

Achievement and Integration Plan

July 1, 2023 to June 30, 2026

Submissions due by March 15th, 2023

District ISD# and Name: Jordan Public Schools
District Integration Status: Adjoining District (IA)
Superintendent: Ranae Case Evenson
Phone: 952-492-6200
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Plan submitted by: Erin Hjelmeland
Title: Director of Teaching and Learning
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Racially Identifiable Schools within District

If you have been notified by the Minnesota Department of Education (MDE) that your district has a racially identifiable school, please list each of those schools below. Add additional lines as needed.

1. Type name of RIS here.
2. Type name of RIS here.
3. Type name of RIS here.
4. Type name of RIS here.
5. Type name of RIS here.
6. Type name of RIS here.

Plans for racially identifiable schools should include the same information and follow the same format as districtwide plans. Provide that information in the [Racially Identifiable School section](#) of this document.

Partnering Districts Racially isolated districts must partner with adjoining districts on student integration strategies (Minn. R. 3535.0170). List the districts you will partner with, adding additional lines as needed. Provide the name of your integration collaborative if you have one: Type name of integration collaborative here, if applicable

1. Shakopee Public Schools, RI – Racially Isolated
2. Prior Lake Public Schools, A – Adjoining
3. Jordan Public Schools, A – Adjoining

School Board Approval

X We certify that we have approved this Achievement and Integration plan and will implement it as part of our district's World's Best Workforce plan ([Minn. Stat. § 124D.861, subd. 4](#)).

X We certify that we sought and received input on integration goals and strategies from councils as described on page 2. The council(s) included representation and meaningful input from our American Indian Parent Advisory Committee as required by [Minnesota Rules 3535.0160, subpart 2](#), and [Minnesota Rules 3535.0170, subparts 2-5](#).

Superintendent: Ranae Case Evenson

Signature:



Date Signed:

3/13/23

School Board Chair: Deb Pauly

Signature: Deborah M. Pauly Date Signed: 3/13/2023

Plan Input

Minnesota School Desegregation/Integration Rule, part 3535.0170, subpart 2, requires racially isolated and adjoining districts to establish a multidistrict collaboration council to provide input on integration goals and to identify cross-district strategies to improve student integration.

Districts with racially identifiable schools are required to convene a community collaboration council to assist in developing integration goals and to identify ways of creating increased opportunities for integration at the racially identifiable schools (Minn. R. 3535.0160, subp. 2).

American Indian Parent Advisory Committee Districts with an American Indian parent advisory committee must include representation from this committee on the councils described above (Minn. R. 3535.0160, subp. 2, and 3535.0170, subp. 3).

For stakeholder input to be meaningful it should be based on open communication and coordination that acknowledges and considers the views of all participants. For steps to ensure that input from your council is meaningful, see the Facilitation Guide in the [Achievement and Integration Plan Guide](#), and see the [Tribal Consultation Guidance](#).

AIPAC Member Signature (if applicable):  Date Signed: 03-13-2023

Below, list your council members and identify American Indian parent committee members. Briefly describe council members' recommendations for your district-wide plan and for your racially identifiable school plans, as applicable. You may also include meeting dates and describe the process you used to ensure meaningful input from council members.

The AIPAC council had two representatives on the Achievement and Integration plan creation – Chad Williams and Sarah Miller, these representatives helped bridge AIPAC goals with A&I goals to better support all students. Williams and Miller were present at both AIPAC and A&I planning sessions (various times and dates) to better give meaningful input as the goals were created.

Submitting this Plan

Submit your completed plan as a Word document to MDE for review and approval **no later than March 15, 2023** (Minn. Stat. § 124D.861, subd. 4). Once it's signed, scan the signature page and save it as a separate PDF. Email your plan and signature page to MDE.integration@state.mn.us.

Detailed directions and support for completing this plan can be found in the [Achievement and Integration Plan Guide](#).

Achievement and Integration Goals

This plan must contain three types of goals, at least one for each of the following:

1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

Goal #1: Cross District Caring and Committed Conversations. Students in grades 6-12 who participate in Caring and Committed Conversations will self-report an increase in comfort level from baseline data

to 80% comfort reported in each of the following areas: self-confidence and SEL skills, elevating voice, advocacy for change, leadership skills, and connectedness to school.

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

Goal type: Integration

Goal #2: Diversity Leadership Groups. Students in grades K-12 will have access to student, diversity leadership groups.

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

Goal type: Achievement Disparity

Goal #3: Tier One Instruction. Jordan Public Schools will focus on MTSS Tier One instruction based on best practices pedagogy, including Culturally Responsive Pedagogy, that supports academic achievement for all students.

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

Goal type: Achievement Disparity

Goal #4: REACH. Jordan Public Schools will increase elective guided study halls, REACH, in grades 5-12 focused on academic achievement and social emotional learning.

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

Goal type: Achievement Disparity

Strategies and Key Indicators

Goal #1: Cross District Caring and Committed Conversations. Students in grades 6-12 who participate in Caring and Committed Conversations will self-report an increase in comfort level from baseline data to 80% comfort reported in each of the following areas: self-confidence and SEL skills, elevating voice, advocacy for change, leadership skills, and connectedness to school.

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

Goal Type: Integration

Strategy Name and Goal #1: Cross District Caring and Committed Conversations.

Type of Strategy: Innovative and integrated preK-12 learning environments.

- Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.
- Family engagement initiatives to increase student achievement.
- Professional development opportunities focused on academic achievement of all students.
- Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.
- Recruitment and retention of racially and ethnically diverse teachers and administrators.
- Equitable access to effective and more diverse teachers.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- | | |
|--|--|
| <input type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input checked="" type="checkbox"/> Increases cultural fluency, competency, and interaction. |
| <input type="checkbox"/> Provides school enrollment choices. | <input type="checkbox"/> Increases graduation rates. |
| | <input type="checkbox"/> Increases access to effective and diverse teachers. |

Narrative description of this strategy.

The purpose of Caring and Committed Conversations is to increase real and authentic student voice around aspects happening inside and outside our schools and communities and to help students build relationships with each other through smaller group discussions. These conversations are facilitated by teachers and other adults from our districts, but they are led by students.

Topics of Caring and Committed conversations are student generated based on current needs and priorities. Before the conversation ends, each table summarizes the discussion from their table and creates three truths that they took away from the conversation. These statements can create change, whether in curriculum, understanding, or mindset.

Jordan Public Schools will host at least one cross-district Caring and Committed Conversation, and each district will also carry on the work in their own contexts throughout the years

Location of services: Jordan Public Schools, Shakopee Public Schools, and Prior Lake Public Schools

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
Students feel comfortable exhibiting self-confidence, self-awareness, self-management, social awareness, relationship skills, and responsible-decision making skills through actions, words, and interactions with others.	40%	60%	80%
Students feel comfortable acting to bring to the forefront the “voices” of all students to make their experiences visible and voices heard.	40%	60%	80%
Students feel comfortable promoting and supporting change including identifying and acting on opportunities for positive improvement; encouraging exploration of various approaches; demonstrating commitment to change through actions and words; and, mobilizing others to support positive change.	40%	60%	80%
Students feel comfortable taking on the role of a leader by influencing, motivating, and guiding others in positive ways.	40%	60%	80%
Students feel that adults and peers in school care about their individual learning as well as caring about them personally.	40%	60%	80%

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Goal #2: Leadership Groups. Students in grades K-12 will have access to student, diversity leadership groups.

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

Goal Type: Achievement Disparity

Strategy Name and Goal #2: Student Achievement Groups.

Type of Strategy: Innovative and integrated preK-12 learning environments.

- Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.
- Family engagement initiatives to increase student achievement.
- Professional development opportunities focused on academic achievement of all students.
- Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.
- Recruitment and retention of racially and ethnically diverse teachers and administrators.
- Equitable access to effective and more diverse teachers.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- ☐ 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.
 ☐ Increases access to effective and diverse teachers.

Narrative description of this strategy.

The purpose of the leadership groups is to give students the opportunity to be seen, heard, and represented within the Jordan Public School District. The district will house three leadership groups in the district; one active group at each building level.

Elementary students participating in the Diversity Leadership Crew Jrs. (DLC Jrs.) form committees. The committees include: planning Harambee (a school assembly created to celebrate differences and Jordan PRIDE), tutor younger students, facilitate the use of “Circles”, and create skits to teach helpful/hurtful school behaviors. The Diversity Leadership Crew is Jordan’s Middle School leadership team. This group will be responsible for organizing an international dinner with student appreciation evening. The DLC also organizes the lunches for the Equity Leadership Crew (ELC) Caring and Committed Conversations. The ELC involves high school students organizing a conversation process, Caring and Committed Conversation. This conversation model elevates students’ voices and experiences to promote building positive relationships and healthy communication skills. The participation in the ELC also promotes students to use their voice to create positive changes focusing on equity along with honoring differences, valuing diversity, and celebrating commonalities. All leadership groups meet with the equity specialist and culturally responsive pedagogy specialist at least once a week.

Location of services: Jordan Public Schools

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
Student leadership groups will meet during specific times in designated locations.	100%	100%	100%
The student leadership groups will create family and community activities aimed at celebrating students at least two times per year.	100%	100%	1000%
The district will retain a 1FTE Equity Outreach Specialist to support and lead these student leadership groups.	100%	100%	100%
The district will retain a Culturally Responsive Pedagogy Specialist to support and lead these leadership groups.	100%	100%	100%
The students will take part in immersion experiences including leadership opportunities, field trips, and cultural events.	100%	100%	100%

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Goal #3: Tier One Instruction. Jordan Public Schools will focus on MTSS Tier One instruction based on best practices pedagogy, including Culturally Responsive Pedagogy, that supports academic achievement for all students.

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

Goal Type: Achievement Disparity

Strategy Name and Goal #3: Tier One Instruction.

Type of Strategy: Professional development opportunities focused on academic achievement of all students.

- Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.
- Family engagement initiatives to increase student achievement.
- Professional development opportunities focused on academic achievement of all students.
- Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.
- Recruitment and retention of racially and ethnically diverse teachers and administrators.
- Equitable access to effective and more diverse teachers.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- | | |
|--|---|
| <input type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input type="checkbox"/> Increases cultural fluency, competency, and interaction. |
| <input type="checkbox"/> Provides school enrollment choices. | <input type="checkbox"/> Increases graduation rates. |
| | <input type="checkbox"/> Increases access to effective and diverse teachers. |

Narrative description of this strategy.

Through various school personnel including the CRP Specialist, Director of Teaching and Learning, the counselors, social workers, and school psychologists, teachers and staff will receive ongoing professional development opportunities focused on integrating strong MTSS Tier One instruction across the district to better serve all students. Outside experts may be utilized based on specific expertise and needs. At Tier 1, considered the key component of tiered instruction, all students should receive instruction within evidence-based, scientifically researched programs.

Within that strong MTSS Tier I academic focus, staff development time will also be dedicated to continual work on CRT implementation and differentiation to meet the needs of all learners in the classroom. Through curriculum and development work, all staff will be better equipped to meet the diverse needs of all students supporting these learners to achieve.

Location of services: Jordan Public Schools

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
During administration walk-throughs and evaluations, administrators will see evidence of best practices, including Culturally Responsive Pedagogy, in classrooms.	60%	70%	80%
Select teachers opting into an action research control group will rate focused professional development opportunities at or above proficient on post training evaluations.	60%	70%	80%

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Goal #4: REACH. Jordan Public Schools will increase elective guided study halls, REACH, in grades 5-12 focused on academic achievement and social emotional learning.

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

Goal Type: Achievement Disparity

Strategy Name and Goal #4: REACH Guided Study Hall.

Type of Strategy: Innovative and integrated preK-12 learning environments.

- Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.
- Family engagement initiatives to increase student achievement.
- Professional development opportunities focused on academic achievement of all students.
- Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.
- Recruitment and retention of racially and ethnically diverse teachers and administrators.
- Equitable access to effective and more diverse teachers.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

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|--|--|
| <input type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input checked="" type="checkbox"/> Increases cultural fluency, competency, and interaction. |
| <input type="checkbox"/> Provides school enrollment choices. | <input checked="" type="checkbox"/> Increases graduation rates. |
| | <input type="checkbox"/> Increases access to effective and diverse teachers. |

Narrative description of this strategy.

The REACH program will offer both academic and SEL support for students. The Reach Program will focus on student achievement coinciding with social and emotional learning to better support students on their paths through graduation with a unique and timely curriculum.

A major focus of REACH in grades 5-12 is both SEL and Academic support to set students up for future success. The primary focus at the high school is graduation, so students work on individual needs, academic, social, and behavioral in order to be eligible for high school graduation.

This guided study hall will be primarily taught by highly trained instructors, but also supported by the Equity Specialist, CRP Specialist to better provide for all students in the program.

Location of services: Jordan Public Schools

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
Jordan High School will remain above 90% in the four-year graduation rate cohort model.	90%	90%	90%
REACH students in grades 5-8 will show individual growth as measured on the MCA tests in Reading and Math.	60%	70%	80%
REACH students in grades 5-12 will complete a student perception survey reflecting building relationships, self-awareness, social-awareness, and responsible decision-making showing proficiency in these areas.	50%	60%	70%

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan will create efficiencies and eliminate duplicative programs and services (Minn. Stat. § 124D.861, subd. 2 (c)). The district's Equity Leadership Crew, Diversity Leadership Crew, and Diversity Leadership Crew Juniors work as a collaborative allowing Jordan Public Schools to expend efforts to assist students in equity-focused leadership opportunities. The number of students targeted for participation will be expanded to formally include students from all three districts. In the past, each district provided leadership opportunities for a small number of students. By aligning efforts between districts, more students will have access to training by experts and discussions with peers from neighboring communities during Caring and Committed Conversations and programming.
