Comprehensive Achievement and Civic Readiness Plan

2026-2027

JORDAN

Purpose

Under Minnesota Statutes, section 120B.11, school boards are to adopt a long-term, comprehensive strategic plan to support and improve teaching and learning based on the guidelines of Comprehensive Achievement and Civic Readiness.

What is Comprehensive Achievement and Civic Readiness?

During the 2024 session, the Minnesota Legislature renamed WBWF to Comprehensive Achievement and Civic Readiness (CACR). This new name emphasizes dual roles for the goals set forth in district plans—supporting students with academic achievement within their pre-K through 12 experience as well as preparing them to be active members of their community after graduation. This change took effect as of the 2024-25 school year strategic plans and Fall 2025 annual summary report.

CACR plans will address the four of the previous WBWF goals as well as one additional goal:

- Prepare students to be lifelong learners.

JORDAN

Primary Areas of Comprehensive Achievement and Civic Readiness:

The Comprehensive Achievement and Civic Readiness legislation includes specific areas for schools and districts to address:	• Having clearly defined goals • A process for assessing student progress • A system to review staff effectiveness • Quality instruction and curriculum • Effective educational practices • A budget aligned to learning
Based on input from the district's Advisory Committee, Building MTSS Teams, Administrative Team, and the Strategic Plan, the created continuous improvement goals focus on the following five areas outlined through Comprehensive Achievement and Civic Readiness:	• All children are ready for school. • All racial and economic achievement gaps between students are closed. • All students are ready for career and college. • All students graduate from high school. • All students are prepared to be lifelong learners.

JORDAN

26-27 Goals

The Comprehensive Achievement and Civic Readiness Goals were created through coordination with various district stakeholders including administrators, teachers, parents, and community members. As outlined, these goals are related to the required five areas.

JORDAN

All Children are Ready for School	
Goal:	The District will reach at least 90% of resident four and five-year old children complete early childhood screening prior to the start of Kindergarten for fall 2027, as measured by the Developmental Indicators for the Assessment of Learning (DIAL-4th edition).
Action Steps: *What will the district do to accomplish this goal?*	• Jordan Public Schools will offer at least two early childhood screening opportunities/month for families through Early Learning Services (ELS). • PreK-4 school officials, local agencies/organizations and healthcare facilities will collaborate and communicate with families (in their home language) on screening opportunities and the benefits of early childhood screening and readiness programming to explore prior to the start of Kindergarten.

All Racial and Economic Achievement Gaps Between Students are Closed.	
Goal:	**Reading:** The district aims to reduce the achievement gap by 5% between EL and non-EL students, as measured by the spring 2027 MCA Reading test. *** Please note, current terminology uses Multilingual Learners (ML) rather than English Learners (EL). However, the MCA terminology remains EL, so for the purpose of alignment, the EL term is used for these goals.*
Action Steps: *What will the district do to accomplish this goal?*	**Reading:** The 2026 MCA Reading Test results revealed an achievement gap in the district, with 4.3% of EL students achieving proficiency compared to 54.3% of non-EL students. This represents a 50.1% achievement gap. **Action Steps:** ● Continue to strengthen K-12 Multi-Tiered Systems of Support (MTSS) ● Continue Science of Reading training for all Phase One educators, paraprofessionals, and begin Phase Two training as indicated by The Read Act in the fall of 2026. ● Reinforce Culturally Responsive Pedagogy practices in all EL classrooms. ● Conduct targeted ML best practices training for all educators grades 5-12 ● Reinforce K-12 focus on Culturally Responsive Pedagogy ● Reinforce K-12 Standards Based Instruction for mastery learning ● Continue JWIN focus to support individual student needs ● Continue to work with the MDE Compass program coincide with the Northstar Report.

JORDAN

All Students are Ready for Career and College	
Goal:	At least 90% of students will create a Personalized Learning Plan by the end of their 10th grade year.
Action Steps: *What will the district do to accomplish this goal?*	• Strengthen Freshman Focus programming geared toward future planning and postsecondary readiness • Expand career and postsecondary focused learning experiences • Students will be exposed to the PreACT and 9th Grade Social for continued career planning and guidance • Communication to families regarding career and college readiness • All students create PLPs as a part of the required 9th Grade Social Class

JORDAN

All Students Graduate from High School	
Goal:	Jordan High School will maintain a four-year adjusted cohort graduation rate of 92% or higher for the 2026–27 school year, as reported by the Minnesota Department of Education.
Action Steps: *What will the district do to accomplish this goal?*	• Implement Personalized Learning Plans 7-12 to focus on registration, graduation progress, and goal planning • Strengthen MTSS / RTI / SAIL / BARR intervention work supporting learners. • Reinforce high-quality Standards Based Instruction • Continue to focus on implementing high quality course offerings and authentic learning opportunities (Summit Academy) • Continue champion student program • Offer 4 Intervention and Extension opportunities for work completion • Continue to offer credit recovery through extended programming • Implement alternative learning programs using school within a school model (SURGE).

JORDAN

All Students are Prepared to be Lifelong Learners	
Goal:	By the end of their senior year, 80% of students will have been enrolled in at least one Summit Academy course or a career and technical education course designed to bridge classroom learning with their real-life passions and future career goals.
Action Steps: *What will the district do to accomplish this goal?*	• Current Summit Academy Courses: Introduction to Education, Introduction to Coaching and Leadership, Healthcare Careers, Building and Trades, Work Based Learning, and Multicultural Education and Human Relations in Schools. • Continue partnership with SW Metro to offer career and technical education courses for senior students. • Continue working to expand Summit Academy courses aligned to the career wheel. • Continue focusing on Personalized Learning Plans for grades 8-12 to help students choose their high school courses and plan for life after graduation.

JORDAN

Instruction and Curriculum Review Process

Jordan Public Schools uses its curriculum and program review system to not only review curriculum and program areas but to also provide continuous improvement for teaching and learning in the district.

The review process is divided into two cycles:

- As Needed Formal Program Review Cycle
  - Program Evaluation: Stakeholders assess how instruction and curriculum compares with current research-based practices and expectations
  - Program Design: Stakeholders focuses on K-12 alignment with district curriculum outcomes and Minnesota state standards, student assessments, and instructional strategies.
- An implementation and Continuous Improvement Cycle
  - The implementation and continuous improvement cycle is an ongoing process of evaluating how well a program is being implemented and determining whether the program is meeting intended outcomes.

JORDAN

Professional Development and Effective Educational Practices

Framework for Staff Development	GROW your Jordan Pride **Every Student. Every Day. Every Future.**	
	WHY	The constituents of Jordan Public Schools require innovative skills, and the education system needs to evolve in order to meet the demands of the 21st Century workplace. Jordan Public Schools will respond by creating an Inquiry focus with an emphasis on exploratory and elective based learning pathways.
	WHAT	**A 21st Century curriculum focused on standards based instruction.**
	HOW	**Teaching strategies based on best practice.**
	STRUCTURE	K-12 Academy Pathways based in Experiential Learning *(developing)*.

Purpose: Continue offering targeted and personalized professional development supporting strategic goals and commitments to support and improve instruction for all students.

JORDAN

Budget Aligned to Learning

In Jordan Public Schools, funds are primarily aligned to learning and student support, which is evidence of the district's commitment to using resources where it matters most. The following is a representation of the 26-27 proposed categorical budget allocation broken down by the percent of the annual budget.

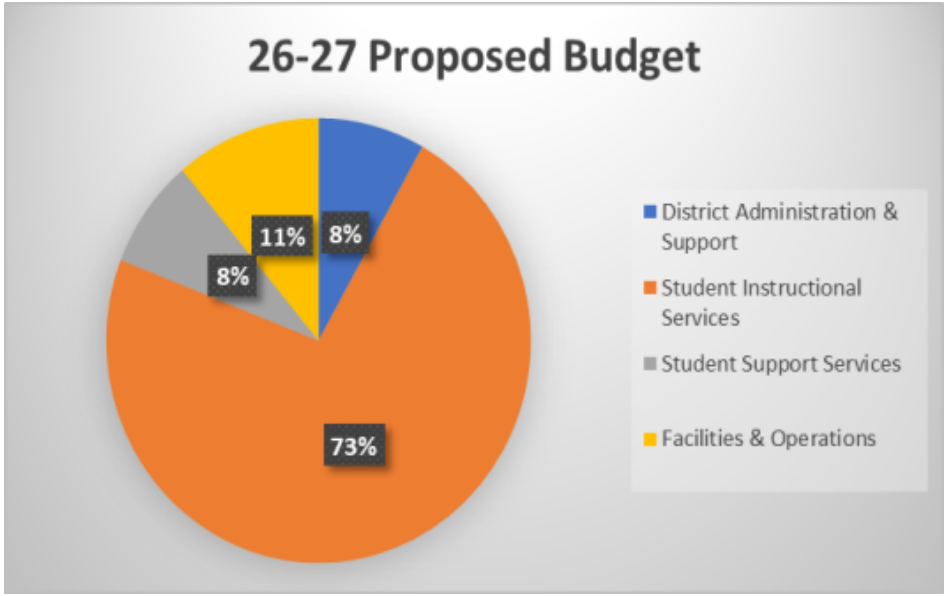


CHART LEGEND

- District Administration and Support 8%
- Students 73%
- Student Support Services 8%
- Facilities and Operations 11%

Teacher Equity and Staff Effectiveness

The Comprehensive Achievement and Civic Readiness legislation focuses on ensuring all students have equitable access to excellent teachers. Districts must confirm a process is in place to examine the equitable distribution of teachers and strategies to ensure low-income students, students of color, and American Indian students are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers.

- In the fall of 2026-2027 school year, 6% of the district's teaching staff was considered inexperienced; 4% of the teaching staff was teaching out of field; and 73% of the teaching staff held advanced degrees based on hiring and employment data.
- No staff members were on a performance plan due to not meeting professional teaching standards as defined by the Jordan Public Schools Teacher Evaluation and Growth Model.
- Consequently, the district did not find any gaps in relation to equitable access for low-income students, students of color, or American Indian students.

JORDAN

Teacher Equity and Staff Effectiveness

Jordan Public Schools uses a Teacher Evaluation Process that supports teachers in becoming highly effective in working with all groups of students. All non-tenured teachers are evaluated by licensed administrators at least three times throughout the year. In addition, a mentor program is in place to support our newest teachers in their instructional practices.

Purposes of the Jordan Public Schools Teacher Professional Growth and Evaluation:

- To improve the quality of learning experience for students.
- To facilitate communications and cooperation between staff and administrators.
- To provide specific assistance and feedback for staff to promote professional growth.
- To provide a continuous written record of professional staff performance and service as an acknowledgement of effective job performance.
- To aid the teacher in gaining insights as to strengths and weaknesses and to provide a vehicle for continued improvement in job performance.
- To provide a basis for the principal/supervisor to recommend

JORDAN

Questions and Comments

JORDAN

Annual Report and Public Meeting

Jordan Public Schools continues to focus on expanding and strengthening connections with community and families to support students. As a part of this focus, the district has established the District Advisory Committee. The committee provides feedback to the school board and district administration regarding curriculum and programing.

The District Advisory Committee will provide community participation in:

- Providing feedback on school district instruction, technology integration and curriculum plans, with emphasis on implementing the Minnesota Academic Standards
- Providing feedback on instruction, technology integration, and curriculum improvement goals for recommendation to the school board
- Providing feedback regarding the evaluation process that will be used to measure school district progress towards its goals
- Providing feedback regarding the development of district programming.

The draft of the 2026-2027 Comprehensive Achievement and Civic Readiness plan was presented and discussed at the Monday, October 5, 2026 District Advisory Committee Meeting.

JORDAN