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717 JORDAN
PUBLIC SCHOOLS

JORDAN PUBLIC SCHOOLS
2019-2021

Strategic Roadmap
Strategic Directions
Vision Cards

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Jordan Public Schools
Strategic Roadmap
July, 2019

Mission Statement

Inspire a caring community

to ignite learning, innovation, and success for all

Core Values

Excellence: *Setting a high bar for learning, behavior, commitment and service*

Integrity: *Doing the right things at all times with honesty, trust and respect*

Innovation: *Finding courageous ways to excel through research and action*

Collaboration: *Working in partnership for shared goals*

Respect: *Showing pride in who we are and celebrating our differences*

Vision Jordan Public Schools will:

- Help students attain high academic achievement
- Provide a safe, collaborative and innovative culture and environment in which to learn and work
- Provide opportunities and support to students to maximize potential
- Be fiscally responsible and maintain quality facilities
- Engage with all stakeholders in an intentional and effective manner

Strategic Directions Jordan Public Schools will:

- Improve student achievement, learning and career and college readiness
- Integrate data-informed instruction, assessment and learning
- Provide a safe and collaborative culture in which to learn and work
- Manage resources (human, financial and physical)
- Improve community connection, satisfaction, and engagement

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Measure	Wt	Level 1 Intervention 1.0 – 1.9	Level 2 High Concern 2.0 – 2.9	Level 3 Baseline 3.0 – 3.9	Level 4 Progressing 4.0 – 4.9	Level 5 Vision 5.0 +	Score	Trend Line
Jordan Public Schools (2019-2021) **Vision Card A: Student Achievement, Learning and Career and College Readiness**								
Readiness Skills in Literacy (Spring Kindergarten)		Less than 50% meet or exceed	50-59% meet or exceed	60-69% meet or exceed	70—79% meet or exceed	Greater than 80% meets or exceeds		
Readiness Skills in Numeracy (Spring Kindergarten)		Less than 50% meet or exceed	50-59% meet or exceed	60-69% meet or exceed	70—79% meet or exceed	Greater than 80% meets or exceeds		
District Proficiency Levels on MCA Science		Less than 50% meet or exceed	50-59% meet or exceed	60-69% meet or exceed	70—79% meet or exceed	Greater than 80% meet or exceeds		
District Proficiency Levels on MCA Reading		Less than 50% meet or exceed	50-59% meet or exceed	60-69% meet or exceed	70—79% meet or exceed	Greater than 80% meet or exceeds		
District Proficiency Levels on MCA Math		Less than 50% meet or exceed	50-59% meet or exceed	60-69% meet or exceed	70—79% meet or exceed	Greater than 80% meet or exceeds		
Achievement Gap to State Standard in Reading (A/I Goals)		Greater than 60 % achievement gap	41 – 60 % achievement gap	21- 40 % achievement gap	10 – 20 % achievement gap	Less than 10 % Achievement gap		
Achievement Gap to State Standard in Math (A/I Goals)		Greater than 60 % achievement gap	41 – 60 % achievement gap	21- 40 % achievement gap	10 – 20 % achievement gap	Less than 10 % achievement gap		
Graduation Rate (graduate in four years)		Less than 80% of four year cohort	80-84% of four year cohort	85-89% of four year cohort	90-95% of four year cohort	Greater than 95% of four year cohort		
Career and College Readiness based on ACT score		Less than 40% of students score at or above 22	40-50% of students score at or above 22	50-65% of students score at or above 22	65-75% of students score at or above 22	Greater than 80% of students score at or above 22		
						Weighted Performance Score		

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Jordan Public Schools (2019-2021)
Vision Card B: Core Process of Teaching and Learning

Measure	Wt	Level 1 Intervention 1.0 – 1.9	Level 2 High Concern 2.0 – 2.9	Level 3 Baseline 3.0 – 3.9	Level 4 Progressing 4.0 – 4.9	Level 5 Vision 5.0 +	Score	Trend Line
Formal Observations: Standards Based Instruction with evidence of learning target (D-1)		Less than 50% of staff will score Proficient or Distinguished on Domain 1: Planning and Preparation	50-59% of staff will score Proficient or Distinguished on Domain 1: Planning and Preparation	60-69% of staff will score Proficient or Distinguished on Domain 1: Planning and Preparation	70-80% of staff will score Proficient or Distinguished on Domain 1: Planning and Preparation	Greater than 80% of staff will score Proficient or Distinguished on Domain 1: Planning and Preparation		
Walkthroughs: Standards Based Instruction with evidence of learning target (D-1)		Less than 50% of staff showed evidence of learning target	50-59% of staff showed evidence of learning target	60-69% of staff showed evidence of learning target	70-80% of staff showed evidence of learning target	Greater than 80% of staff showed evidence of learning target		
Formal Observations: Evidence of positive classroom environment (D-2)		Less than 50% of staff will score Proficient or Distinguished on Domain 2: Classroom Environment	50-59% of staff will score Proficient or Distinguished on Domain 2: Classroom Environment	60-69% of staff will score Proficient or Distinguished on Domain 2: Classroom Environment	70-80% of staff will score Proficient or Distinguished on Domain 2: Classroom Environment	Greater than 80% of staff will score Proficient or Distinguished on Domain 2: Classroom Environment		
Walkthroughs: Evidence of positive classroom environment (D-2)		Less than 50% of staff showed evidence of positive classroom environment	50-59% of staff showed evidence of positive classroom environment	60-69% of staff showed evidence of positive classroom environment	70-80% of staff showed evidence of positive classroom environment	Greater than 80% of staff showed evidence of positive classroom environment		
Formal Observations: Evidence of best practice in instruction (D-3)		Less than 50% of staff will score Proficient or Distinguished on Domain 3: Instruction	50-59% of staff will score Proficient or Distinguished on Domain 3:: Instruction	60-69% of staff will score Proficient or Distinguished on Domain 3: Instruction	70-80% of staff will score Proficient or Distinguished on Domain 3: Instruction	Greater than 80% of staff will score Proficient or Distinguished on Domain 3: Instruction		
Walkthroughs:		Less than 50% of staff showed evidence of	50-59% of staff showed evidence of	60-69% of staff showed evidence of	70-80% of staff showed evidence of	Greater than 80% of staff showed evidence		

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Measure	Wt	Level 1	Level 2	Level 3	Level 4	Level 5		
Evidence of best practice in instruction (D-3)		best practice in instruction	best practice in instruction	best practice in instruction	best practice in instruction	best practice in instruction		
Formal Observations: Evidence or implementation of district-wide initiatives (D-4)		Less than 50% of staff will score Proficient or Distinguished on Domain 4: Professional Responsibilities	50-59% of staff will score Proficient or Distinguished on Domain 4: Professional Responsibilities	60-69% of staff will score Proficient or Distinguished on Domain 4: Professional Responsibilities	70-80% of staff will score Proficient or Distinguished on Domain 4: Professional Responsibilities	Greater than 80% of staff will score Proficient or Distinguished on Domain 4: Professional Responsibilities		
Walkthroughs: Evidence or implementation of district-wide initiatives (D-4)		Less than 50% of staff showed evidence or implementation of district-wide initiatives	50-59% of staff showed evidence or implementation of district-wide initiatives	60-69% of staff showed evidence or implementation of district-wide initiatives	70-80% of staff showed evidence or implementation of district-wide initiatives	Greater than 80% of staff showed evidence or implementation of district-wide initiatives		
						Weighted Performance Score		

Jordan Public Schools (2019-2021) Vision Card C: Learning and Working Environment								
Measure	**Wt**	**Level 1 Intervention 1.0 – 1.9**	**Level 2 High Concern 2.0 – 2.9**	**Level 3 Baseline 3.0 – 3.9**	**Level 4 Progressing 4.0 – 4.9**	**Level 5 Vision 5.0 +**	**Comparison**	
Staff Satisfaction Survey		Less than 60% of responses are positive	60-69% of responses are positive	70-79% of responses are positive	80-89% of responses are positive	Greater than 90% of responses are positive		
Effective use of professional development to support staff		Less than 50% of staff feel that the district	50 – 59% of staff feel that the district	60-69% of staff feel that the district	70-79% of staff feel that the district	Greater than 80% of staff feel that the district employed		

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needs connected to the district's initiatives		employed effective staff development	employed effective staff development	employed effective staff development	employed effective staff development	effective staff development		
Student Safety (percent of students feeling safe at school)		Less than 80% of students feel safe at school	80 – 84% of students feel safe at school	85 - 89% of students feel safe at school	90-94% of students feel safe at school	Greater than 95% of students feel safe at school		
Effective student management model measured by decrease in discipline referrals		Greater than 26% increase in disciplinary referrals	0-25% increase in disciplinary referrals	0-25% reduction in disciplinary referrals	26-50% reduction in disciplinary referrals	Greater than a 50% reduction in disciplinary referrals		
Student Bullying (percent of students report being bullied)		More than 20% of students report being bullied at school	16-20% of students report being bullied at school	10-15% of students report being bullied at school	5-9% of students report being bullied at school	Less than 5% of students report being bullied at school		
					Weighted Performance Score			

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Jordan Public Schools (2019-2021)
Vision Card D: Management of Resources (Human, Financial and Physical)

Measure	Wt	Level 1 Intervention 1.0 – 1.9	Level 2 High Concern 2.0 – 2.9	Level 3 Baseline 3.0 – 3.9	Level 4 Progressing 4.0 – 4.9	Level 5 Vision 5.0 +	Comparison	
Internal Standards are Developed for Routine and Ongoing Maintenance using the software program SchoolDude to measure completion of tasks (tasks entered vs. tasks closed to obtain a percentage)		Less than 60% of the building and grounds maintenance met internal standards.	60-69% of the building and grounds maintenance met internal standards.	70-79% of the building and grounds maintenance met internal standards.	80-89% of the building and grounds maintenance met internal standards.	Greater than 90% of the building and grounds maintenance met internal standards.		
Review of long-range existing facilities maintenance (LTFM) plan (health, safety, capital & deferred maintenance) (projects entered in LTFM spreadsheet vs. projects completed)		Less than 74% of the yearly facility goals are met.	75-79% of the yearly facility goals are met.	80-89% of the yearly facility goals are met.	90-95% of the yearly facility goals are met.	100% of the yearly facility goals are met.		
Passage of 2019 bond referendum questions and completion of associated building projects to begin carrying out long range facility plan		Neither bond referendum question passes in fall of 2019	Question 2 passes and associated projects are not completed by 2022	Question 2 passes and associated projects are completed by 2022	Both bond questions pass, but associated building projects aren't completed by fall of 2022	Both bond questions pass and building projects are completed by fall of 2022		
Fund balance allows for the district to provide competitive student programs and the hiring and retention of highly qualified staff. The District's policy is to strive to maintain a minimum unassigned general fund balance of 12% .		The district has less than 8% of unassigned fund balance	The district has 8%-10% of unassigned fund balance	The district has 12% of unassigned fund balance	The district has 13%-15% of unassigned fund balance	The district has 16% or greater of unassigned fund balance		
Effective and efficient use of funds for student learning and achievement (measured on annual audit and UFARS		Less than 50% of funds are aligned to student learning	50-59% of funds are aligned to student learning	60-64% of funds are aligned to student learning	65-69% of funds are aligned to student learning	Greater than 70% of funds are aligned to student learning		

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program code (total spent on Regular Instruction, Vocational Instruction, Special Education vs. the total expenditure budget)							
Adequate referendum allowance (when compared to 7 identified comparable districts to include Dassel-Cokato, Stewartville, Rocori, Annandale, Jordan, Rockford, Pequot Lakes, Belle Plaine. Districts in comparison based on enrollment and % of families receiving educational benefits.		Lowest quartile of similar districts (1-25%)	Lowest half of similar districts (26-50%)	Highest half of similar districts (51-74%)	Highest quartile of similar districts (75-89%)	Highest quintile of similar districts (90-99%)	
					Weighted Performance Score		

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				Jordan Public Schools (2019-2021) Vision Card E: Community Connection, Satisfaction, and Engagement				
Measure	**Wt**	**Level 1 Intervention 1.0 – 1.9**	**Level 2 High Concern 2.0 – 2.9**	**Level 3 Baseline 3.0 – 3.9**	**Level 4 Progressing 4.0 – 4.9**	**Level 5 Vision 5.0 +**	**Score**	**Trend Line**
Community-School Connections involving under-represented and at risk populations Free and Reduced Population - Backpack program numbers (Need Numbers of kids signed up from ES and MS and number of Internet Hotspots deployed 5-12) American Indian Parent Advisory Group Activities (3 Native Pride Dancers, Horse Camp, Native American Honors) Achievement and Integration Activity numbers (2 meetings with P-L and Shakopee) CRT Activities (2 LGBTQA+ activities with parade and therapy dogs, 2 with Heritage night and talent show) PBIS Advisory Committee Meeting numbers (1 meeting) Captains' Council Outreach Activities (0 activities)		Lose more than one net connection per year and reduce the number of backpacks and/or mobile hotspots distributed by 6 or greater	Lose one net connection per year and reduce the number of backpacks and/or mobile hotspots distributed by 1-5	Maintain current 10 connections and same level of backpacks and mobile hotspots distributed	Create 1 new net connection per year and 5-9 more backpacks and/or mobile hotspots distributed	Create at least 3 new net connections per year and 10 or more backpacks and/or mobile hotspots distributed		2019--10 connection points 2020 -

Increased parent participation in Conferences/Open House (based on unduplicated family participation)		Less than 65% district-wide participation	65-69% district-wide participation	70-74% district-wide participation	75-79% district-wide participation	Greater than 80% district-wide participation	
Increased participation in community education programs related to 0-5 resident count participating in at least one early childhood program (unduplicated percentage)		Less than 20% of 0-5 population participate in community educ.	20-35% of 0-5 population participate in community educ.	36-45% of 0-5 population participate in community educ.	46-59% of 0-5 population participate in community educ.	Greater than 60% of 0-5 population participate in community educ.	
Increased participation in community education programs related to general community ed participation measured by number of classes offered vs. number cancelled		less than 60% of classes offered meet at least the minimum number of enrollment	60-69% of classes offered meet at least the minimum number of enrollment	70-75% of classes offered meet at least the minimum number of enrollment	76-84% of classes offered meet at least the minimum number of enrollment	Greater than 85 % of classes offered meet at least the minimum number of enrollment	
Percentage of resident ADMs attending another public school district		Less than 75% of in-boundary residents attend JPS	75-79% of in-boundary residents attend JPS	80-84% of in-boundary residents attend JPS	85-90% of in-boundary residents attend JPS	Greater than 90% of in-boundary residents attend JPS	
Positive net gain in open enrollment not including private schools or home schools		100 or more net loss to open enrollment	50 - 99 net loss to open enrollment	1-49 net loss to open enrollment	0 net gain in open enrollment	1 or more in net gain	
Parent Satisfaction Survey		Less than 60% of responses are positive	60-69% of responses are positive	70-79% of responses are positive	80-89% of responses are positive	Greater than 90% of responses are positive	
Development of New Alumni Tracking Database		Between 0% and 49% of graduating seniors share information regarding contact information and postsecondary plans prior to graduation date	Between 50% and 99%% of graduating seniors share information regarding contact information and postsecondary plans prior to graduation date	100% of graduating seniors share information regarding contact information and postsecondary plans prior to graduation date	After 1 year post graduation, the district continues to receive correspondence from 75% of graduates, and graduates share information about education or employment status on a district produced graduate survey	After 2 years post high school graduation, the district continues to receive correspondence from 70% of graduates, and graduates share information about education or employment status on a district produced graduate survey	
Development of Past Alumni Tracking Database - cooperative effort with JEF and JBC		Less than 25 alumni added to database in 2020-2021	Between 25-49 alumni added to database in 2020-2021	200 or more alumni added to database in 2019-2020	Between 50-99 alumni added to database in 2020-2021	100 or more alumni added to database in 2020-2021	
						Weighted Performance Score	

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Operational Plan Document for Jordan Public Schools

Strategic Direction	2019-2020 SY		2020-2021 SY	
	Learning to Implementation	*Implementation to Standard*	*Learning to Implementation*	*Implementation to Standard*
A: Improve Student Achievement, Learning and Career and College Readiness	• Instructional coaches supporting standards based instruction, CRT, and best practices K-12. • Development of SNAP ACT curriculum for Juniors to support college readiness. • K-12 teachers creating proficiency scales based on developed learning targets. • Create 5-12 Personalized Learning Plans for all students as a part of college and career readiness guidelines. • K-12 focus on expanding Inquiry Based Learning best practices to increase student achievement and engagement.	• Implementation of Freshmen Academy focused on career and college readiness. • Equity Specialist implementing college and career readiness strategies with American Indian students. • Integration of standards based Learning Targets in all instructional practices.	• Implement ACT ASPIRE test for 8th grade to use on Individualized Education Plans for college and career readiness. • Implement an alternative norm referenced, adaptive program such as FASTbridge to replace NWEA. • K-12 Tier I MTSS Instructional Strategies Focus aimed at improving student achievement. • K-12 focus on expanding Inquiry Based Learning best practices to increase student achievement and engagement.	• Instructional coaches supporting standards based instruction and best practices K-12. • Implementation of SNAP ACT curriculum for Juniors to support college readiness. • K-12 teachers implementing created proficiency scales to support grading practices. . • Created 5-12 Personalized Learning Plans for all students as a part of college and career readiness. • Implement Inquiry Based Learning best practices to increase student achievement and engagement.
Strategic Direction	**2019-2020 SY**		**2020-2021 SY**	
	Learning to Implementation	*Implementation to Standard*	*Learning to Implementation*	*Implementation to Standard*
B: Integrate data-informed instruction, assessment and learning as a core competency in every classroom	• Focus on using Educlimber as a quality and effective database. • Focus on data driven MTSS strategies to help staff make data informed instructional decisions. • Incorporate data from SWIS to support a positive learning environment K-8.	• N/A	• K-12 focus on creating data driven and effective MTSS Tier 1 model.	• Data stored in eduCLIMBER used as a resource to drive K-12 educational practices.

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Strategic Direction	2019-2020 SY		2020-2021 SY	
	Learning to Implementation	*Implementation to Standard*	*Learning to Implementation*	*Implementation to Standard*
C: Provide a safe and collaborative culture in which to learn and work	• K-12 focus on MTSS Tier 1 strategies including CRT, equity, and research based practices. • RAC and connecting CRT strategies to instructional practices at the elementary and middle school levels. • 5-12 focus on integrating research based social and emotional learning practices. • Using data from SWIS to support a positive school environment by recognizing, acknowledging, and connecting students and staff to their school environment	• Integrated social and emotional learning work in K-4 practices.	• K-12 focus on MTSS Tier 1 strategies including CRT, equity, and research based practices. • 5-12 focus on integrating research based social and emotional learning practices.	• Integrated instructional practices linked to RAC and CRT strategies at the middle and elementary school. • SWIS Data is used to great a positive school culture K-12.
Strategic Direction	2019-2020 SY		2020-2021 SY	
	Learning to Implementation	*Implementation to Standard*	*Learning to Implementation*	*Implementation to Standard*
D: Manage Resources (Human, Financial and Physical)	• Conduct an operating and bond referendum in the fall of 2019 • Implement and make use of Financial Software available (teaching employees to use SMARTer to its full capability) • Establish Financial Stability - getting the district to a 12% Unassigned Fund Balance • Expand upon the district's 10 year LTFM plan to include life cycle replacement on eligible	• Work with architects and construction managers to successful remodel and construct district facilities associated with the bond referendum questions 2 and 3	• N/A	• Utilize operating dollars from successful operating levy to build fund balance to policy and properly operate the district. • Work with architects and construction managers to successful remodel and construct district facilities associated with the bond referendum questions 2 and 3

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Strategic Direction	2019-2020 SY		2020-2021 SY	
	Learning to Implementation	*Implementation to Standard*	*Learning to Implementation*	*Implementation to Standard*
	items, and develop a 10 year plan as it relates to capital replacement for technology and other non-LTFM eligible items			● Review and revise the 10 year LTFM and Capital Improvement plans

Strategic Direction	2019-2020 SY		2020-2021 SY	
	Learning to Implementation	*Implementation to Standard*	*Learning to Implementation*	*Implementation to Standard*
E. Improve Community Connection, Satisfaction, and Engagement	● Implement alumni database for current students by having senior high counselors collect data from students prior to graduation ● Create alumni database for all alumni who graduated in 2019 or earlier ● Use Active Net data to track performance of general CE classes ● Review communication strategies via parent survey results and employ only effective communication strategies	● Continue to plan and host effective activities and events with various student and community groups and organizations ● Use Active Net data to make adjustments to CE programming to meet the needs of the community	● Research alternative CE data systems to potentially replace Active Net	● Continue adding to alumni database by having senior high counselors collect data from students prior to graduation and work cooperatively with the Jordan Booster Club and Jordan Education Foundation on beginning to connect with alumni ● Continue to build alumni database for all alumni who graduated in 2019 or earlier and work cooperatively with the Jordan Booster Club and Jordan Education Foundation on beginning to connect with alumni ● Utilize proven, effective communication strategies

Operational Plan Definitions:

SNAP = High School Advisory Program
CRT = Culturally Responsive Teaching
ACT = American College Testing (College entrance exam)
ACT ASPIRE = Vertically scaled, standards-based system of assessments that monitors student growth and progress toward college and career readiness
FASTbridge = Curriculum-Based Measures (CBM) and Computer-Adaptive Tests (CAT) for reading, math, and behavior
NWEA = Northwest Evaluation Assessment

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SMARTer = District's finance system module

SWIS = School Wide Information System (data warehouse for PBIS)

EduClimber = District's data warehouse

MTSS = Multi Tiered Systems of Support

RAC = Recognize, Acknowledge, Connect (CRT practice)

PBIS = Positive Behavior Intervention and Supports (Behavior Management Plan for the District)

Active Net = Registration and membership data system use for Community Education

LTFM = Long Term Facilities Maintenance (revenue stream in the form of aid and levy for the deferred maintenance of district facilities)

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