



## **Achievement and Integration Program: Plan Process Guide for Districts, Schools and Collaboratives**

### **Directions**

Below are steps designed to guide districts through the process of developing an Achievement and Integration (AI) plan aligned with statutory requirements. Each section provides directions for completing the corresponding column in the Achievement and Integration plan template.

#### **1. Identified Needs Based on Data**

All planning begins with studying and reviewing the data. Use all relevant district data to identify students' greatest needs and to strategically focus efforts and support. Begin by documenting baseline data as follows:

- a. Document your district's achievement data (growth and progress) as well as any current achievement gaps. Label these data A.
- b. Identify and document data for School Enrollment Choice, World Language Proficiency Certificates or Student Safety. Label these data B.
- c. Determine and explicitly document any additional longitudinal data you would like to track and report. Label these data C through J, as applicable. Assign a letter to each piece of data that is included.
- d. The final data to be included in this step are the *Key Indicators of Progress* (KIP). These data represent program-level information you will be using to monitor growth and progress across the three years of implementation. Again, please label each piece of data with a letter. The letter assigned should be a continuation of the previous labeling used within the first column (*Identified Needs Based on Data*).

#### **2. SMART Goals**

Based on the results of the data review process above and after documenting the data that demonstrate student needs (1 a-d), the next step is to develop SMART goals around the student needs that have been identified.

- a. Each racially identifiable school, district and collaborative will need to create one achievement goal and at least one integration goal. Please strategically focus efforts and support so as to address your students' greatest needs and to align with the purpose of the Achievement and Integration program\*.
- b. SMART goals need to follow a particular format. S (specific) M (measurable) A (Attainable yet rigorous) R (results-based) and T (time-bound). For more information, please [read \*Defined and Measurable Goals and Outcomes on the MDE website\*](http://education.state.mn.us/MDE/EdExc/BestPrac/ImpleEffecPrac/).  
(<http://education.state.mn.us/MDE/EdExc/BestPrac/ImpleEffecPrac/>)
- c. After identifying and documenting final year targets, please work backward to identify yearly targets that will move students in the district ever closer to the final goal. Doing this clarifies expectations for the work and potentially creates celebration points.

- d. For the collaborative section of a district's plan, please list the collaborative goal in its entirety, then mark in **bold** the activities and targets specific to your district.

### **3. Strategy/Activity**

Align programs, activities or strategies to the SMART goals created in step two. The plan Components (green section) within the *Achievement and Integration Program Framework* lists the programs and activities that may be implemented under this plan and funded with AI revenue. This is a prescriptive list. Programs and activities not included in the framework will not be approved and may not be funded with AI revenue.

- a. List and number each activity and/or strategy.
- b. Restart the numbering for each individual goal (e.g., Achievement activities 1-5; Integration activities 1-5).
- c. For each activity, please list the plan component it aligns with. For example: 1. *Staff training to create targeted support to increase Career/College Readiness of underserved students and training to identify underserved students within our district.*
- d. Include a brief sentence describing each strategy/activity and how this activity supports the realization of the goal.
- e. Districts must include *research based interventions that include formative assessment practices to reduce achievement disparities by race as measured by student progress and growth on state reading and math assessments.* Please indicate with an asterisk (\*) those activities/strategies you have selected that meet this criteria.
- f. Please list the final third-year target as well as the yearly targets for each of the activities you have selected.
- g. If these activities are listed as part of collaborative efforts, then be sure to also list the name of the district that a particular activity pertains to.

### **4. Budget Narrative**

Include a description for each line item in the budget. Line items are associated with the activities listed in step 3. Provide enough narrative detail to make evident a clear connection between your SMART goals, proposed expenditures, and the purpose of the AI program.

### **5. Key Indicators of Progress (KIP)**

Align all strategies/activities with Key Indicator of Progress measures. Start by listing the name and number of each activity/strategy. Next, list any applicable KIP measures previously identified in step 1 (see Data and Reporting Requirements for additional details on these measures) also list any other applicable district or program level data. Again, these data represent any measures you will use to monitor progress toward realizing goals, and for making any necessary strategic programmatic decisions during the three years of implementation.

### **6. Broad Outcomes Impacted**

This step will take place in the final year—year three—of implementation. All data named within step 1 (with the exception of KIPs) will be reported here along with an acknowledgement of targets met or unmet. More details to be given at a later time.

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## **7. Creating Efficiencies**

Finally, please describe how your district will create efficiencies and eliminate duplicative programs and services, which may include forming collaboratives or a single, seven-county metropolitan partnership of eligible districts for this purpose (Minn. Stat. § 124D.861, Sec. 29, Subd, 2(c)).

Achievement and Integration Program Goals: to pursue racial and economic integration and to increase academic achievement.

### Achievement and Integration Process Guide

Please follow the attached directions for completing the required plan components listed in the table below.

| 1. Identified Needs Based on Data  | 2. SMART Goals  | 3. Strategy/Activity<br>(Programs and Activities from the AI Framework and related to SMART goals)  | 4. Budget Narrative  | 5. Key Indicators of Progress (KIP)<br>(Implementation, outcome data, and/or program level data)   | 6. Broad Outcomes Impacted<br>1. Reducing the disparities in academic achievement<br>2. Increasing racial and economic integration in schools and districts.                         |
|--|---|---|--|--|--|
| <p><b>Required Data:</b><br/>A. Achievement data</p> <p>B. and either:<br/>School Enrollment Choices, World Language Certificates, School Safety</p> <p><b>Additional Data:</b><br/>C-J</p> <p><b>Key Indicators of Progress</b> (program level data):<br/>K-Z</p> | <p>Goal 1: Achievement</p> <p>Goal 2: Integration</p> | <p><b>Goal 1: Achievement</b><br/>1. Strategy/Activity<br/>Plan component<br/>Final third-year target<br/>Yearly targets<br/>District Name</p> <p><b>Goal 2: Integration</b><br/>1. Strategy/Activity<br/>Plan component<br/>Final third year target<br/>Yearly targets<br/>District Name</p> | <p>1. Strategy/Activity Description linking expenditures to SMART goals and program goals below.</p> <p>2. Strategy/Activity Description linking expenditures to SMART goals and program goals below.</p> <p>3. Strategy/Activity Description linking expenditures to SMART goals and program goals below.</p> | <p>Align all activities with Key Indicators of Progress measures....</p> <p><b>Strategy/Activity:</b><br/>List activities, for example 1, 3, and 5, then align these activities with: 1) data identified in Step 1 and, 2) any relevant district or program level data you will use to monitor progress.</p> | <p><b>Required Data:</b><br/>A. Achievement data<br/>B. and either: School Enrollment Choices, World Language Certificates, School Safety</p> <p><b>Additional Data:</b><br/>C-J</p> |

\*Achievement and Integration Program Purpose: *To pursue racial and economic integration and to increase academic achievement, create equitable educational opportunities and reduce academic disparities based on students' diverse racial, ethnic and economic backgrounds.*