717 JORDAN PUBLIC SCHOOLS

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Achievement and Integration 2023-2026
Executive Summary Plan Year Three
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Achievement and Integration Overview

The purpose of the *Achievement and Integration for Minnesota* (A&I) program is to pursue racial and economic integration, increase student achievement, create equitable educational opportunities, and reduce academic disparities based on students' diverse racial, ethnic, and economic backgrounds in Minnesota public schools. Jordan Public Schools is a part of the Minnesota River Valley Cooperative, along with Shakopee Public Schools and Prior Lake-Savage Public Schools. An aspect of the A&I three year plan must include opportunities for students from all three districts to work together on a common initiative.

Goals outlined in the *Achievement and Integration* plan should also support and reinforce goals outlined in the district's Comprehensive Achievement and Civic Readiness (formerly *World's Best Workforce)* plan.

A&I 2023-2026 Plan Goals

Minnesota River Valley Cooperative: Combined Goal with Shakopee, Prior Lake-Savage, and Jordan

- **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 by the end of the 2026 school year.
    - **Goal Status:** Goal Partially Achieved. Jordan High School Equity Leadership Crew students were given the baseline survey each year. In the past three years, the students have shown growth in the comfort level for each category.

Highlights and Growth

- **Student leadership showed the greatest growth**, increasing from 42.9% to 89.5%. This suggests that students increasingly recognize their ability to participate, lead, and contribute to positive change.

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- **Self-confidence and SEL skills** increased by 9 percentage points, indicating continued progress in students' ability to understand themselves, communicate, and work with others.
- **Student voice and advocacy** remained strong and increased from the Fall 2024 results. In Spring 2026, all respondents reported that CCC supported elevating student voice.
- **Connectedness to school is an area for continued growth.** Although the Fall 2024 result was 100%, the Spring 2026 result was 78.9%. This may indicate that students' feelings of belonging and connection vary from year to year and should remain an intentional focus of CCC planning.

Important Data Notes

- The number of participants was different for each survey: **14 students responded in Fall 2024**, while **19 students responded in Spring 2026**.
- Because the participant groups were not exactly the same, the results should be viewed as an indication of overall student perceptions and trends rather than a direct comparison of the same students.
- The decrease in connectedness should be explored further through student discussion, follow-up questions, and continued opportunities for students to share what helps them feel welcomed, valued, and connected at school.

Jordan Public Schools: Specific Goals

- **GOAL #2: Student Achievement Groups.** Students in grades K-12 will have access to student leadership groups.
    - **Goal Status:** Goal Achieved. Leadership groups at all three buildings have been established with meetings currently in progress. This has been consistent the last three years.
- **GOAL #3: Tier One Instruction.** Focus on MTSS Tier One instruction based on best practices pedagogy that supports academic achievement for all students.
    - **Goal Status:** Goal Partially Achieved. School Climate and Culture building teams were established at each building. However, each building restructured this format for the 25-26 school year; all teachers will be focused on tier one best practices rather than a select few in the designated group. This resulted in skewed data, but more teachers were able to take part in professional development, which was the ultimate goal.
- **GOAL #4: REACH.** Increased elective guided study halls, REACH, in grades 5-12 focused on academic achievement and social emotional learning.
    - **Goal Status:** Goal Achieved. REACH study halls were established in grades 5-12 with active participation.

Specific Plan Interventions to Support Goals

**** All Interventions were in place to support each listed goal. ****

- Jordan Public Schools hired and retained REACH teacher(s) in grades 5-12 who provided academic support coinciding with social and emotional instruction for all students.

- Jordan Public Schools hired and retained a .5 FTE Culturally Responsive Pedagogy specialist to embed best practices throughout the district. The CRP specialist focused on professional development, community development, student leadership groups, and school development to support students, staff, and families.
- Jordan Public Schools focused on supporting MTSS Tier One instruction K-12 to support the needs of all students in the classroom.
- Each district in the collaborative identified student leadership groups that engaged in leadership development and training focused on diversity and equity within schools.
- Jordan Public Schools focused on building and maintaining student leadership groups at each building level. These groups met on a regular basis in designated classrooms each week.

Achievement and Integration Budget

The budget available for these goals and interventions for the 2023-2026 school years was approximately $184,013 per year.