

Achievement Integration Plan: Goal, Objectives, Interventions

Achievement Integration (AI) plans should reflect a logical relationship between goals, objectives, and interventions. In the [AI Plan Guide](#), districts are encouraged to set goals informed by a comprehensive needs assessment. Leadership teams are asked to have thoughtful, informed discussions to identify what should happen in the short term to reach those goals and then identify interventions that meet those objectives. As explained in this guide, the work you outline in your AI plan should ultimately increase students' access, meaningful participation, representation, and positive outcomes.

Goals should be student-centered improvement goals rather than participation or admission targets (the impact of your work should always benefit students, not programs). Think of your district's World's Best Workforce goals. Those are the sort of broad student-centered improvement goals you should consider for your AI plan. In fact, you could use the same goals for your AI plan that your district includes in its WBWF plan. For example, your goal may be to reduce chronic absenteeism in your district. Because goals must also be measurable we are asking you to write them as SMART goals (see the sample SMART goal on page 3).

Objectives are statements of the things that need to be accomplished *in the short-term* in order for your goal to be realized over time. For example, in order to reduce chronic absenteeism at the end of three years we believe the following things need to happen:

- We hold ourselves accountable for identifying and tracking which students at risk for chronic absenteeism.
- Families have access to existing community-based health resources.
- We increase our ability to engage with chronically absent students and their families on a regular, sustained basis.

Interventions are the activities that you'll implement on an on-going basis in order to meet your objectives. In your AI plan you will choose from among six broad categories of interventions which are included in AI legislation (see the drop-down box next to Type of Intervention). For each intervention you will provide a detailed narrative description. Using the example goal and objectives above, the narrative description for your interventions might include the following:

- Hire a full-time student advocate to create and manage a process that identifies and tracks students at risk for being chronically absent.
- Develop a district-wide family engagement program that enables school staff to engage with families in ways that help mitigate absenteeism.
- Establish an ongoing community-wide system of support by holding bi-annual summits with community organizations that provide services related to health issues contributing to absenteeism.

The sample plan that starts on page 3 includes more detailed examples of goals, objectives, and interventions as described above.

Commonly asked questions about this aspect of developing your plan.

How many objectives should I include for each goal?

Each goal should have at least one objective. Districts are encouraged to create broad student-centered goals. A broad goal is likely to have multiple objectives—multiple issues that need to be addressed or things that need to happen in order to reach the goal. There is no requirement to have a specific number of objectives.

Should each objective have at least one intervention? Do we need separate interventions for each objective?

There's no hard rule about the number of objectives or interventions to include. Essentially, you need to consider what needs to happen in the short term in order for your district to meet its broad, student-centered improvement goals in three years—these are your objectives.

Depending upon what your objectives are, you will need one or more interventions to meet them. It should be apparent to anyone reading your plan how implementing an intervention will help you realize an objective.

Depending on the work that needs to be done, it may be possible for a single intervention to meet multiple objectives.

Your AI plan and budget may not be able to support all the interventions your district wants to use to reach its broad student-centered goals. This reflects the reality that no single plan can address all student needs. Your AI plan should complement and support other plans and initiatives your district will have in place, especially your World's Beset Workforce plan. If you list objectives that will be supported by interventions that are not included in your AI plan, you may indicate that in your plan following your list of objectives.

Does my district need to include a goal for our integration collaborative?

The cross-district work you do with your integration collaborative member districts will be included in your plan as interventions, not goals. Remember, AI plan goals should be student-centered improvement goals, not program-specific or program attendance goals. Based on the state's desegregation/integration rules, adjoining and racially isolated districts are required to implement cross-district student interventions. Those cross-district activities for students should align with and support progress toward one of the broad student-centered goals that you've set for your district.

If you are a racially isolated district, one or more of your student-centered goals will be supported by at least one cross-district student intervention with each of your adjoining districts. If you are an adjoining district, one or more of your student-centered goals will be supported by at least one cross-district student intervention with your racially isolated district.

The next three pages use the AI plan template to provide a detailed example of how goals, objectives, and interventions (activities) will tie together in your district's AI plan. Note that Intervention #2 is a cross-district activity that supports a district's student-centered goal.

SAMPLE GOAL, OBJECTIVES, INTERVENTIONS

GOAL 1: Increase from _____ to _____ the number of Pre-K students ready for school as measured by _____ by June 2020.

Aligns with WBWF goal area: All children are ready for school.

Objective 1.1 To build relationships that will facilitate families' ability to increase their students' pre-k readiness.

Objective 1.2 To provide additional targeted support to students identified during pre-k screening as needing additional support to successfully transition into kindergarten.

Objective 1.3 To increase the ability of kindergarten teachers to engage, communicate, and build effective relationships with parents from diverse socio-economic and cultural groups.

Intervention 1: Family Engagement Workshops

- **Priority Area:** Family and Community Partnerships
- **Objective this intervention aligns with:** 1.1
- **Type of Intervention:** Family Engagement Initiatives
- **Narrative description of the critical features of the intervention.** We will train _____ (#) of school staff to implement culturally relevant family recruitment strategies by June, 2018 using MDE's online family engagement modules. Our FE coordinator will provide a series of six training sessions for pre-k teachers and administrators. The training will introduce staff to the Joyce Epstein FE model and focus specifically on increasing staff skills at engaging and communicating with parents from diverse socio-economic and cultural backgrounds. The coordinator will also work directly with families of pre-k students on skills to partner with schools and advocate for their child's education. This training supports our district-wide and Title 1 FE efforts to have FE plans created, supported, and actively used at each school.
- **Grade levels to be served:** Pre-K
- **Location of services:** Family Education Center and Hispanic Community Center
- **Formative assessment(s) used to inform instructional decision-making:** Pre- and post-workshop evaluations.
- **Evidence of Research-base:** Indicate the rigorous, objective research analysis that explain why this intervention is critical to improving student achievement.
 - 1) [U.S. Department of Education's Dual Capacity-Building Framework for Family-School Partnerships](http://www2.ed.gov/documents/family-community/frameworks-resources.pdf) <http://www2.ed.gov/documents/family-community/frameworks-resources.pdf>

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each.	Target 2018	Target 2019	Target 2020
Increase the number of parents/caregivers from diverse backgrounds requesting participation in FE training with our FE coordinator.	2	5	10
Increase number of students ready for Kindergarten.	50%	75%	90%
Increase the percent of parent and caregivers that report positive relationships and effective cross-cultural communication with pre-K summer program staff as measured by the AI parent and caregiver survey.	10%	25%	60%

Intervention 2: Integrated Pre-k Summer Programming

- **Priority Area:** Instruction and Assessment
- **Objective this intervention aligns with:** 1.2
 - **Type of Intervention:** Innovative and integrated pre-k to grade 12 learning environments
 - *Integrated Learning Environments increase integration and achievement in the following ways. Select those that best describe the focus of your integrated learning environment:*
 - ✓ Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
 - Provides school enrollment choices.
 - Increases cultural fluency, competency, and interaction.
 - Increases graduation rates.
 - **Narrative:** Using the _____ research-based kindergarten readiness curriculum and staff trained in cross-cultural relationship building, we will work with our integration collaborative districts to provide cross-district programming for up to 80 of our students entering kindergarten in the fall. Students from our district will attend this program with students from our AI collaborative districts. We will jointly plan and implement a two-week (10-day) camps that focus on social and early learning skills important for students' transition into kindergarten. The students will experience moving from a play setting to a more structured learning environment, build their confidence, and increase their early learning skills.
 - **Grade Levels to be served:** Pre-K
 - **Location of services:** Four early childhood/elementary sites across an eight-member district collaborative.
 - **Formative assessments:** Pre- and post-k readiness assessments
 - **Evidence of Research-base:** Indicate the rigorous, objective research analysis that explain why this intervention is critical to improving student achievement. 1) [Harvard Family Research Project](http://www.hfrp.org/publications-resources/browse-our-publications/ready-for-success-creating) www.hfrp.org/publications-resources/browse-our-publications/ready-for-success-creating

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each.	Target 2018	Target 2019	Target 2020
Increase the number of PK students that participate in the summer program reporting improved early learning skills as measured by the pre and post K readiness assessment.	40	60	80
Increase number of students ready for Kindergarten.	50%	75%	90%
Increase the percent of early childhood staff that report effective cross-cultural between student and adults as measured by the post-program satisfaction survey.	15%	30%	75%

Intervention 3: Pre-k Culturally Responsive Professional Development

- **Priority Area:** Climate
- **Objective this intervention aligns with:** 1.3
- **Type of Intervention:** Professional development opportunities focused on the academic achievement of all students.
- **Narrative Description of the critical features of the intervention:** Provide on-going training and support to pre-k staff in culturally responsive positive behavior interventions and supports in order to increase their awareness, develop an understanding of, and create instructional practices that are responsive to their students’ backgrounds. Training and coaching will include skills to engage, communicate, and build relationships with parents and caregivers of students from diverse socio-economic and cultural backgrounds. Using critical self-reflection, book talks, and facilitated conversations in PLC’s, pre-K teachers and staff will examine their own implicit biases and initiate changes in those policies and procedures that may be acting as barriers to providing all children equitable access to a high quality pre-k education and leading to higher rates of suspension and expulsion for pre-k students.
- **Grade levels to be served:** Pre-k
- **Location of services:** Four early childhood/elementary sites across an eight-member district collaborative.
- **Formative assessments:** Pre/Post-Classroom Visit and School Staff Survey
- **Evidence of Research-base:** Indicate the rigorous, objective research analysis that explain why this intervention is critical to improving student achievement.
 - 1) [Culturally Responsive PBIS](http://crpbis.org/) http://crpbis.org/
 - 2) [Research Article: Do Early Educators Implicit Biases Regarding Sex and Race Relate to Behavior Expectations and Recommendations of Preschool Expulsion and Suspension?](http://ziglercenter.yale.edu/publications/Preschool%20Implicit%20Bias%20Policy%20Brief_fi%20nal_9_26_276766_5379.pdf)
http://ziglercenter.yale.edu/publications/Preschool%20Implicit%20Bias%20Policy%20Brief_fi%20nal_9_26_276766_5379.pdf

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each.	Target 2018	Target 2019	Target 2020
Decrease number of PreK student suspended or expelled from the early childhood program.	10	5	0
Increase number of students ready for Kindergarten.	50%	75%	90%
Increase the number of teacher and staff that report positive relationships and effective cross-cultural communication with parents and caregivers as a result of training and coaching as measured by the school staff survey.	10%	25%	60%