***School: Omaha Northwest High School***

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| **Implementation Design for Priority 1--Academics (Step 1)**<br><br>Focus Area: Increase the on-track rate of all students in grades 9-12 to achieve a four year graduation rate of 83% by May of 2025<br><br>2021 4 year grad. 74% | **Facilitators Guide Page 17 (Step 2)**<br>**Goal Calculator**<br>**Three Year Goal**: Aligned to the strategic plan of action. Includes SPOA stated goals.<br><br>**Annual Benchmarks**:<br>Year 1: 77%<br>Year 2: 80% | Success Criteria: Evidence of Implementation (Step 5)<br>• Increase the number of students on track in each grade each semester.<br>• Increase graduation rate of each sub-group each year.<br>• Increase percentage of credits earned versus credits attempted each semester. | Professional Learning:<br>Identify the professional learning that will be implemented in your school to support teacher and staff development with this goal. (Step 7) |
| **Facilitators Guide Page 32: Driver Diagram (Step 3)**<br>**Strategies:** Identify the strategies that will be used to achieve this goal.<br>1. Focus on instruction and student learning via PLC team function.<br>2. Increase engagement in classrooms via instructional grouping and instructional strategies.<br>3. Use of after school tutoring for extra time and practice for students.<br>4. Use of academic recovery for students already off-track towards graduation. | Actions: Identify the specific actions you will take in the implementation of each strategy. (Step 4) | Progress/outcomes: Identify your evidence of measurable progress in the achievement of this goal based on each strategy. Indicate the frequency of collection.  (Step 6) | • Use of Big Book of Tools protocols to support PLC team focus on the 4 critical questions.<br>• Partner with AAIS to continue focus on instruction and learning in the block schedule using Best Instructional Practices. Focus on student grouping, gradual release of instruction, and engagement.<br>• Facilitate whole group and team analysis of student performance. Use to guide instruction and intervention. |
| | • Use of protocols for setting Norms, setting team goals, unit planning, and identifying students who need additional time and support (1)<br>• **Team aligned SMARTe Goals**<br>• **Professional Learning coordinated with AAIS (2)**<br>• **Attract students to tutoring both by invitation and direction. (3)**<br>• **Credit Recovery** | • Critical Issues Survey for PLC function-baseline year (1)<br>• PLC Agendas/Minutes Week<br>• Peer and Coaching Walkthrough data (2) Sem<br>• Record of tutoring attendance and on track rates of these students (3) Sem<br>• Number of seniors returned to on-track for graduation spring/summer 4th year(4) Sem | |

***Demonstrate financial accountability tied to student outcomes.***

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| **Implementation Design for Priority 2 (Step 1)--Staff Retention**<br><br>Focus Area: Staff Retention Rate | **Facilitators Guide Page 17(Step 2) Goal Calculator**<br>**Three Year Goal**: Aligned to the strategic plan of action (See FG page 8 for data points to consider.) Includes SPOA stated goals.<br><br>**Annual Benchmarks**:<br>Year 1:<br>Year 2: | Success Criteria: Evidence of Implementation (Step 5) | Professional Learning:<br>Identify the professional learning that will be implemented in your school to support teacher and staff development with this goal. (Step 7) |
| **Facilitators Guide Page 32 (Step 3) Driver Diagram**<br>**Strategies:** Identify the strategies that will be used to achieve this goal. (Focus on three.)<br>1. Develop teacher efficacy through PLC team support and development.<br>2. Mentoring and coaching support for new staff-Take Flight<br>3. Monthly staff recognition for all staff groups. | | • Increase PLC function as measured by PLC Critical Issues Survey<br>• Retention of new teachers<br>• Increase School Climate Survey results for staff. | • AAIS consultant to support PLC and instructional processes.<br>• 1st semester monthly meetings with staff new to building. Support OPS procedures and practices. Support immediate needs.<br>• 2nd semester quarterly meetings with staff new to building. |
| | Actions: Identify the specific actions you will take in the implementation of each strategy. (Step 4) | Progress/outcomes: Identify your evidence of measurable progress in the achievement of this goal based on each strategy. Indicate the frequency of collection. (Step 6) | |
| | • Use of protocols for setting Norms, setting team goals, unit planning, and identifying students who need additional time and support (1)<br>• 1st semester monthly meetings with new teachers and mentors.<br>• 2nd semester quarterly meetings with new teachers<br>• Follow Take Flight for brand new teachers. (2)<br>• Coaching walk-throughs for new teachers (2) | • Progress Monitor PLC Critical Issues Survey growth each semester Sem<br>• Agendas/Minutes for new teacher meetings. Month<br>• Coaching walk-through forms for observing teachers.<br>• Take Flight logs. Sem<br>• Monthly staff meeting agendas. | |

***Demonstrate financial accountability tied to student outcomes.***

| | • Staff recognition at monthly staff meetings. (3)<br>• Monthly Staff meals (3) | | |
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| **Implementation Design for Priority 4 (Step 1) Ethic of Care**<br><br>Focus Area:<br>Increase percent of students in the not chronic and Strive for 95 levels of attendance | **Facilitators Guide Page 17 Goal Calculator (Step 2)**<br>**Three Year Goal**: Aligned to the strategic plan of action. Includes SPOA stated goals.<br><br>**Annual Benchmarks**:<br>Year 1: Not chronic 25%, S95 21%<br>Year 2: Not chronic 27%, S95 23%<br><br>Current level 58.3% Moderate or Chronic 41.7% in Strive for 95 level. | Success Criteria: Evidence of Implementation (Step 5)<br>• Shift percent of students from chronic to moderate and moderate to Strive for 95 attendance level. (semester)<br>• Reduce number of behavior incidents (semester)<br>• Reduce tardy behavior (quarterly)<br>• Increase levels of engagement measured by peer walkthrough data. (quarterly) | Professional Learning:<br>Identify the professional learning that will be implemented in your school to support teacher and staff development with this goal. (Step 7) |
| **Facilitators Guide Page 32 (Step 3) Driver Diagram**<br>**Strategies:** Identify the strategies that will be used to achieve this goal. (Focus on three.)<br>• Recommit to Tier 1 MTSS principles—expectations matrix, teaching expectations for success.<br>• Implement multiple Tier 1 positive and negative consequences related to attendance and on-time behavior.<br>• Implement consistent, school-wide personal technology practices to impact learning and mental health. | | | • Monthly staff meetings provide plan of tier-1 expectations and skills to be taught in coming month.<br>• This will include intentionally teaching staff upcoming Naviance, Wayfinder, Tier-1 MTSS expectations, and/or personal skills to be taught for the coming month. |
| | Actions: Identify the specific actions you will take in the implementation of each strategy. (Step 4)<br>• Coordinated work with MTSS and SIP team to connect Priority 4 and Priority 1 strategies.<br>• Consistent teaching and reteaching of expectations via advisory and classes.<br>• Progress monitor tardies, absences, and engagement. | Progress/outcomes: Identify your evidence of measurable progress in the achievement of this goal based on each strategy. Indicate the frequency of collection. (Step 6)<br>• Improve each data point, each measurement time.<br>• Frequency, see above | |

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| | • Identify students with moderate and chronic attendance concerns.<br>• Teacher, dean, admin, counselor contacts with student and home. | | |

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