



Achievement and Integration Plan July 1, 2026 to June 30, 2029

District ISD# and Name: Jordan Public Schools 717
District Integration Status: Adjoining District (A)
Superintendent: Ranae Case Evenson
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Plan submitted by: Erin Hjelmeland
Title: Director of Teaching and Learning
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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.

- | | |
|--|---|
| 1. Shakopee Public Schools RI - Racially Isolated | 3. Jordan Public Schools A - Adjoining |
| 2. Prior Lake Public Schools A - Adjoining | 4. Enter text here. Choose district status. |

Provide the name of your integration collaborative if you have one: Enter name.

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 (RIS), please list each of those schools below. Add additional lines as needed. You will complete one RIS plan, one per RIS, at the end of the form.

- | | |
|---------------------|---------------------|
| 1. Enter text here. | 4. Enter text here. |
| 2. Enter text here. | 5. Enter text here. |
| 3. Enter text here. | 6. Enter text 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.

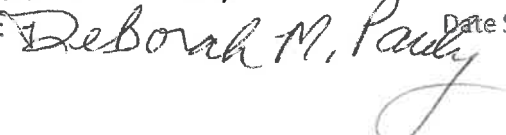
School Board Approval

- We certify that we have approved this Achievement and Integration plan (Minn. Stat. § 124D.861, subd. 4).
- 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: March 9, 2026

School Board Chair: Deb Pauly

Signature:  Date Signed: March 9, 2026

Plan Input

Minnesota School Desegregation/Integration Rule, part 3535.0170, subpart 2, requires racially isolated and adjoining districts to establish a **Multidistrict Collaboration Council (MDCC)** to provide input on integration goals and to identify cross-district strategies to improve student integration.

Districts with Racially Identifiable Schools (RIS) are required to convene a **Community Collaboration Council (CCC)** 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). *Record your Community Collaboration Council members on the RIS portion of this form.*

Districts with an **American Indian Parent Advisory Committee (AIPAC)** 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 on page 8 of the [Achievement and Integration Plan Guide](#).

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.

Multidistrict Collaboration Council: The Committee met in early March to review the plan and provide valuable input to the goals and strategies meant to support these goals. Committee members include: Rane Case Evenson, Jeff Vizenor (AIPAC), Ben Bakeberg, Rose Gulbranson, Melissa Barnett, Chad Williams (AIPAC), Jenna Wendorff, Stephen Damlo, Amy Peters, Leah Aamlid, Sarah Miller (AIPAC), Katie Fisher, Beth Dietel, Rebecca Williams, Sara Sievers, Amy Vizenor, Deb Pauly, Michael Vourlos, Katie Wegner, Jenny Kusske, Nadine Cherro, Alexia Poppy-Finley, Nanette Wester, Melanie Crain, Jayme Sebastian, Stephanie Clark, and Erin Hjelmeland

Submitting this Plan

Submit your completed plan as a Word document to MDE for review and approval (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

You will copy and paste the Goal, Strategy, and KIP portion of this form for each individual goal or strategy your district has.

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 4-12 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 by the end of the 2029 school year.

Goal type: Integration

Goal #2: Student Achievement Groups. Students in grades 4-12 will have access to student diversity leadership groups.

Goal type: Achievement Disparity

Goal #3: Family Engagement. Increase attendance of families from underrepresented groups at school engagement events and activities by 15% over three years as measured by a self-reported district survey.

Goal type: Integration

Goal #4: Academic Support Programs Targeting the Achievement Gap. Academic Support Programs Targeting the Achievement Gap aimed to provide focused, evidence-based support to students who are underperforming and / or disengaged in order to reduce disparities in academic outcomes and ensure equitable opportunities for success.

Goal type: Achievement Disparity

Goal #1: Cross District Caring and Committed Conversations. Students in grades 4-12 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 by the end of the 2029 school year.

Goal type: Integration

Strategies

Strategy Name and # Cross District Caring and Committed Conversations

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

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. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

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 in students grades 4-12; moreover, these conversations 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 context throughout the plan years.

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

Key Indicators

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 2027	Target 2028	Target 2029
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percent each year. 2019 enrollment is 32 percent.</i>	42%	52%	62%
Students in grades 4-12 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 in grades 4-12 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 in grades 4-12 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 in grades 4-12 feel comfortable taking on the role of a leaders 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: Student Achievement Groups. Students in grades 4-12 will have access to student diversity leadership groups.

Goal type: Achievement Disparity

Strategies

Strategy Name and # Student Achievement Groups

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

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. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

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 in each building level.

Elementary students participating in the Diversity Leadership Crew Jrs. (DLC Jrs.) form committees. The committees include: planning Harambee, tutor younger students, facilitate the use of “circles,” and create skits to teach helpful/hurtful school behaviors. The Diversity Leadership Crew (DLC) is Jordan’s Middle School leadership team. This group will be responsible for organizing an international dinner with student appreciated evening activities. 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 called The Caring and Committed Conversation. This conversation model elevates student voice and experience 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 culturally responsive pedagogy specialist and other staff members dedicated to these groups at least once a week.

Location of services: Jordan Public Schools

Key Indicators

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 2027	Target 2028	Target 2029
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percent each year. 2019 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%	100%
The district will retain a Culturally Responsive Pedagogy Specialist to support 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: Family Engagement. Increase attendance of families from underrepresented groups at school engagement events and activities by 15% over three years as measured by a self-reported district survey.
Goal type: Integration

Strategies

Strategy Name and # Family Engagement

Type of Strategy: Family engagement initiatives to increase student achievement.

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.
- Increases cultural fluency, competency, and interaction.
- Provides school enrollment choices.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

Jordan Public Schools is committed to fostering meaningful, inclusive engagement across all school activities so that families from underrepresented groups feel welcomed and valued. Over the next three years, the district will strengthen relationships, reduce participation barriers, and expand culturally responsive outreach for academic events, extracurricular activities, conferences, and district initiatives.

Strategies will include multilingual communication, interpretation services, flexible scheduling, and virtual participation options when appropriate. When feasible, schools will provide supports such as childcare and transportation and partner with trusted community organizations to broaden outreach. Ongoing feedback through listening sessions and a self-reported district survey will help guide improvements. Through these intentional efforts, Jordan Public Schools aims to increase attendance of families from underrepresented groups at school activities by 15% over three years.

Location of services: Jordan Public Schools

Key Indicators

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 2027	Target 2028	Target 2029
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percent each year. 2019 enrollment is 32 percent.</i>	42%	52%	62%
Increase attendance of families from underrepresented groups at all school activities over three years, as measured by a self-reported district family engagement survey (using year one as the baseline).	30%	38%	45%
Increase by 15% the percentage of families from underrepresented groups who report on the district survey that they feel welcomed, valued, and informed about school activities.	30%	38%	45%
Increase the number of school activities that provide at least one accessibility support.	30%	38%	45%

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

Goal #4: Academic Support Programs Targeting the Achievement Gap. Academic Support Programs Targeting the Achievement Gap aimed to provide focused, evidence-based support to students who are underperforming and / or disengaged in order to reduce disparities in academic outcomes and ensure equitable opportunities for success.

Goal type: Achievement Disparity

Strategies

Strategy Name and # Academic support programs targeting the achievement gap.

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

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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Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

The district's academic support programs are designed to provide both academic and social-emotional learning (SEL) support to students. These programs intentionally integrate skill development in core academic areas with strategies that strengthen self-regulation, resilience, and positive school engagement. By addressing both academic and social-emotional needs, the district aims to better support students on their path toward long-term success and graduation.

In grades 5–12, academic support programs focus on closing achievement gaps while building the foundational skills students need for future coursework and postsecondary readiness. At the high school level, a key priority is ensuring students remain on track for graduation. Students receive targeted support based on individual academic, social, and behavioral needs to help them successfully meet graduation requirements.

Programs are led by highly trained educators and supported by culturally responsive practitioners and specialized staff to ensure instruction is inclusive, relationship-centered, and responsive to the diverse needs of students.

Location of services: Jordan Public Schools

Key Indicators

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 2027	Target 2028	Target 2029
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percent each year. 2019 enrollment is 32 percent.</i>	42%	52%	62%
REACH students in grades 5-8 will show individual growth as measured on the MCA tests in reading and math.	90%	90%	90%
Jordan High School will remain above 90% in the four-year graduation rate cohort model.	100%	100%	100%
Students in grades 9-12 taking part in academic support programs will show individual growth on MCA tests in grades 10 and 11.	90%	90%	90%
Students in grade 11 taking part in academic support programs will take the ACT test offered by Jordan High School when appropriate.	90%	90%	90%

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)).

This Achievement & Integration plan is designed to increase alignment, reduce duplication, and maximize the impact of district resources by creating a cohesive framework across student engagement, family engagement, leadership development, and academic support efforts. Rather than operating as separate initiatives, the four goals work together to support both integration and the reduction of achievement disparities.

Cross District Caring and Committed Conversations and Student Achievement Groups are aligned to streamline student leadership and voice initiatives under a coordinated structure, eliminating overlapping student groups and ensuring consistent outcomes across grade levels. Family Engagement efforts will centralize outreach strategies, communication systems, and accessibility supports across schools to avoid fragmented or redundant engagement activities. Academic Support Programs targeting the achievement gap will be aligned under shared criteria, progress monitoring systems, and evidence-based practices to prevent duplication of services and ensure resources are directed to students with the greatest need.

By intentionally coordinating staffing, programming, data collection, and evaluation across these goals, the district will improve efficiency, strengthen accountability, and ensure that funds are strategically invested in initiatives that produce measurable results for students and families.