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

➔ # 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

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
Integration of Parent Engagement & Leaders to support Scholar Success

Strategies

STRATEGY AREAS

Grouping of strategies.

STRATEGIES AND KEY ELEMENTS

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

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)
Ensure Effective Pipeline at Key Transitions

STRATEGY 5 | Set goals in key areas with Scholars to support academic and social-emotional learning.

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

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 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
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 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.)

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.)
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