

# NAZ Anchor School Solution Plan

## NAZ Anchor Schools Goal:

All scholars enrolled in NAZ Anchor Schools demonstrate grade-appropriate skills, beliefs, and academic outcomes to be college-ready.

Note: This Solution Plan actively intersects with many other NAZ Solution Plans, including:

Engagement, Scholar Achievement Planning, Behavioral Health, Expanded Learning, High School Expanded Learning, and College Success

## [1] Organization Commitment: Active Collaboration & NAZ Values

*Organization-wide activities that will build the collaborative process and embed the core NAZ values across the effort, including NAZ families, staff, and partners.*

Essential Active Ingredient		Necessary Conditions	Frequency Dosage)
1	<p>NAZ Partner embeds NAZ values organization-wide as key drivers to build a culture of achievement Zone-wide, including by:</p> <ul style="list-style-type: none"> <li>• Posting NAZ Values in prominent public locations for staff,</li> <li>• Including Values in staff meetings and other organizational use, and</li> <li>• Contributing to the implementation of a developing operating plan designed to intentionally embed values across the collaboration.</li> </ul>	<ul style="list-style-type: none"> <li>• Values will be available for posting, distributing, and publishing.</li> <li>• Operating plan concepts will be developed for input and contributions.</li> <li>• NAZ staff available for dialogue about embedding values.</li> </ul>	Ongoing
2	<p>NAZ Partner participates in ongoing educational opportunities, with the intention of core 'NAZ Way ' concepts reaching staff who work with NAZ families, related to the following key NAZ values:</p> <ul style="list-style-type: none"> <li>• Breaking the belief gap,</li> <li>• Families as Leaders &amp; Organizations as Partners to Families,</li> <li>• Using Data to Drive Progress (results-based accountability), and</li> <li>• Embedding cultural responsiveness within our work with families and scholars.</li> </ul>	<ul style="list-style-type: none"> <li>• NAZ develops and offers educational opportunities in a manner that works for partners (such as through existing Action Team meetings)</li> </ul>	Ongoing
3	<p>NAZ Partner ensures that lead staff attend the following collaborative gatherings:</p> <ul style="list-style-type: none"> <li>• NAZ-wide collaborative meetings</li> <li>• Action Team meetings</li> </ul>	<ul style="list-style-type: none"> <li>• NAZ holds and publicizes meetings in a timely manner.</li> </ul>	<p><i>NAZ-wide meetings:</i> 2 times/year <i>Action Team meetings:</i> Minimum of 4 times/year</p>
4	<p>As specified in NAZ Collaborative Partner Memorandum of Understanding, agency hires staff members who are interested in and committed to positive interactions with children and youth, and demonstrate a commitment to a cultural of</p>	<ul style="list-style-type: none"> <li>• Position Posting language and hiring practices explicitly assess commitment to positive interactions and a culture of achievement.</li> </ul>	On hire

	achievement.		
5	Program services are provided in line with NAZ values to promote a context that is positive, respectful, engaging, and fosters a culture of achievement.	<ul style="list-style-type: none"> <li>Hiring practices specify and select for staff who demonstrate respect.</li> <li>Scheduling of program services provides opportunities for social interaction.</li> <li>Professional development for staff continuously emphasizes respectful, engaging, and positive services.</li> </ul>	Each program day
6	Program services are fully aligned with and reflect continuous participation in NAZ data collection, progress monitoring, coordination, review, and program improvement processes.	<ul style="list-style-type: none"> <li>Maintain regular data entry in NAZ Connect</li> <li>Coordinate with NAZ Academic Navigators and other program staff.</li> </ul>	Each program day

## [2] Leveraging NAZ & Other Partnerships for Collective Impact

Essential Active Ingredient		Necessary Conditions	Frequency
(1)	NAZ and Anchor Schools develop annual plan for implementation of NAZ services and supports that align with and support the mission of individual Anchor School	<ul style="list-style-type: none"> <li>School leaders identify ways in which each element of NAZ's ecosystem of services and supports aligns with and supports the mission of their individual school</li> <li>Regular meetings between NAZ staff and Anchor School staff to review implementation and refine where needed</li> <li>Regular meetings are focused on data, results, and next steps (what's not working, what can we do better)</li> </ul>	Annually, prior to school start Bi-monthly
(2)	NAZ and Anchor Schools provide staff development and resources for full implementation of aligned NAZ services and supports, including use of NAZ Connect	<ul style="list-style-type: none"> <li>With school leaders, identify goals for relation between NAZ staff and steps to achieve that level of integration</li> <li>NAZ staff identify and complete opportunities to integrate into school operation (staff meetings, school- wide events, staff and family social events)</li> <li>Anchor school leaders and staff are aware of and have access to an accurate list of NAZ Anchor Partners</li> <li>Anchor Schools complete appropriate agreements for full use of NAZ Connect</li> </ul>	Annual presentation to staff Additional support as needed
(3)	NAZ and Anchor Schools develop and embed processes and procedures to remove barriers for full NAZ enrollment/support in conjunction with school enrollment	<ul style="list-style-type: none"> <li>Anchor Schools have approved information sharing language in enrollment paperwork</li> <li>Anchor Schools have procedures for enrollment that include embedded NAZ information and language</li> <li>Anchor Schools have completed appropriate paperwork</li> </ul>	Ongoing and at key enrollment points

Essential Active Ingredient		Necessary Conditions	Frequency
		<p>for NAZ Connect use</p> <ul style="list-style-type: none"> <li>• NAZ staff identify and create consistent access for Anchor Schools to rosters of families who have fully enrolled in NAZ</li> <li>• NAZ staff are present at Anchor Schools during key enrollment events (Kindergarten roundup, conferences, etc.)</li> <li>• NAZ staff provide Anchor Schools with training and/or support for putting relevant recruitment information into NAZ Connect</li> <li>• NAZ staff follow clearly identified procedures and processes for input and maintenance of recruitment information</li> </ul>	
(4)	<p>Anchor Schools and NAZ work together to strategically embed intersections of other Solution Plans to drive EALs of Anchor School Solution Plan, including:</p> <ul style="list-style-type: none"> <li>• K-8 Expanded Learning</li> <li>• High School Expanded Learning</li> <li>• College Success</li> </ul> <p>Behavioral Health</p>	<ul style="list-style-type: none"> <li>• Anchor School leaders have access to relevant Solution Plans</li> <li>• Anchor School leaders know who the partners are implementing relevant Solution Plans</li> <li>• Other Solution Plan Action Area teams review and are familiar with the Anchor Schools Solution Plan</li> </ul>	Ongoing with quarterly data review of intersections
(5)	<p>With NAZ support, Anchor Schools develop strategic external partnerships, implementation plans, and performance measures that align with, and support, the mission of individual schools and embedding of proven NAZ Solutions</p>	<ul style="list-style-type: none"> <li>• Anchor Schools and NAZ map partnerships in the building as aligned with identified outcomes</li> <li>• Anchor Schools integrate external partners into School Improvement Plans, or other relevant document, in relation to identified outcomes</li> <li>• Each NAZ Anchor School convenes meeting of all partner leaders active in their building to discuss coordination and alignment of services within the building</li> </ul>	Semi-annual
(6)	<p>NAZ and Anchor Schools identify and share resource opportunities for “whole student” support focused on improving learning time (attendance) and student/family engagement</p>	<ul style="list-style-type: none"> <li>• Meeting of all NAZ Anchor School leaders to identify areas of overlap and gap across all partners and to share strategies for effective use of partnership resources</li> <li>• Anchor Schools have map of strategic external partnerships, identifying gaps in needed resources for student success</li> </ul>	Ongoing Bi-monthly at Action Team meeting

Essential Active Ingredient		Necessary Conditions	Frequency
(7)	NAZ and Anchor School leaders maintain an active learning community focused on effective schools and collective impact	<ul style="list-style-type: none"> <li>• NAZ and Anchor School leaders develop an annual schedule and plan for focus of team and individual site meetings</li> <li>• Anchor School leaders and identified NAZ staff (CEO, Education Director, School Success Strategist) commit to and attend all regular meetings</li> <li>• Anchor School leaders share responsibility for convening, planning, and facilitating results-based meetings on an agreed upon schedule (problem of practice, etc.)</li> </ul>	Every other month
(8)	Anchor School leaders identify and provide, or partner to provide, essential skills and trainings need by staff of partner organizations, including but not limited to: <ul style="list-style-type: none"> <li>• Mandated reporting</li> <li>• Emergency procedures</li> <li>• Data collection and privacy</li> </ul>	<ul style="list-style-type: none"> <li>• Anchor School leaders maintain and communicate mandatory training expectations for partner staff</li> <li>• Partner organization leadership embed mandatory training into staff training modules and prioritize attendance by staff at available trainings</li> <li>• Partner staff work together to share resources/trainings to address cost challenges</li> <li>• Anchor Schools and partner organizations support partner staff in tracking completion of relevant trainings and certificates</li> </ul>	Ongoing

### [3] COLLEGE-BOUND SCHOOL CULTURE

Essential Active Ingredient		Necessary Conditions	Frequency
(1)	Anchor Schools provide exposure to and pathways for multiple college and post-secondary options, including: <ul style="list-style-type: none"> <li>• College aspirations</li> <li>• Academic planning for a college pathway</li> <li>• Extracurricular and enrichment participation</li> <li>• Exploration of college and career options</li> <li>• Assessments for college and career</li> <li>• Planning for college affordability</li> </ul>	<ul style="list-style-type: none"> <li>• Schools will reference, discuss, and guide scholars toward college-going and prominently display information for all scholars about various colleges and other post- secondary enrollment opportunities</li> <li>• Preschools will provide researched based support for both cognitive and emotional development in alignment with school readiness; Preschools will also have conversation with parents/guardians about financial preparation for college</li> <li>• Elementary schools will build early college awareness and build student confidence to aspire to college; This includes</li> </ul>	Key transition timeline, ongoing

Essential Active Ingredient		Necessary Conditions	Frequency
		<p>posting college materials, teachers intentionally talking about college, and engaging scholars in thinking about their future as college students</p> <ul style="list-style-type: none"> <li>• Middle schools will provide experiential opportunities for scholars, including college visits, college fairs, and career days; Scholars will also take college-readiness assessment (i.e. Explore ACT prep), interest and skills surveys, and meet with a counselor to talk about planning for high school</li> <li>• High schools will ensure scholars have college-bound academic plans and provide opportunities for internships and apprenticeships; Scholars will be exposed to colleges through visits, mentorship, and direct counseling</li> <li>• Visit, discuss, and meet with others attending college campuses</li> <li>• Partner with other Anchor Schools to provide robust opportunities for scholars</li> </ul>	
(2)	Anchor Schools integrate, with NAZ support, completion of college readiness pipeline checkpoints	<ul style="list-style-type: none"> <li>• High schools provide information on deadlines, reminders, contact information, application waiver information, etc. <ul style="list-style-type: none"> <li>○ Financial preparation, aid, and literacy</li> <li>○ Application deadlines</li> <li>○ Assessment registration and completion</li> <li>○ MPS College Readiness checklist</li> </ul> </li> <li>• Anchor Schools align curriculum and advising to accelerate students toward college-bound goals</li> <li>• NAZ High School Expanded Learning partners support completion of relevant checkpoints</li> <li>• Anchor Schools employ resources from the College Success Action Plan and other outside resources to support scholars' college-going</li> <li>• NAZ Connectors and Academic Navigators utilize High School Education Goal Plan with families and scholars</li> </ul>	Ongoing
(3)	Anchor Schools provide multiple opportunities and resources for parents to consider, talk about, and plan for college with scholars	<ul style="list-style-type: none"> <li>• NAZ and Anchor Schools develop and maintain resources and plans that can be shared across programs</li> <li>• NAZ Family Academy develops and offers a "College Bound</li> </ul>	Ongoing and at key transition points

Essential Active Ingredient		Necessary Conditions	Frequency
		<p>Graduates” curriculum and course</p> <ul style="list-style-type: none"> <li>• Preschools will talk with parents about preparing financially for college; Parents will also know their scholars’ projected college graduation year</li> <li>• Elementary schools will talk with parents about preparing financially for college and communicate with parents about the academic checkpoints for college</li> <li>• Middle schools will talk with parents about preparing financially for college and communicate with parents about interest and skill assessment timelines and results</li> <li>• High schools will talk with parents about preparing financially for college and communicate with parents about the high school to college transition <ul style="list-style-type: none"> <li>○ Income tax checklist</li> </ul> </li> <li>• Starting a year ahead</li> </ul>	
(4)	All school staff and other adults engage scholars in ways that reference strong belief and action steps to support college-going	<ul style="list-style-type: none"> <li>• Staff develop and implement multiple topics and examples of ways to talk and act with scholars that exhibit these beliefs – activities, events, conversation starters, classroom activities, incidental conversations,</li> <li>• Habits of work</li> <li>• Staff and adults consistently engage in language and action that demonstrates a strong belief that each scholar will go to college and succeed</li> <li>• Anchor Schools plan for and provide scholars interactions with college-bound role models and activities that prompt and lead to college-bound connections and experiences (i.e. Literary luncheon – Black male edition, world journeys, science fair, history days, creation of ‘college- going’ cohorts, etc.)</li> </ul>	Daily
(5)	NAZ scholars earn at least three post-secondary credits or one full course while in high school	<ul style="list-style-type: none"> <li>• Schools provide clear information about pathways to earning college credit including, but not limited to: <ul style="list-style-type: none"> <li>○ PSEO and other college options</li> <li>○ Concurrent enrollment courses</li> <li>○ Summer credit options</li> <li>○ Online credit options</li> </ul> </li> </ul>	Ongoing during secondary school years

Essential Active Ingredient		Necessary Conditions	Frequency
		<ul style="list-style-type: none"> <li>○ Independent study</li> <li>● Schools adequately train, or partner with organizations who have adequately trained staff, college and career counseling staff to support mapping a pathway to earning college credit</li> <li>● Anchor Schools develop agreements with post-secondary institutions to promote scholars' access to <b>dual enrollment opportunities</b> to earn college credit and complete post-secondary degrees and credentials while still in high school</li> </ul>	
(6)	Anchor Schools identify staff member(s) responsible for coordinating and monitoring the creation of a college-bound school culture	<ul style="list-style-type: none"> <li>● School leader develops job description and selects one or more individuals to assume this responsibility</li> <li>● School leader announces this appointment to school community</li> <li>● Individual coordinator(s) develop and maintain work plan for creating college-bound school culture</li> <li>● School leader monitors and supervises coordinator(s), based on work plan</li> </ul>	Annual and ongoing
(7)	NAZ Anchor Schools identify and develop "pipelines" of aligned programming and evidence of past success with College programs, and encourage scholars to consider these schools for post-secondary enrolment	<ul style="list-style-type: none"> <li>● NAZ Anchor Schools create measures of retention and graduation of scholars that define effective college programs</li> <li>● NAZ Anchor Schools participate in alumni survey process to collect information from graduates on effective colleges and universities</li> <li>● NAZ Anchor Post-Secondary Institutions participate evaluation process to measure effectiveness in successfully supporting NAZ scholars in on-time graduation</li> </ul>	<p>Annually review and update</p> <p>Ongoing evaluation</p>

## [4] PARENT LEADERSHIP AND ENGAGEMENT

Essential Active Ingredient		Necessary Conditions	Frequency
(1)	NAZ and Action Team will identify elements of the NAZ Family Engagement Solution Plan that align with and can be embedded in the Anchor School parent/family engagement plan	<ul style="list-style-type: none"> <li>• Anchor Schools and NAZ agree upon a definition of “engagement” that includes family engagement with NAZ Connectors and Achievement Planning</li> <li>• Anchor School leaders and staff receive data in relation to engagement with NAZ in a relevant and timely matter</li> <li>• Anchor School leaders develop a plan for training and use of NAZ Connect by school staff (i.e. Family Liaison, enrollment directors, etc.)</li> </ul>	<p>Annual plan</p> <p>Ongoing implementation</p>
(2)	Anchor Schools embed NAZ Family Academy programming relevant to scholars’ ages	<ul style="list-style-type: none"> <li>• Anchor Schools identify spaces for Family Academy meetings at the school</li> <li>• NAZ and Anchor Schools partner to host events to recruit families into Family Academy sessions</li> <li>• Anchor Schools inform relevant Family Academy curriculum to align with school-specific expectations and outcomes</li> <li>• Anchor School staff, as relevant, participate in the courses</li> <li>• Schools already providing family education courses work with NAZ to integrate/align proven NAZ curricula</li> </ul>	<p>Courses offered 2x per year</p> <p>Annual review of curriculum for alignment and revision</p>
(3)	Anchor Schools partner with NAZ to co-create, schedule, and facilitate Family Night events that incorporate relevant and timely school information with the Achievement Planning process	<ul style="list-style-type: none"> <li>• Anchor Schools identify relevant/timely topics for Family Night schedule</li> <li>• Anchor Schools and NAZ develop and agree upon Family Night schedule</li> <li>• Anchor Schools and NAZ prioritize Achievement Planning and cohort building as “results” of Family Nights, built into identified topics</li> <li>• Anchor Schools and NAZ continually develop parent leadership to allow for parents to plan and facilitate Family Nights with support of School and NAZ staff</li> </ul>	<p>Monthly</p>
(4)	<p>Anchor Schools will take multiple approaches to informing parents about:</p> <ul style="list-style-type: none"> <li>• What sufficient academic progress looks like in each grade</li> <li>• How to create an effective learning environment at home</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a common language and approach to discussing scholars’ academic progress through progress reports, conferences, and trip approval</li> <li>• NAZ Goal Plans support parents’ ability to identify relevant goals to support academic progress</li> </ul>	<p>Monthly sharing of information</p> <p>Annual review of approaches</p>



Essential Active Ingredient		Necessary Conditions	Frequency
	<ul style="list-style-type: none"> <li>What to expect in terms of effective instruction (curriculum expectations?)</li> </ul> <p>Resources available to support their child(ren)'s academic growth (including out-of-school time, College Success, etc.)</p>	<ul style="list-style-type: none"> <li>Data about scholars is communicated with families in a way that is accessible and leads to the Achievement Planning process</li> <li>Anchor Schools work to set goals with parents based on an array of data</li> </ul>	
(5)	<p>Anchor Schools develop and implement effective communication methods that promote parents' understanding and involvement:</p> <ul style="list-style-type: none"> <li>Snail mail</li> <li>Texting</li> <li>Smart phone apps</li> <li>Email</li> </ul>	<ul style="list-style-type: none"> <li>Schools have a transparent process and understanding of efficient and effective ways to communicate with parents</li> <li>Schools have measures in place to evaluate effective parent-teacher communication</li> <li>Anchor Schools and NAZ develop/implement ongoing professional development about effective communication for all staff (i.e. Trauma Informed, Achievement Planning, Strengths Based Coaching)</li> <li>Schools provide individual level support for new teachers and those identified for deeper development</li> </ul>	Daily
(6)	<p>Anchor Schools ensure that parents/guardians/scholars and teachers communicate with a frequency that is consistent with the current performance level of each Scholar</p>	<ul style="list-style-type: none"> <li>Schools have communication performance measures established for teachers relative to the "need" of scholars/families: <ul style="list-style-type: none"> <li>Scholars in the "red" – 1x per week</li> <li>Scholars in the "yellow" – 2x per month</li> <li>Scholars in the "green" – 1x per month</li> </ul> </li> <li>Schools have a way to measure communication frequency and effectiveness</li> <li>Detail required elements, training on positive interactions, and data keeping</li> <li>Anchor School staff utilize co-located NAZ staff to support and increase positive communication</li> <li>Communication is document and correlated with family and/or scholar Achievement Planning process for NAZ-enrolled families, focused on the "Team" approach</li> </ul>	Daily  Monthly review of performance
(7)	<p>Anchor Schools develop 'Parent Leaders' who are able to mentor other parents</p>	<ul style="list-style-type: none"> <li>Schools provide parents a structure to develop leadership role through: <ul style="list-style-type: none"> <li>Playing an integral role in student learning</li> <li>Opportunities to authentically volunteer</li> </ul> </li> </ul>	Daily

Essential Active Ingredient		Necessary Conditions	Frequency
		<ul style="list-style-type: none"> <li>○ Be full partners in decisions that affect scholars and families</li> <li>● Schools provide data, information, and opportunities to identified parent leaders to contact other parents</li> <li>● Anchor Schools and NAZ provide leadership and professional development for parents to support skill development for effective leadership</li> <li>● Ensure that parent leaders are available to communicate with all parents in their home language</li> </ul>	
[8]	Anchor Schools Action Team works with NAZ leadership to set performance measures in relation to “high impact” parent engagement opportunities and create strategic plans in conjunction with NAZ Site Teams to reach performance measures	<ul style="list-style-type: none"> <li>● Anchor Schools complete annual strategic partnership plan with articulated leadership performance measures</li> <li>● Anchor Schools and NAZ continually evaluate leadership opportunities in relation to school outcomes</li> <li>● Identified leadership opportunities are incorporated into Leadership Pathways NAZ process and NAZ Connect</li> <li>● Anchor Schools and NAZ review data regularly to evaluate effectiveness and adjust strategies</li> </ul>	<p>Annual development of measures</p> <p>Bi-monthly review of data</p>

### [5] EFFECTIVE INSTRUCTION

Essential Active Ingredient		Necessary Conditions	Frequency
(1)	Anchor Schools develop “teacher leaders” who take an active role in professional development of other teachers and curriculum and instruction development. This includes: <ul style="list-style-type: none"> <li>● Conducting walkthroughs and providing feedback</li> <li>● Participating in observations and providing feedback</li> </ul>	<ul style="list-style-type: none"> <li>● NAZ Anchor Schools have clear definition and role expectations for teacher leaders</li> <li>● NAZ and Anchor Schools identify and support relevant Professional Development opportunities for teacher leaders</li> <li>● Anchor School leaders prioritize and provide support for attendance by teacher leaders and Professional Development opportunities (i.e. Innocent Classroom, 5D)</li> </ul>	<p>Annually</p> <p>Ongoing</p>

Essential Active Ingredient		Necessary Conditions	Frequency
(2)	Partner staff and NAZ staff work to share effective strategies and standards across schools and map correlative efforts and identifiable gaps	<ul style="list-style-type: none"> <li>Anchor Schools identify standards and strategies each individual school has chosen to use</li> <li>Anchor Schools Action Team maps overlap, parallel, and incongruent grade-level standards across shared standards and strategies</li> <li>Anchor School leaders consistently share “what works” strategies across standards and strategies</li> </ul>	Annually Ongoing
(3)	Principals’ time is organized to allow for more instructional leadership, including more time in classrooms, coaching teachers, assessing teachers formatively	<ul style="list-style-type: none"> <li>Anchor School leaders identify and share effective, measurable goals for key instructional leadership activities that are scholar focused</li> <li>District leadership creates expectation/policy that aligns with and prioritizes principals’ role as instructional leaders</li> <li>For schools without district leadership, relevant decision makers create expectation/policy that aligns with and prioritizes principals’ role as instructional leaders</li> <li>Anchor School leaders identify other school leadership areas where support will be needed and partner with NAZ to align staff/resources for effective implementation of these strategies</li> </ul>	Ongoing
(4)	Anchor Schools each identify and implement a measureable action plan to support Social-Emotional Learning (SEL), with a particular focus on “stamina,” “grit,” and conflict management	<ul style="list-style-type: none"> <li>Each Anchor School defines age-relevant activities for each grade to foster positive Social-Emotional Learning that articulates supports for positive behaviors and effective responses to challenging student behavior</li> <li>Anchor Schools plan instructional and staff development time to support Social-Emotional Learning</li> <li>Anchor Schools embed Scholar Achievement Planning to support identified scholars in SEL goals</li> <li><i>Anchor Schools set measurable performance targets for students’ social behavior (See EAI 6.3)</i></li> <li>Through Action Team, Anchor Schools share successes from Social-Emotional Learning efforts</li> </ul>	Annually Ongoing
(5)	<i>Anchor Schools develop and implement a “Teacher Readiness and Effectiveness” pipeline focused on improved student outcomes and retention of teachers at Anchor Schools</i>	<ul style="list-style-type: none"> <li><i>NAZ Anchor Schools agree upon definition and measurable outcomes for “teacher effectiveness”</i></li> </ul>	<i>In development</i>

Essential Active Ingredient		Necessary Conditions	Frequency
	<ul style="list-style-type: none"> <li>Schools work together to develop a strong cohort of North Minneapolis teachers</li> </ul> <p>Schools implement strategies to have a representative population of teachers</p>	<p>Promise Neighborhoods Institute support?</p> <p>HBCU partnerships?</p> <p>Second Career pipelines?</p> <p>“Grow Your Own”</p> <ul style="list-style-type: none"> <li>Effect of improving graduation rates</li> </ul>	

**[6] DATA DRIVEN**

Essential Active Ingredient		Necessary Conditions	Frequency
(1)	NAZ and Anchor Schools set ambitious or “stretch” goals for individuals and groups (scholars?)	<ul style="list-style-type: none"> <li>NAZ Anchor Schools agree upon data-driven definition of “stretch” goals (i.e. MPS 5/8/10)</li> <li>Academic progress and other relevant information is available in a timely way at the level of individual scholars, classrooms, schools, and other relevant groups</li> <li>Current and historical individual and group data are reviewed, trends are identified, and factors driving observed progress are reviewed</li> <li>Considering parent, school, and community variables, school leaders set goals for coming instructional period(s)</li> <li>NAZ Connect data and reports are readily available for review by Anchor School leadership</li> </ul>	<p>Annually</p> <p>Formal data review 2x per year</p> <p>Monthly/bi-monthly sharing of relevant NAZ Connect data</p>
(2)	Anchor Schools and NAZ staff identify and implement a psychometrically rigorous academic progress monitoring system that is empirically related to MCA or other checkpoint measures, can be repeated over time, and provides a common metric over time for assessing growth	<ul style="list-style-type: none"> <li>In development</li> </ul>	
(3)	Anchor Schools and NAZ staff identify and implement a psychometrically rigorous behavior progress monitoring system that provides a common metric over time for assessing growth	<ul style="list-style-type: none"> <li>In development</li> </ul>	
(4)	Anchor Schools and NAZ staff use information, aggregated at the level of building, classroom, and relevant sub-group(s), to review and identify areas of programmatic strength and areas	<ul style="list-style-type: none"> <li>NAZ and Anchor Schools set performance measures to monitor and demonstrate effectiveness</li> <li>NAZ Connect data is available in a timely way to report on</li> </ul>	Ongoing

Essential Active Ingredient		Necessary Conditions	Frequency
	of needed improvement in academic programming	<ul style="list-style-type: none"> <li>performance measures tied to school outcomes</li> <li>Anchor Schools uses crosswalked data that includes school data, NAZ data, and ExL data, as relevant</li> </ul>	
(5)	Anchor Schools and NAZ staff identify and implement systems to monitor and improve accountability and impact of external partnerships in alignment with identified school outcomes	<ul style="list-style-type: none"> <li>NAZ Connect serves as central database for all relevant external partner data</li> <li>Performance measures are described, and all partners present information on the extent to which they reach established goals</li> <li>Measures are regularly reviewed and programming aligned based on outcomes</li> </ul>	<p>Ongoing</p> <p>Annual review</p> <p>Monthly data check-in, review, and alignment</p>
(6)	Anchor School teachers use progress monitoring information to assess and improve classroom practices, as well as instructional provision and support for individual scholars	<ul style="list-style-type: none"> <li>Progress monitoring is conducted with fidelity at Anchor School by NAZ and/or Anchor staff</li> <li>Progress monitoring data is available in a timely way, accessible to classroom teachers, and includes individual level data</li> <li>Progress monitoring data is provided in an accessible way that teachers can easily and readily use to inform instruction</li> </ul>	Bi-annually, fall and spring
(7)	Anchor Schools and NAZ staff provide parents and scholars access to a translated, accessible form of academic information in an effort to effectively communicate current performance and to develop a roadmap for future success	<ul style="list-style-type: none"> <li>Anchor Schools and NAZ staff identify and share successful formats and methods for sharing academic information</li> <li>Anchor Schools and NAZ staff develop strategies for NAZ families to include all academic information sharing to be tied into Achievement Planning</li> <li>NAZ Connect provides easy to access “Snapshot” reports for all NAZ enrolled scholars and families</li> </ul>	Ongoing

## **Resources and References**

None provided