campus free for all students
- After school programming in Math, English Language arts, Science and Career and Technical Education
- Frosh/Soph Academic Success courses for our most at-risk student populations for future impacts
- SEL supports and access to social worker and counseling staff

Migrant:

- Work collaboratively with Migrant District rep for additional supports and communication with families
- Incorporate Sheltered Instruction Strategies into daily lessons in the general education classroom.
- Use ELA strategies to provide practice and opportunities across the curriculum in each LHS course.
- Access to ACT boot camp for all junior students.
- After school programming in Math, English Language arts, Science and Career and Technical Education
- Targeted support will be provided from our ELL teacher and paraprofessional for ELL students.
- SEL supports and access to social worker and counseling staff

Racial/Ethnic Minorities:

- Use ELA strategies to provide practice and opportunities across the curriculum in each LHS course.
- Access to ACT boot camp for all junior students.
- After school programming in Math, English Language arts, Science and Career and Technical Education
- Frosh/Soph Academic Success courses for our most at-risk student populations for future impacts
- SEL supports and access to social worker and counseling staff

Students with IEPs:

- Access to ACT boot camp for all junior students.
- After school programming in Math, English Language arts, Science and Career and Technical Education .
- Frosh/Soph Academic Success courses for our most at-risk student populations for future impacts
- Access to case managers and resource classrooms for additional support accessing grade level material.



Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	<i>Panorama Survey (Winter 2020-2021, Fall 2021)</i>	Panorama Survey (Winter 2020-2021, Fall 2021),	English Language Learners Collaboration Night.
Problem Statement	32% of LHS students in grades 9-12th reported favorably that they believe that they can succeed in achieving academic outcomes/37% of LHS EL students in grades 9-12th reported favorably that they believe that they can succeed in achieving academic outcomes		
Critical Root Causes	Lack of targeted supports for struggling students during the school day and outside school		

Part B

Connectedness	
School Goal: We will increase the number of students from 32% to 50% responding favorably that they believe that they can succeed in achieving academic outcomes as measured by fall 2021 to spring 2022 Panorama Student survey.	STIP Connection: Goal 5: All students have access to new and continued educational opportunities supported by funding that is administered transparently, consistently, and in accordance with legislative or grant guidelines.
Improvement Strategy: Intervention opportunities for at risk students in 9th-10th grade during the school day and outside school opportunities	
Evidence Level Pearson My Perspectives (ELA)/Envisions (Math) Promising Edgenuity 9-12th (credit remediation)	
Intended Outcomes: Increase student perception of what success in achieving academic outcomes is in a high school setting	

**Action Steps:**

- Academic Success Classes (focused on 9th/10th grade credit deficient students)
 - Develop a system for identifying these students incoming from 8th grade
 - Review the list at semester (schedule new students)
 - Provide credit recovery opportunities during class period
 - Counseling staff in direct communication with targeted students and parents (monthly)
 - Work collaboratively with Leadership Team (common period for support)
- After School Tutoring and homework help
 - Open to all students
 - Assigned to students in need of recovering credits or assistance with current courses
 - One on one tutoring and enhancement opportunities
- Saturday School
 - Open to all students
 - Assigned to students in need of recovering credits or assistance with current courses

Resources Needed:

- Shared attendance document for After School Program and Saturday School
- Staff to provide opportunities for credit recovery and tutoring support
- Staff to teach 9th/10th Academic Success and School Leadership
- Panorama

Challenges to Tackle:

- Time and personnel to staff intervention supports during the school day and outside school
- Getting students to stay at after school opportunities

Equity Supports. What, specifically, will we do to support the following student groups around this goal?**English Learners:**

- Incorporate Sheltered Instruction Strategies into daily lessons in the general education classroom.
- Use ELA strategies to provide practice and opportunities across the curriculum in each LHS course.
- Access to ACT boot camp for all junior students.
- After school programming in Math, English Language arts, Science and Career and Technical Education
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- Access to case managers and resource classrooms for additional support accessing grade level material.

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
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<i>ESSER Competitive</i>	\$40,700	<i>ACT Boot Camp Horizon</i>	2,3
ESSERS II	\$28,842.40	ELL Paraprofessional CAVI- Sheltered Instruction Training	2, 3
General Fund	\$8,439.33	ELL Teacher (prep period)	5
ESSERS III (ARP)	\$58,906.70	Afterschool/Summer School/Saturday School Costs	2, 3, 5