03

K-8 ACADEMIC SUCCESS

Shared plan with Anchor Schools, Out-of School time partners, and NAZ teams

What will improve?
RESULT
A population condition of well being.

NAZ scholars are on-track to graduation, demonstrate grade-appropriate skills and hold positive attitudes and beliefs for learning.

Is anybody better off?
OUTCOMES
Performance Measure: Shows whether or not results are achieved.

➔ # and % of scholars demonstrating proficiency and/or growth in standardized tests or progress monitoring measures: MCAs, MAPs,
➔ # and % of scholars demonstrating progress in Scholar Achievement Plan
➔ # and % of master teachers (6+ years of experience) at anchor schools
➔ # of years principal is at school
➔ # of principals with a track record of success in urban school leadership

How much did we do?
OUTPUTS
Performance Measure: Shows the quantity of solutions utilized.

SCHOOLS & PROGRAMS
➔ # and % participating Scholar Achievement Planning
➔ # of Scholars attending Out-of-School Time (OST) programming
➔ # and % on rosters or at sites proficient on assessments
➔ # of scholars improving academic outcomes (i.e., grades, coursework, attitudes toward school and community)
➔ # and % with identified behavioral health referrals

How well did we do it?
INPUTS
Performance Measure: Shows the fidelity of implementation.

➔ Utilization and support for critical pedagogy and culturally relevant practices in schools and programs

- ➔ # and quality of academic supports/interventions offered at schools
- ➔ # of counselors per student in schools
- ➔ Offering of behavioral health supports in schools that are culturally responsive
- ➔ # of teachers and administrators of color in schools
- ➔ # and % of master teachers (6+ years of experience) in schools that teach general and special education courses
- ➔ # of years principal is at school
- ➔ # of principals with a track record of success in urban school leadership

COLLABORATION PROCESS

Overview of strategies. To see Key Elements, please refer to 00 Collaboration document.

STRATEGY 1 | NAZ and partners will co-create an annual site-based implementation plan based on the related elements in the NAZ Collaborative Results Plan to define and support implementation

STRATEGY 2 | NAZ and partner staff participate in specified meetings together to address technical, adaptive, relationship and resource work to support outcomes across the collaborative

STRATEGY 3 | Contribute organizational data to collaborative database

STRATEGY 4 | Use data and learnings for continuous improvement

STRATEGY 5 | Intentional practice of effective results-focused conversations to drive action across meetings and interactions

STRATEGY 6 | NAZ organization and partners will share in developing and communicating collaborative results and other PR stories relevant building a college-culture in North Minneapolis

STRATEGY 7 | Participate in building a "College-Going Culture" in North Minneapolis

STRATEGY 8 | Develop, identify and report on budget for NAZ organization and full collaborative work to reach goals

STRATEGY 9 | Identify opportunities for shared funding proposals aligned with business plan goals

STRATEGY 10 | NAZ organization and partners will work together to shift the culture of resource investment toward less siloed funding

STRATEGY 11 | Use learnings, opportunities, and barriers identified through results plan and shared work with families to established systems change and policy agenda

STRATEGY AREAS
Grouping of strategies.

STRATEGIES AND KEY ELEMENTS

Integration of Parent Engagement & Leaders to support Scholar Success

STRATEGY 1 | Partner with Parents to Enhance Outcomes for Scholars

KEY ELEMENTS

➔ Partners and schools embed strategies to effectively engage parents in supporting scholar success

➔ Use Achievement Planning as a tool to engage families in alignment with scholar support

➔ Partners and schools implement Family Academy or other validated parent education classes

➔ Embed parent leaders within school and/or program

STRATEGY 2 | Develop Effective Communication Methods with Families

KEY ELEMENTS

➔ Partners work with parents to develop understanding of the educational pipeline and key transitions (i.e., kindergarten, middle school, high school, college)

➔ Partners and schools take multiple approaches to inform parents about academic and non-academic progress

➔ Share information and resources to support Scholars' growth

Scholar Achievement Planning (SAP)/Coaching to Help Scholars Integrate Learning
Implemented by various roles across NAZ, including Family Achievement Coach, Reading Partners, OST program staff.

STRATEGY 3 | Identify role within site (NAZ Family Achievement Coach, Reading Corps Scholar Coach, OST staff) and train on model and modalities

KEY ELEMENTS

➔ Motivational Interviewing, Empowerment, Adverse Childhood Experiences

➔ Goal setting process

➔ Scholar engagement

➔ Positive racial and cultural identity development

STRATEGY 4 | Engage and build relationships with Scholars identified through site-based staff (teachers, social workers, principals)

KEY ELEMENTS

➔ Facilitate data sharing process and ensure that NAZ Connect releases are in place
➔ Use positive youth development practices to build relationships with scholars

STRATEGY 5 | Set goals in key areas with Scholars to support [academic and social-emotional learning](#).

KEY ELEMENTS

➔ Determine who is on Scholar's "team"
➔ Understand what motivates and "[Sparks](#)" Scholar's interest
➔ Support Scholar to use their "[voice](#)" effectively and enhance self-esteem

STRATEGY 6 | Use goals-to-action framework to monitor progress on key SAP elements and track growth

KEY ELEMENTS

➔ Find solutions with team when challenges arise
➔ Engage Scholar's teachers and other "team" members to analyze individual progress, develop an intervention plan and support further goal development

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Ensure Effective Pipeline at Key Transitions

STRATEGY 7 | Engage and prepare parents and Scholars for key grade-level transitions

KEY ELEMENTS
➔ Support parents to choose NAZ Anchor Schools and/or other rising and high performing schools that provide a good "fit" for their Scholar
➔ Create opportunities for parents to learn about school options

STRATEGY 8 | Support opportunities for teachers and administrators to create pipelines across school settings

KEY ELEMENTS
➔ Create events to promote pipeline transitions that are tailored to the needs and interests of Scholars and parents
➔ Design and implement curricular opportunities between classrooms and across schools that prepare students to advance along the pipeline (i.e., co-curricular design, classroom exchanges, etc.)
➔ Collaborate to align curriculum for successful advancement of Scholars from one grade-level to the next

Foster A College-Bound Culture

STRATEGY 9 | College-going culture is embedded in all aspects of schools and programs

KEY ELEMENTS

➔ Schools and programs articulate pathways to college and other post-secondary options via targeted supports for scholars (i.e., college tours, workshops in college readiness, etc.) and parent engagement
➔ Embody a culture of high expectations in academic achievement for each scholar
➔ Participate in NAZ's college-going culture campaign (i.e., marketing materials)

Success in Urban School Transformation

STRATEGY 10 | Effective School Leadership

KEY ELEMENTS
➔ Stable school leadership is fostered by the district/school board/archdioceses to hire and retain effective principals at schools for 5+ years
➔ Principals demonstrate a track record of success in urban school leadership
➔ Principals hold high expectations for student achievement, parent engagement, teacher effectiveness, and obtaining outcomes
➔ Principals provide instructional leadership that fosters creativity, critical thinking and culturally relevant curricula and pedagogy
➔ Principals hire and maintain a racially diverse and experienced teacher workforce

STRATEGY 11 | Effective Classrooms

KEY ELEMENTS

➔ Effective teaching is fostered by school leadership/district/school board/archdioceses by hiring and retaining high quality teachers and a high % of master teachers (6+years of experience)
➔ Teachers demonstrate a track record of success teaching diverse students in urban schools
➔ Teachers implement critical pedagogy and culturally responsive teaching practices
➔ Teachers receive ongoing instructional support from school leader and high quality professional development in critical pedagogy, culturally responsive teaching and

content areas

STRATEGY 12 | Utilize and share data to improve classroom practices

KEY ELEMENTS

➔ Review and use academic and supporting data to focus solutions with individual scholars and engage parents
➔ Implement quality assessment process that integrates feedback from scholars, parents/guardians, and staff members
➔ Engage in ongoing professional development in scholar-coaching, critical pedagogy and related areas (i.e., ACES, and tutoring/mentoring, etc.)

STRATEGY 13 | Support Academic Success

KEY ELEMENTS

➔ Incorporate academic supports into the school day and during out-of-school time to foster accelerated learning among Scholars (i.e., tutoring, study groups and mentoring)
➔ Provide supports for social-emotional learning (i.e., counselor, coach, mindfulness activities, etc.)

Supplemental Supports for Skill Building in Reading & Mathematics
Implemented by various roles across NAZ, including Academic Specialist, OST programs, ReadingCorps, ReadingPartners, other programs contracted to do tutoring.

STRATEGY 14 | Develop and implement academic strategies that promote accelerated learning and grade-level achievement

KEY ELEMENTS

➔ Utilize reading and mathematics curricula that align with Anchor Schools (i.e., IXL, First in Math, Lexia) and best practices
➔ Facilitate progress monitoring using shared assessment tools (i.e., aReading and CBM Math)
➔ Incorporate coached independent reading
➔ Develop academic interventions (tutoring, small group, progress reports) for scholars who are more than one year below grade level in reading and mathematics
➔ Provide supplemental activities that provide continuous opportunities for growth (i.e., math games, tutoring, etc.)

Utilize Behavioral Health Framework

STRATEGY 15 | Use resources to support the social-emotional needs of scholars

KEY ELEMENTS

➜ Partners and NAZ staff use skills based on core modalities (MI, empowerment, trauma-informed care) to engage scholars and families

➜ Partners use scholar-coaching and NAZ Connect to provide resources and set goals

➜ Partners engage with NAZ behavioral health staff and community partners (i.e., Washburn Child Guidance Center) to support social-emotional needs