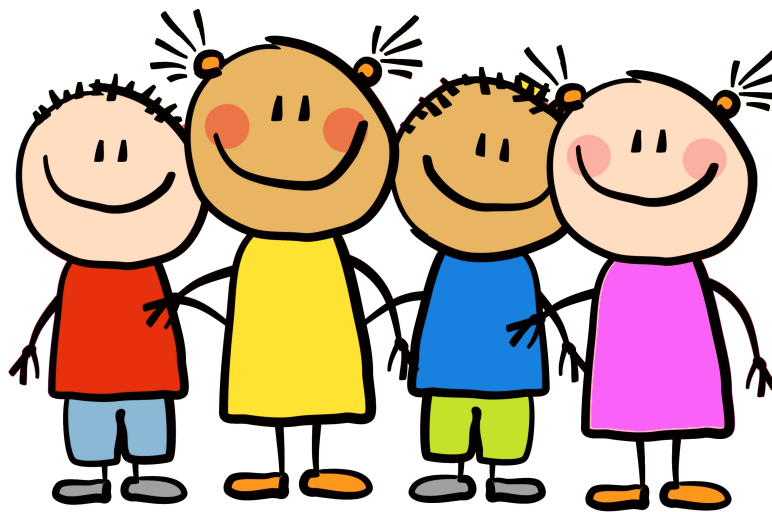# School of Excellence Application
Spring 2017

Jordan Elementary School

Minnesota Elementary School Principals' Association

Application Part 1:

Self-Study

The Minnesota School of Excellence Program promotes excellence through a rigorous evaluation process that showcases dynamic schools of the 21st century.

For an electronic version of this document, go to *www.mespa.net*.
Click on *Professional Development* and *Minnesota School of Excellence*.
Rev. October 2012

School name: **Jordan Elementary School**   District name and number: **Jordan Public Schools District 717**

Minnesota School of Excellence Application, Part 1: Self-Study

Minnesota School of Excellence Application
Part 1: Self-Study

School name: **Jordan Elementary School**   District name and number: **Jordan Public Schools District 717**

Minnesota School of Excellence Application, Part 1: Self-Study

Standard 1 – Learning Centered

Balance management and leadership roles to lead schools in ways that place student and adult learning at the center.

	Outstanding	Average		Below Average		No Basis for Judgment
• Use this table to assess the standard of leadership in your school community. • Key indicators of school community leadership are grouped under five strategies to develop and hone effective leadership. • For each indicator, indicate the *percent of respondents* who selected each ranking: 5-1 or N, 5 indicating *Outstanding* and N indicating *No Basis for Judgment*.	5	4	3	2	1	N

TOTAL NUMBER OF RESPONDENTS FOR STANDARD 1: 73

1A. Stay informed of the continually changing context for teaching and learning.

	5	4	3	2	1	N
The school possesses a culture of regular discourse about emerging knowledge, trends, and changes in the society.	77.2%			1.4%		
Short-term implications for attaining the school's vision are identified.	76.0%			1.4%		
Long-term implications for attaining the school's vision are identified.	62.8%			2.9%		

1B. Embody learner-centered leadership.

	5	4	3	2	1	N
Everyone in the school community is expected to be a continuous learner.	77.4%			1.4%		
The learning culture exhibits the core values of reflection, inquiry and emerging knowledge.	69.5%			2.8%		
The learning culture exhibits the core values of shared understanding and collaboration.	80.9%			1.5%		
The learning culture exhibits the core values of excellence in results and advocacy for quality learning.	79.7%			0.0%		

1C. Capitalize on the leadership skills of others.

	5	4	3	2	1	N
A shared leadership culture builds on the alignment of everyone's leadership style, skill and experience, based on the work to be done.	62.6%			9.0%		
Shared leadership creates shared responsibility for implementation and accountability for learning results.	56.5%			5.8%		

1D. Align operations to support student, adult and school learning needs.

	5	4	3	2	1	N
The principal, teachers, staff, and stakeholders ensure allocation of school resources (time, people and financial) is equitable.	57.4%			14.7%		
The principal, teachers, staff, and stakeholders ensure allocation of school resources is determined by students' academic, emotional, social, and physical needs.	67.6%			9.9%		
Schedules, assignments and resources are aligned to the changing needs of students, adults and the school community.	60.8%			8.7%		

1E. Advocate for efforts to ensure that policies are aligned to effective teaching and learning.

	5	4	3	2	1	N
School, district and community leaders engage in ongoing dialogue, advocacy and action for changes in local, state, national and federal policies that support high performance of students and adults.	70.0%			5.7%		

School name: **Jordan Elementary School**

District name and number: **Jordan Public Schools District 717**

Set high expectations and standards for the academic, social, emotional and physical development of all students in an environment that acknowledges, fosters and celebrates diversity.

	Outstanding	Average		Below Average		No Basis for Judgment
• Use this table to assess the standard of leadership in your school community. • Key indicators of school community leadership are grouped under four strategies to develop and hone effective leadership. • For each indicator, indicate the *percent of respondents* who selected each ranking: 5-1 or N, 5 indicating *Outstanding* and N indicating *No Basis for Judgment*.						
	5	**4**	**3**	**2**	**1**	**N**
TOTAL NUMBER OF RESPONDENTS FOR STANDARD 2: 69						
2A. Build consensus on a vision that reflects the core values of the school community.						
Everyone describes the school as a learning community that continuously examines the alignment of teaching and administrative practices with the school's vision, mission and core beliefs.	**69.7%**			**0.0%**		
Elements of the vision are evident in the daily language, decisions and ethical actions of almost all engaged stakeholders.	**69.7%**			**3.0%**		
2B. Value and use diversity to enhance the learning of the entire school community.						
The entire school community actively works to sustain a learning community that values diverse people, ideas, perspectives and experiences.	**70.2%**			**6.0%**		
The entire school community honors, supports and values diversity as a way to increase learning, not as a barrier to learning.	**57.3%**			**2.9%**		
The principal and teachers continuously seek to engage all parents as equal partners in supporting student learning and growth.	**63.4%**			**3.1%**		
The school strategic action plan incorporates diverse parent voices, knowledge, skills and experiences to support high performance of students and adults.	**55.0%**			**5.0%**		
2C. Broaden the framework for child development beyond academics.						
The principal, teachers, and stakeholders consistently implement a balanced whole child learning culture for all students with in- and out-of-school learning experiences provided by the school and community.	**55.1%**			**4.8%**		
2D. Develop a learning culture that is adaptive, collaborative, innovative and supportive.						
The principal, administrators, teachers, staff and some stakeholders regularly examine the implications of diverse people, ideas, perspectives and experiences in supporting increased student and adult performance.	**49.8%**			**7.9%**		
Everyone constantly examines his/her own background and experiences for biases that must change in order to better support diverse student and adult learning needs.	**42.2%**			**18.8%**		
Learning plans and instructional practices are reviewed, revised and adjusted based on performance.	**73.4%**			**3.1%**		

School name: **Jordan Elementary School**   District name and number: **Jordan Public Schools District 717**

Demand content and instruction that ensure student achievement.

	Outstanding	Average		Below Average	No Basis for Judgment
• Use this table to assess the standard of leadership in your school community. • Key indicators of school community leadership are grouped under four strategies to develop and hone effective leadership. • For each indicator, indicate the *percent of respondents* who selected each ranking: 5-1 or N, 5 indicating *Outstanding* and N indicating *No Basis for Judgment*.					
	5	4	3	2	1	N
TOTAL NUMBER OF RESPONDENTS FOR STANDARD 3: 56						

3A. Ensure alignment of curriculum with district and school goals, standards, assessments and resources.

	5	4	3	2	1	N
The principal, teachers and stakeholders revisit school goals based on changing school community demographics and community expectations for results.	**85.2%**			**1.9%**		
The school curriculum is repeatedly examined to ensure growth, refinement, realignment and new standards because of rapid advances in knowledge about how people learn and how to measure learning.	**76.4%**			**5.5%**		
The principal, administrators, teachers and students raise expectations for their learning and performance.	**92.7%**			**0%**		

3B. Invest in a technology-rich culture that connects learning to the global society.

	5	4	3	2	1	N
The principal, teachers and students work together to ensure the use of 21st century technology to access information, communicate, learn and produce work.	**81.9%**			**5.5%**		
The school community is a learning environment in which the global society is made real through the investment in, and infusion of, digital learning for students and adults.	**74.6%**			**5.5%**		

3C. Hire, retain and support high quality teachers.

	5	4	3	2	1	N
The principal, teachers and stakeholders are engaged in determining how to recruit, celebrate, support and retain high-quality teachers.	**68.5%**			**13.0%**		
The principal, teachers and stakeholders find new resources to support creative professional development opportunities.	**61.8%**			**9.1%**		

3D. Ensure rigorous, appropriate and relevant instruction for all students.

	5	4	3	2	1	N
The principal, teachers and community leaders expect rigorous experiential learning and development for all students.	**81.8%**			**3.6%**		
Networks are constantly explored for sustainable community partnerships to support real-world learning and developmental needs of individual students.	**55.6%**			**16.7%**		

School name: **Jordan Elementary School**   District name and number: **Jordan Public Schools District 717**

Create a culture of continuous learning for adults, tied to student learning and other school goals.

	Outstanding	Average		Below Average		No Basis for Judgment
• Use this table to assess the standard of leadership in your school community. • Key indicators of school community leadership are grouped under four strategies to develop and hone effective leadership. • For each indicator, indicate the *percent of respondents* who selected each ranking: 5-1 or N, 5 indicating *Outstanding* and N indicating *No Basis for Judgment*.						
	5	**4**	**3**	**2**	**1**	**N**
TOTAL NUMBER OF RESPONDENTS FOR STANDARD 4: 68						
4A. Invest in comprehensive professional development for all adults to support student learning.						
Adult learning is directly tied to student learning and developmental needs.	**71.6%**			**8.1%**		
Professional development models quality teaching practices and produces measurable changes in teaching and learning.	**64.6%**			**6.2%**		
The principal and teachers seek external resources for complementary professional development in order to maximize the effect of the investment.	**71.4%**			**7.9%**		
4B. Align the school-wide professional development plan with school and learning goals.						
A comprehensive professional development plan is aligned with standards in the field and school learning goals.	**58.8%**			**9.5%**		
The implementation of the plan is monitored for rigor and relevance for adult learning.	**51.7%**			**12.1%**		
Professional development experiences are focused, require application of new knowledge and skills, are based on student learning data and are analyzed to identify new gaps in adult or student learning.	**61.9%**			**4.8%**		
4C. Encourage adults to broaden networks to bring new knowledge and resources to learning environments.						
The principal, teachers and stakeholders create, lead, participate in and sustain local, state, national and international networks as a key strategy for accessing new knowledge and diverse resources to increase student and adult performance.	**49.2%**			**9.5%**		
The principal models effective use of technology to support networking and accessing resources for instructional leadership development.	**70.9%**			**6.4%**		
4D. Provide time, structure and opportunities for adults to plan, work, reflect and celebrate together to improve practice.						
The learning culture is sustained by constant management of collaborative structures, which addresses the changing learning needs of students and adults.	**67.7%**			**7.7%**		
The inclusion of stakeholders and the use of technology encourage individual leadership to enhance planning, reflection and the work of the school.	**57.8%**			**7.9%**		
Celebration of adult and student learning permeates the daily culture.	**52.0%**			**12.7%**		

School name: **Jordan Elementary School**   District name and number: **Jordan Public Schools District 717**

Manage knowledge and data to inform decisions and measure progress of student, adult, and school performance.

	Outstanding	Average		Below Average		No Basis for Judgment
• Use this table to assess the standard of leadership in your school community. • Key indicators of school community leadership are grouped under five strategies to develop and hone effective leadership. • For each indicator, indicate the *percent of respondents* who selected each ranking: 5-1 or N, 5 indicating *Outstanding* and N indicating *No Basis for Judgment*.						
	5	4	3	2	1	N

TOTAL NUMBER OF RESPONDENTS FOR STANDARD 5: 53

5A. Make performance data a primary driver for school improvement.

The principal, teachers and stakeholders expect full access to data that measures the quality of student performance and management of operations of the school learning community.	92.4%			0%		
Intentional conversations regularly explore the link between the implications of performance data and improved practice.	79.1%			0%		

5B. Measure student, adult and school performance using a variety of data.

The principal, teachers, district staff, and stakeholders collaborate in creating new or modifying existing performance evaluation and accountability systems for student and adult learning.	72.0%			2.0%		
Performance evaluation and accountability systems include a variety of data: formative and summative, disaggregated and trend, quantitative and qualitative, and self-assessment and external assessment.	60.7%			2.0%		

5C. Build capacity of adults and students to use knowledge effectively to make decisions.

The entire school community is regularly engaged in data gathering and analysis.	69.3%			3.8%		
The principal, teachers, staff, and stakeholders view data as fundamental in guiding and creating systematic interventions to improve student, adult and school performance.	86.0%			0.0%		
Students are taught to use data to make informed decisions in their own learning.	37.0%			26.1%		

5D. Benchmark high-achieving schools with comparable demographics.

The principal, teachers and community leaders systematically search for benchmarks of administrative operations and instructional practices used by high-performing schools to meet specific student or adult learning needs.	72.0%			6.0%		

5E. Make results transparent to the entire school community.

The principal, teachers and students, parents and community leaders seek to make the entire community aware of school results data.	71.7%			1.9%		
Every effort is made to ensure that the data and resulting knowledge is understood by all stakeholders and guides joint discussion and action about high-yield school and community strategies to increase student and adult performance.	67.3%			3.8%		

School name: **Jordan Elementary School**   District name and number: **Jordan Public Schools District 717**

Standard 6 –Community Engagement

Actively engage the community to create shared responsibility for student performance and development.

	Outstanding	Average	Below Average			No Basis for Judgment
• Use this table to assess the standard of leadership in your school community. • Key indicators of school community leadership are grouped under five strategies to develop and hone effective leadership. • For each indicator, indicate the *percent of respondents* who selected each ranking: 5-1 or N, 5 indicating *Outstanding* and N indicating *No Basis for Judgment*.						
	5	4	3	2	1	N

TOTAL NUMBER OF RESPONDENTS FOR STANDARD 6: 198

6A. Engage parents, families and the community to build relationships that support improved performance.

	5	4	3	2	1	N
The principal, teachers and involved volunteers regularly engage with stakeholders to expand relationships and participation.	75.4%		4.1%			
Data about participation and student performance is compared with effective engagement programs and practices around the nation.	72.6%		4.8%			

6B. Serve as civic leaders who regularly engage with numerous stakeholders to support students, families and schools in more effective ways.

	5	4	3	2	1	N
The principal, teachers, and staff are visible participants in community efforts identifying, advocating for, and securing supports for students and families.	76.1%		3.0%			

6C. Shape partnerships to ensure multiple learning opportunities for students, in and out of school.

	5	4	3	2	1	N
The school works collaboratively with the community to create, align and sustain a partnership system of in- and out-of-school learning experiences accessible to all students.	69.8%		6.3%			

6D. Market the school's distinctive learning environment and results to inform parents' choices of options that best fit their children's needs.

	5	4	3	2	1	N
District and school staff market the school and its uniqueness to the entire community.	81.8%		2.7%			
The school community shares responsibility for determining the best choices of options to fit each student's particular needs.	71.2%		5.9%			

6E. Advocate for high-quality education for every student.

	5	4	3	2	1	N
The principal and teachers work collaboratively with parents and community leaders to educate and advocate for funding support for education, policies and legislation that support learning for every student.	73.9%		5.4%			

School name: **Jordan Elementary School**   District name and number: **Jordan Public Schools District 717**

The Multiple Measurement Rating System has supplanted Adequate Yearly Progress as the primary measurement used for federal school accountability under No Child Left Behind. The Multiple Measurement Rating data is used to designate schools for recognition, accountability and support. Data is released annually in the summer.

What is your school's MMR rating?
What does that mean for your school and community?

Jordan Elementary was a Reward School for 2014-2015. This means that it was in the top 15% of Title I schools.

Multiple Measurement Domain Summary

Each Multiple Measurement domain has common summary components that are averaged to create the Multiple Measurement Rating for a school. Summary numbers for number of students (n-counts), raw numbers and final MMR points are shown below. If a school does not qualify for any one domain, the Multiple Measurement Rating is determined using available information. Further domain detail is available in the charts below. "What is important?" questions are included in each domain to guide improvement planning.

Domains	Year	Number of Students	Measurement	Score	Points
Proficiency	2015	288	Weighted Percent of Cells Reaching Target	100.0%	25.00
Growth	2015	140	Average Growth Z Score	0.3546	20.22
Achievement Gap Reduction	2015	56	Achievement Gap Score	-0.0160	15.62

2015 MMR: 60.84 total points out of 75 possible points = 81.12%

2015 Growth Detail -
District: JORDAN PUBLIC SCHOOL DISTRICT
School: JORDAN ELEMENTARY

AYP Year		Number of Students	Average Growth Score
2015	*Subjects Combined*	280	.3546
	Math	140	.4170
	Reading	140	.2921

2015 Proficiency Detail -
District: JORDAN PUBLIC SCHOOL DISTRICT
School: JORDAN ELEMENTARY

2015 Mathematics Proficiency Detail

	Number of Students	Proficiency Index	Target	Meets Target	Included in Numerator
All Students	288	85.24	81.46	Yes	Yes
Am Indian	7	85.71	36.43	-	-
Asian	7	100.00	51.60	-	-
Hispanic	27	70.37	57.87	Yes	Yes
Black	7	71.43	32.59	-	-
White	240	86.88	85.80	Yes	Yes
LEP	18	66.67	50.46	-	-
Special	47	67.02	58.79	Yes	Yes
FRP	84	71.43	68.15	Yes	Yes

2015 Reading Proficiency Detail

	Number of Students	Proficiency Index	Target	Meets Target	Included in Numerator
All Students	288	76.04	70.51	Yes	Yes
Am Indian	7	78.57	21.72	-	-
Asian	7	92.86	32.48	-	-
Hispanic	27	51.85	43.10	Yes	Yes
Black	7	78.57	21.07	-	-
White	240	78.13	76.06	Yes	Yes
LEP	18	47.22	31.52	-	-
Special	47	51.06	44.54	Yes	Yes
FRP	84	61.31	53.91	Yes	Yes

2015 Achievement Gap Reduction Detail -
District: JORDAN PUBLIC SCHOOL DISTRICT
School: JORDAN ELEMENTARY

AYP Year		Number of Records	Average Gap Reduction Score
2015	Subjects Combined	178	-.0160
	Math	89	-.1023
	Reading	89	.0702

In Reading:

American Indians are making less growth than white students statewide.
Asian students are making more growth than white students statewide.
Hispanic students are making more growth than white students statewide.
Black students are making more growth than white students statewide.
English Learners are making more growth than native English speakers statewide.
Special Education students are making more growth than non-Special Education students statewide.
FRP students are making less growth than non-FRP students statewide.

In Math:

American Indian students are making more growth than white students statewide.
Asian students are making more growth than white students statewide.
Hispanic students are making more growth than white students statewide.
Black students are making more growth than white students statewide.
English Learners are making more growth than native English speakers statewide.
Special Education students are making less growth than non-Special Education students statewide.
FRP students are making less growth than non-FRP students statewide.

Describe your self-study methodology.
Provide a narrative describing how your school carried out the Minnesota School of Excellence self-study. Who was involved? What was their process?

During the month of November 2015, we administered the survey to various stakeholders in our school community. Stakeholder groups included: teachers, paraprofessionals, building and district administrators and school board members, and parents. The survey was conducted electronically for teaching staff and administrators and a paper/pencil format for parents and paraprofessionals. Community stakeholders were given information on the purpose of the survey as well as the descriptors listed below.

- Standard 1: Learning Centered administered to Teachers/Paraprofessionals and Administration
  Balance management and leadership roles to lead schools in ways that place student and adult learning at the center.

- Standard 2: Diverse Communities administered to Teachers, Paraprofessionals and Administration
  Set high expectations and standard for the academic, social, emotional and physical development of all students in an environment that acknowledges, fosters and celebrates diversity.

- Standard 3: 21st Century Learning administered to Teachers and Administration
  Demand content and instruction that ensures student achievement.

- Standard 4: Quality Instruction administered to Teachers, Paraprofessionals and Administration
  Create a culture of continuous learning for adults, tied to student learning and other student goals.

- Standard 5: Knowledge and Data administered to Teachers and Administration
  Manage knowledge and data to inform decisions and measure progress of student, adult, and school performance.

- Standard 6: Community Engagement administered to Teachers, Administration and Parents
  Actively engage the community to create shared responsibility for student performance and development.

Survey results were compiled and reviewed by the Building Advisory Leadership team to determine strengths and areas for growth. This information was then shared with the elementary staff to create an action plan for the upcoming school years.

Minnesota Elementary School Principals' Association

Application Part 2:

Building on Strengths and Planning for Improvement

The Minnesota School of Excellence Program promotes excellence through a rigorous evaluation process that showcases dynamic schools of the 21st century.

Table of Contents

Minnesota School of Excellence Application

Part 2: Building on Strengths and Planning for Improvement

After completing the Self-Study (application Part 1), use the Minnesota School of Excellence Application Part 2 to build on strengths and plan for improvement in your school community.

Excellence is a process. Let the self-study guide your growth. In Part 2 of the application, **show concretely using brief narratives to cite examples of:**
- How your school carried out the self-study process.
- Results demonstrated from building on the strengths evident in your self-study (indicators ranked 4 or 5);
- Plans for improvement to address areas that were not as strong (indicators ranked 1 or 2); and
- Results from the implementation of your plans.

Note for Standard 5: The Knowledge and Data standard is based on student and staff performance with data from your MCA scores and other applicable sources. In the application, attach documentation that supports your objectives in responding to areas from the self-study. Using multiple sources of data, including the Minnesota Department of Education Web site, illustrate your plans with concise, specific data examples.

Name of School:	**Jordan Elementary School**
Name of School Principal:	**Melissa Barnett**
School District:	**Jordan Public Schools**
Date of Application:	**June 5, 2017**

Deborah Pauly
  Chair, Board of Education
_____
signature

Matthew Helgerson
  Superintendent, School District
_____
signature

Melissa Barnett
  Principal
_____
signature

Diane Hesse
  Chair, Faculty Advisory Council
_____
signature

Cathy Haugen
  Chair, Parent Group
_____
signature

For MESPA office use: validation signatures

Date of MN School of Excellence validation _____

Chair,_____
Minnesota School of Excellence Program Committee

President,_____
Minnesota Elementary School Principals' Association

Executive Director,_____
Minnesota Elementary School Principals' Association

Describe the school setting.

Provide a brief narrative snapshot of the school in one page. Include a summary of the school's mission or vision in the statement.

Jordan Elementary School is located in Jordan, Minnesota. Our school was built in 1974, with additions in 1993 and 2002. We currently serve approximately 650 students in Kindergarten - Grade 4, and another 150 students in our PreK program. Our students represent the following demographics:

- 81.6% White, not Hispanic origin
- 10.9% Hispanic
- 3.6% Two or More Races
- 1.9% Black, not Hispanic
- 1.2% Asian or Pacific Islander
- 0.8% American Indian or Alaskan Native

The mission of Jordan Public Schools is to *inspire a caring community to ignite learning, innovation, and success for all*. At Jordan Elementary School (JES), we value standards-based instruction, where time and resources are dedicated to improving student achievement, and where relationships are nurtured to create a safe and fun learning and working environment. JES focuses on the academic and social-emotional development of students by incorporating a PBIS (Positive Behavioral Interventions and Supports) model, where safety, respect and responsibility are integrated into all areas of the school. We celebrate and acknowledge students demonstrating J-Town Pride, and continuously look for positive ways to support students when challenges arise. We value building relationships with students, and believe when students feel cared for and nurtured, high levels of learning occur.

Our highly qualified staff ensure the overall well being of all children and creates an environment conducive to all learning styles and abilities. We incorporate a rigorous curriculum aligned with Minnesota state standards to meet individual needs. Academic programming consists of our enrichment program, RtI (Response to Intervention) Reading and Math, MN Reading Corps, and summer school programs targeting students needing additional math and reading support. Staff members collaborate in professional learning communities to analyze student data on a regular basis, and share best practice strategies to guide instruction. Technology is integrated daily into the curriculum. We utilize Smart Boards, iPads, Chromebooks, and the Internet to engage students and provide them with a 21st Century learning experience.

Balance management and leadership roles to lead schools in ways that place student and adult learning at the center.

What results did your school community demonstrate for Standard 1 in your MN School of Excellence Application Part 1 (Self-Study)?

During the month of November 2015, we administered the survey to various stakeholders in our school community. Stakeholder groups for Standard 1 included: teachers, paraprofessionals, building and district administrators, and school board members. The survey was conducted electronically for teaching staff and administrators, with a paper/pencil format for paraprofessionals. Results of the survey were evaluated by our Building Advisory Leadership Team and are listed below.

Standard 1: Learning Centered administered to Teachers/Paraprofessionals & Administration

1A. Stay informed of the continually changing context for teaching and learning.

The school possesses a culture of regular discourse about emerging knowledge, trends, and changes in the society.	77.2%	1.4%
Short-term implications for attaining the school's vision are identified.	76.0%	1.4%
Long-term implications for attaining the school's vision are identified.	62.8%	2.9%

1B. Embody learner-centered leadership.

Everyone in the school community is exptected to be a continuous learner.	77.4%	1.4%
The learning culture exhibits the core values of reflection, inquiry and emerging knowledge.	69.5%	2.8%
The learning culture exhibits the core values of shared understanding and collaboration.	80.9%	1.5%
The learning culture exhibits the core values of excellence in results and advocacy for quality learning.	79.7%	0.0%

1C. Capitalize on the leadership skills of others.

A shared leadership culture builds on the alignment of everyone's leadership style, skill and experience, based on the work to be done.	62.6%	9.0%
Shared leadership creates shared responsibility for implementation and accountability for learning results.	56.5%	5.8%

1D. Align operations to support student, adult, and school learning needs.

The principal, teachers, staff, and stakeholders ensure allocation of school resources (time, people and financial) is equitable.	57.4%	14.7%
The principal, teachers, staff, and stakeholders ensure allocation of school resources is determined by students' academic, emotional, social, and physical needs.	67.6%	9.9%
Schedules, assignments and resources are aligned to the changing needs of students, adults and the school community.	60.8%	8.7%

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School, district and community leaders engage in ongoing dialogue, advocacy and action for changes in local, state, national and federal policies that support high performance of students and adults.	70.0%	5.7%

**Balance management and leadership roles to lead schools in
ways that place student and adult learning at the center.**

1A. Stay informed of the continually changing context for teaching and learning.

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our school community. Stakeholder groups for Standard 1 included: teachers,
paraprofessionals, building and district administrators, and school board members. The
survey was conducted electronically for teaching staff and administrators, with a paper/pencil
format for paraprofessionals. Results of the survey were evaluated by our Building Advisory
Leadership Team and are listed below.

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Short-term implications for attaining the school's vision are identified.	76.0%	1.4%
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****

Jordan Public Schools participated in a Strategic Planning process in 2014 that focused on
the mission statement: *Inspire a caring community to ignite learning, innovation and success
for all*. As a district, decisions and professional trainings have focused on our vision and
mission statement. Our long-term district focus is to align instruction to a more student
directed learning environment that supports growth in the skills of collaboration, critical
thinking, communication, and creativity. Due to the broad scope of the plan, and continued
changes and trends in 21st Century education, ongoing conversations at faculty meetings
and building/district level committee meetings focus on the overlap of current best practice
strategies in the classroom with a more student centered approach.

This past year, Jordan Elementary School hired a consultant to support this shift by focusing
on Balanced Literacy and the Gradual Release of Responsibility instructional model in all
content areas. To further support this move to student directed learning, staff were
encouraged to take part in site visits to districts that have implemented a more personalized
approach to instruction. In addition, optional Think Tank discussions were scheduled on a
regular basis to better understand the guiding principles of a personalized learning
environment.

**Balance management and leadership roles to lead schools in
ways that place student and adult learning at the center.**

1B. Embody learner-centered leadership.

During the month of November 2015, we administered the survey to various stakeholders in our school community. Stakeholder groups for Standard 1 included: teachers, paraprofessionals, building and district administrators, and school board members. The survey was conducted electronically for teaching staff and administrators, with a paper/pencil format for paraprofessionals. Results of the survey were evaluated by our Building Advisory Leadership Team and are listed below.

Everyone in the school community is exptected to be a continuous learner.	77.4%	1.4%
The learning culture exhibits the core values of reflection, inquiry and emerging knowledge.	69.5%	2.8%
The learning culture exhibits the core values of shared understanding and collaboration.	80.9%	1.5%
The learning culture exhibits the core values of excellence in results and advocacy for quality learning.	79.7%	0.0%

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Jordan Elementary staff members have met in Professional Learning Communities (PLCs) for the past five years, with enhancements made over the past two years through the development of a PLC Leadership Team trained in the Dufour model. Our professional learning communities focus on three areas:
- Learning as the fundamental purpose of our school
- Collaborative cultures supported through the development of high performing teams
- Results-oriented conversations that assess our effectiveness based on data

The purpose of this bi-weekly, forty minute time is to develop a shared understanding of standards taught and assessments given, to analyze student data, and to focus on future instruction.

At Jordan Elementary, we recognize the value of time for reflection, inquiry, and action research. To address this need, we initiated Genius Hour for all staff members. Staff were allowed to select teams of colleagues with similar interests, and were given time to meet and share knowledge through an action-research format. All staff participated in this process during the 2016-2017 school year, with several teachers implementing Genius Hour with their students in the classroom.

Balance management and leadership roles to lead schools in ways that place student and adult learning at the center.

1C. Capitalize on the leadership skills of others.

During the month of November 2015, we administered the survey to various stakeholders in our school community. Stakeholder groups for Standard 1 included: teachers, paraprofessionals, building and district administrators, and school board members. The survey was conducted electronically for teaching staff and administrators, with a paper/pencil format for paraprofessionals. Results of the survey were evaluated by our Building Advisory Leadership Team and are listed below.

A shared leadership culture builds on the alignment of everyone's leadership style, skill and experience, based on the work to be done.	62.6%	9.0%
Shared leadership creates shared responsibility for implementation and accountability for learning results.	56.5%	5.8%

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Jordan Elementary Schools embodies a shared leadership culture that capitalizes on the leadership skills of staff members. Based on the survey results, committees are now aligned to SOE standards to provide focus for ongoing conversations. For the 2017-2018 school year, most committees will shift to a model that supports teacher leaders as facilitators, with administration available in consultation.   The following committees are represented in our school.

- **Building Advisory Leadership Team** - (Focus: SOE Standards - Quality Instruction and 21st Century Learners) This team reflects on the overall needs of the school community, asks questions, makes informed decisions focused on increasing student and adult learning, and supports the values and vision of the school.
- **PLC/Literacy Leadership Team** - (Focus: SOE Standards - Learning Centered and Quality Instruction) This team reflects on the academic needs of the students at the building level, is committed to research-based instructional practices and data-driven decision making, and serves as a peer coach for colleagues.
- **PBIS Team** - (Focus: SOE Standards - Diverse Community and Community Engagement) This team reflects on the social learning needs of the students at the building level, is committed to research-based instructional practices and data-driven decision making, and serves as a peer coach for colleagues.
- **RTI/Intervention Team** - (Focus: SOE Standards - Knowledge and Data) This team reflects on the academic needs of the students and school as a whole, is committed to research-based instructional practices and interventions, follows a data-driven decision making process, and serves on the JES Data Team.
- **Building Staff Development Team** - (Focus: SOE Standard - Quality Instruction) This team reflects on the academic and social learning needs of the students, effectively communicates with staff and administration regarding professional training needs, and consults with administration in organizing in-house PD for staff.

**Balance management and leadership roles to lead schools in
ways that place student and adult learning at the center.**

1D. Align operations to support student, adult, and school learning needs.

During the month of November 2015, we administered the survey to various stakeholders in our school community. Stakeholder groups for Standard 1 included: teachers, paraprofessionals, building and district administrators, and school board members. The survey was conducted electronically for teaching staff and administrators, with a paper/pencil format for paraprofessionals. Results of the survey were evaluated by our Building Advisory Leadership Team and are listed below.

The principal, teachers, staff, and stakeholders ensure allocation of school resources (time, people and financial) is equitable.	57.4%	14.7%
The principal, teachers, staff, and stakeholders ensure allocation of school resources is determined by students' academic, emotional, social, and physical needs.	67.6%	9.9%
Schedules, assignments and resources are aligned to the changing needs of students, adults and the school community.	60.8%	8.7%

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At Jordan Elementary School, administration and staff work together to align schedules and resources to best meet the needs of all students. Based on the results of this survey, changes were made to the scheduling process that support greater flexibility for classroom teachers within their day. To maximize instructional time, training was provided to staff on the Gradual Release of Responsibility model to support shifting from teacher directed to student directed instruction and learning. Our grade level JWIN (Just What I Need) time was maintained to allow for high needs students (both struggling and high-ability learners), to meet with their support teams.

In addition, during the 2016-2017 school year, a system of student placement was implemented based on a clustering model. This system grouped high needs students into classrooms that included additional paraprofessional support. Based on feedback from staff and data collected, this plan will be modified for the 2017-2018 school year. The size of clusters will be adjusted so that additional support can be provided through a more personalized approach, to address the academic and social-emotional needs of staff, students, and families in each classroom.

**Balance management and leadership roles to lead schools in
ways that place student and adult learning at the center.**

1E. Advocate for efforts to ensure that policies are aligned to effective teaching and learning.

During the month of November 2015, we administered the survey to various stakeholders in our school community. Stakeholder groups for Standard 1 included: teachers, paraprofessionals, building and district administrators, and school board members. The survey was conducted electronically for teaching staff and administrators, with a paper/pencil format for paraprofessionals. Results of the survey were evaluated by our Building Advisory Leadership Team and are listed below.

School, district and community leaders engage in ongoing dialogue, advocacy and action for changes in local, state, national and federal policies that support high performance of students and adults.	70.0%	5.7%

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We recognize that both district administration and teachers advocate for public education at the state and local level. Superintendent Matt Helgerson periodically attends committee meetings at the legislature to advocate for local needs. In addition, he participates in the Scott County Association for Leadership and Efficiency (SCALE) monthly meetings.

At the district level, administrators meet monthly with representatives from the School Board to review and update district policies. The intent is to review each policy annually to make sure that current practice aligns to policy. Required changes are recommended to the school board. School board minutes, along with the policy changes, are then communicated to all district staff. Staff are also responsible for reviewing the policies and must complete an "Assurance of Compliance" form at the start of every school year. Families and community members have access to policies on the district website and in the school handbook.

Parents participate on several district level committees that review district decisions. The Curriculum and Technology Integration Committee meets monthly to discuss current instructional practice and to set a vision for the future. The RTI/Title I Parent Advisory Council meets annually to explore ways to further engage families, suggest updates to the RTI/MTSS plan, and to recommend revisions to current practice.

Set high expectations and standards for the academic, social, emotional and physical development of all students in an environment that acknowledges, fosters and celebrates diversity.

What results did your school community demonstrate for Standard 2 in your MN School of Excellence Application Part 1 (Self-Study)?

During the month of November 2015, we administered the survey to various stakeholders in our school community. Stakeholder groups for Standard 2 included: teachers, families, building and district administrators, and school board members. The survey was conducted electronically for teaching staff, administrators and board members, with a paper/pencil format for families. Results of the survey were evaluated by our Building Advisory Leadership Team and are listed below.

Standard 2: Diverse Communities administered to Teachers, Paraprofessionals and Administration

2A. Build consensus on a vision that reflects the core values of the school community.

Everyone describes the school as a learning community that continuously examines the alignment of teaching and administrative practices with the school's vision, mission and core beliefs.	69.7%	0.0%
Elements of the vision are evident in the daily language, decisions and ethical actions of almost all engaged stakeholders.	69.7%	3.0%

2B. Value and use diversity to enhance the learning of the entire school community.

The entire school community actively works to sustain a learning community that values diverse people, ideas, perspectives and experiences.	70.2%	6.0%
The entire school community honors, supports and values diversity as a way to increase learning, not as a barrier to learning.	57.3%	2.9%
The principal and teachers continuously seek to engage all parents as equal partners in supporting student learning and growth.	63.4%	3.1%
The school strategic action plan incorporates diverse parent voices, knowledge, skills and experiences to support high performance of students and adults.	55.0%	5.0%

2C. Broaden the framework for child development beyond academics.

The principal, teachers, and stakeholders consistently implement a balanced whole child learning culture for all students with in- and out-of-school learning experiences provided by the school and community.	55.1%	4.8%

2D. Develop a learning culture that is adaptive, collaborative, innovative and supportive.

The principal, administrators, teachers, staff and some stakeholders regularly examine the implications of diverse people, ideas, perspectives and experiences in supporting increased student and adult performance.	49.8%	7.9%
Everyone constantly examines his/her own background and experiences for biases that must change in order to better support diverse student and adult learning needs.	42.2%	18.8%
Learning plans and instructional practices are reviewed, revised and adjusted based on performance.	73.4%	3.1%

Set high expectations and standards for the academic, social, emotional and physical development of all students in an environment that acknowledges, fosters and celebrates diversity.

2A. Build consensus on a vision that reflects the core values of the school community.

During the month of November 2015, we administered the survey to various stakeholders in our school community. Stakeholder groups for Standard 2 included: teachers, families, building and district administrators, and school board members. The survey was conducted electronically for teaching staff, administrators and board members, with a paper/pencil format for families. Results of the survey were evaluated by our Building Advisory Leadership Team and are listed below.

Everyone describes the school as a learning community that continuously examines the alignment of teaching and administrative practices with the school's vision, mission and core beliefs.	69.7%	0.0%
Elements of the vision are evident in the daily language, decisions and ethical actions of almost all engaged stakeholders.	69.7%	3.0%

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At Jordan Elementary School (JES) we value standards-based instruction, where time and resources are dedicated to improving student achievement, and relationships are nurtured to create a safe and fun learning and working environment. JES staff focus on the academic and social-emotional development of students by incorporating a PBIS (Positive Behavioral Interventions and Supports) model where safety, respect and responsibility are integrated into all areas of the school. We celebrate and acknowledge students demonstrating positive behavior, and continuously look for ways to support students when challenges arise. We value building relationships with students, and believe when students feel cared for and nurtured, high levels of learning occur. These vision statements and core values are highlighted and communicated through staff bulletins and meeting agendas, parent newsletters, and the school website. The core values are an integral part of our decision making process.

As a district, we have come up with the following mission and vision statements through our strategic planning process. They reflect the core values of our school, our district, and our community.

Mission Statement: Inspire a caring community to ignite learning, innovation, and success for all.

Vision Statements: 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.
- be fiscally responsible and maintain quality facilities.
- engage with all stakeholders in an intentional and effective manner.

Set high expectations and standards for the academic, social, emotional and physical development of all students in an environment that acknowledges, fosters and celebrates diversity.

2B. Value and use diversity to enhance the learning of the entire school community.

During the month of November 2015, we administered the survey to various stakeholders in our school community. Stakeholder groups for Standard 2 included: teachers, families, building and district administrators, and school board members. The survey was conducted electronically for teaching staff, administrators and board members, with a paper/pencil format for families. Results of the survey were evaluated by our Building Advisory Leadership Team and are listed below.

The entire school community actively works to sustain a learning community that values diverse people, ideas, perspectives and experiences.	70.2%	6.0%
The entire school community honors, supports and values diversity as a way to increase learning, not as a barrier to learning.	57.3%	2.9%
The principal and teachers continuously seek to engage all parents as equal partners in supporting student learning and growth.	63.4%	3.1%
The school strategic action plan incorporates diverse parent voices, knowledge, skills and experiences to support high performance of students and adults.	55.0%	5.0%

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The Jordan School District values diversity and recognizes the changing demographics of our community. In response to these changes, Jordan Public Schools has actively reached out to our diverse community members through various school and district committees. We continue to focus on aligning our committee membership to the demographics of our community. To support this shift, the district has hired an Equity Coordinator whose primary goal is to find and support the missing voices in our decision making process. Most recently, the American Indian Parent Advisory Group has taken an active role in reviewing current instructional practice and making recommendations for a more culturally responsive environment for students and staff.

We recognize that our high potential programs and classes are underrepresented by students of color. In response to that disparity, an emphasis on the components of culturally responsive instruction and learning has been a priority in recent staff trainings and conversations. A district-wide group of educators meets on a regular basis to enhance their understanding of current instructional practice and to embed best practice strategies into their classrooms.

Set high expectations and standards for the academic, social, emotional and physical development of all students in an environment that acknowledges, fosters and celebrates diversity.

2C. Broaden the framework for child development beyond academics.

During the month of November 2015, we administered the survey to various stakeholders in our school community. Stakeholder groups for Standard 2 included: teachers, families, building and district administrators, and school board members. The survey was conducted electronically for teaching staff, administrators and board members, with a paper/pencil format for families. Results of the survey were evaluated by our Building Advisory Leadership Team and are listed below.

The principal, teachers, and stakeholders consistently implement a balanced whole child learning culture for all students with in- and out-of-school learning experiences provided by the school and community.	55.1%	4.8%

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At Jordan Elementary School we focus on the academic and social-emotional development of students by incorporating a PBIS (Positive Behavioral Interventions and Supports) model where safety, respect and responsibility are integrated into all areas of the school. We celebrate and acknowledge students demonstrating positive behavior, and continuously look for ways to support students and their families when challenges arise in and outside of school. This focus extends beyond the academic day with our Peaceful Bus program, which provides events in the fall and spring that build and support stronger relationships between bus drivers and students.

Our highly qualified staff ensures the overall well being of each child and creates an environment conducive to all learning styles and abilities. Each classroom starts the day in Morning Meeting, where students come together as a community to build relationships and honor their unique personalities. In classrooms, students are exposed to Mindfulness techniques that help them self-regulate their bodies and emotions and allow them to focus on the task at hand. Students also participate in brain breaks and SMART Room activities on a regular basis.

Not only do students at Jordan Elementary focus on their own social-emotional well-being, they also participate in activities outside of school that promote the whole child. Grade levels participate in Feed My Starving Children events, food drives for the Jordan Food Shelf, and LLS Pennies for Patients fundraising. As a building, we support advocacy for at risk groups. Most recently, we had a Crazy Sock Day to support National Down Syndrome Day, and a Drop Everything and Read event to support a teacher on leave.

Set high expectations and standards for the academic, social, emotional and physical development of all students in an environment that acknowledges, fosters and celebrates diversity.

2D. Develop a learning culture that is adaptive, collaborative, innovative and supportive.

During the month of November 2015, we administered the survey to various stakeholders in our school community. Stakeholder groups for Standard 2 included: teachers, families, building and district administrators, and school board members. The survey was conducted electronically for teaching staff, administrators and board members, with a paper/pencil format for families. Results of the survey were evaluated by our Building Advisory Leadership Team and are listed below.

The principal, administrators, teachers, staff and some stakeholders regularly examine the implications of diverse people, ideas, perspectives and experiences in supporting increased student and adult performance.	49.8%	7.9%
Everyone constantly examines his/her own background and experiences for biases that must change in order to better support diverse student and adult learning needs.	42.2%	18.8%
Learning plans and instructional practices are reviewed, revised and adjusted based on performance.	73.4%	3.1%

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Jordan Elementary Schools value the diverse needs of our students, families and staff. Through ongoing conversations on the importance of a Growth Mindset, we recognize a need to adapt and support all students' unique academic and social-emotional needs. This past school year, staff attended workshops on Culturally Responsive Teaching and ACES: The Role of Trauma in Early Childhood Development. These workshops fostered conversations regarding current classroom practices and how they align to best-practice instruction. Additional training will be offered throughout the 2017-2018 school year on Trauma Informed Classrooms/Schools and Culturally/Linguistically Responsive Teaching and Learning.

We recognize that meeting the social-emotional needs of our students has a direct impact on academic success. To further support academic growth, and to meet students at their greatest level of need, we have enhanced our MTSS (Multi-Tiered Systems of Support) to include PRESS interventions for individuals, small groups, and classrooms. Progress monitoring occurs bi-weekly to ensure students continue to grow and progress towards grade level benchmarks.

As a leadership team we recognize that the social-emotional needs of adult learners must also be supported. To continue to promote staff health and well-being, we will encourage teachers to lead and attend the Wellness Wednesday activities that were started during the 2016-2017 school year. In addition, a district focus on quarterly wellness activities will be maintained. We believe that these activities for the adult learners will impact the health and well-being of our students.

Demand content and instruction that ensure student achievement.

What results did your school community demonstrate for Standard 3 in your MN School of Excellence Application Part 1 (Self-Study)?

During the month of November 2015, we administered the survey to various stakeholders in our school community. Stakeholder groups for Standard 3 included: teachers, building and district administrators, and school board members. The survey was conducted electronically for teaching staff, administrators and board members. Results of the survey were evaluated by our Building Advisory Leadership Team and are listed below.

Standard 3: 21st Century Learning Administered to Teaching and Administration

3A. **Ensure alignment of curriculum with district and school goals, standards, assessments and resources.**

The principal, teachers and stakeholders revisit school goals based on changing school community demographics and community expectations for results.	85.2%	1.9%
The school curriculum is repeatedly examined to ensure growth, refinement, realignment and new standards because of rapid advances in knowledge about how people learn and how to measure learning.	76.4%	5.5%
The principal, administrators, teachers and students raise expectations for their learning and performance.	92.7%	0.0%

3B. Invest in a technology-rich culture that connects learning to the global society.

The principal, teachers and students work together to ensure the use of 21st century technology to access information, communicate, learn and produce work.	81.9%	5.5%
The school community is a learning environment in which the global society is made real through the investment in, and infusion of, digital learning for students and adults.	74.6%	5.5%

3C. Hire, retain and support high quality teachers.

The principal, teachers and stakeholders are engaged in determining how to recruit, celebrate, support and retain high-quality teachers.	68.5%	13.0%
The principal, teachers and stakeholders find new resources to support creative professional development opportunities.	61.8%	9.1%

3D. Ensure rigorous, appropriate and relevant instruction for all students.

The principal, teachers and community leaders expect rigorous experiential learning and development of all students.	81.8%	3.6%
Networks are constantly explored for sustainable community partnerships to support real-world learning and developmental needs of individual students.	55.6%	16.7%

Demand content and instruction that ensure student achievement.

3A. Ensure alignment of curriculum with district and school goals, standards, assessments and resources.

During the month of November 2015, we administered the survey to various stakeholders in our school community. Stakeholder groups for Standard 3 included: teachers, building and district administrators, and school board members. The survey was conducted electronically for teaching staff, administrators and board members. Results of the survey were evaluated by our Building Advisory Leadership Team and are listed below.

The principal, teachers and stakeholders revisit school goals based on changing school community demographics and community expectations for results.	85.2%	1.9%
The school curriculum is repeatedly examined to ensure growth, refinement, realignment and new standards because of rapid advances in knowledge about how people learn and how to measure learning.	76.4%	5.5%
The principal, administrators, teachers and students raise expectations for their learning and performance.	92.7%	0.0%

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Jordan Elementary School is committed to standards based instruction. In 2015, teams worked to unpack standards, align curricular resources to the power standards, and create common formative and summative assessments to measure grade level proficiency. Presently, conversations in PLCs are focused on reviewing current practice in standards based instruction and how it aligns to earlier work. This instructional shift has encouraged staff to begin the process of moving toward standards based grading in the near future.

Each fall, Jordan Public Schools has a K-12 Data Retreat that focuses on the demographics of the district and on the most recent achievement data. Discussion centers on growth trends and potential disparity for at-risk student groups. A team of classroom teachers and specialists from Jordan Elementary School reviews and unpacks the data and creates goals for the upcoming school year. We use these conversations as a springboard for creating PLC goals and professional goals for each teacher. These goals are reviewed by teachers and administrators midyear and again at the end of the year.

This year Jordan Elementary School hired a consultant to provide training and coaching on the Gradual Release of Responsibility model of instruction. As part of this process, staff implemented Learning Targets in all classrooms to guide and tighten instruction. Learning Targets, written in student friendly language, increase student achievement by empowering students to own their learning.

Demand content and instruction that ensure student achievement.

3B. Invest in a technology-rich culture that connects learning to the global society.

During the month of November 2015, we administered the survey to various stakeholders in our school community. Stakeholder groups for Standard 3 included: teachers, building and district administrators, and school board members. The survey was conducted electronically for teaching staff, administrators and board members. Results of the survey were evaluated by our Building Advisory Leadership Team and are listed below.

The principal, teachers and students work together to ensure the use of 21st century technology to access information, communicate, learn and produce work.	81.9%	5.5%
The school community is a learning environment in which the global society is made real through the investment in, and infusion of, digital learning for students and adults.	74.6%	5.5%

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Jordan Public Schools is a district on the forefront of investing in a technology-rich culture. PLANIT Jordan is the district 1:1 digital device initiative for students in grades 4-12. The goal of putting digital devices in the hands of students is to foster a Digital Learning Environment (DLE), which integrates traditional classroom practices with the technical and collaborative work practices of tomorrow. Currently, fourth grade students have access to carts of Chromebooks available in each classroom, with a plan to extend the same access to third grade students in the near future. Staff use Schoology and/or Google Classroom as a Learning Management System for online curriculum. Both platforms are available to parents through a Parent Portal.

Jordan Elementary School staff and students have been given ample opportunities to invest in many different technological areas. We ensure the use of 21st century technology to access information, communicate, learn and create work through Google Apps. Each week, students attend Media/Tech to enhance their skills on the Google platform and to provide instruction in basic coding and digital citizenship. Students have additional access to digital resources that include iPads, SMART Boards, and Chromebooks. A recent grant provided a class set of Google Expedition devices to embed virtual field trips into current instruction.

Demand content and instruction that ensure student achievement.

3C. Hire, retain and support high quality teachers.

During the month of November 2015, we administered the survey to various stakeholders in our school community. Stakeholder groups for Standard 3 included: teachers, building and district administrators, and school board members. The survey was conducted electronically for teaching staff, administrators and board members. Results of the survey were evaluated by our Building Advisory Leadership Team and are listed below.

The principal, teachers and stakeholders are engaged in determining how to recruit, celebrate, support and retain high-quality teachers.	68.5%	13.0%
The principal, teachers and stakeholders find new resources to support creative professional development opportunities.	61.8%	9.1%

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Jordan Public Schools is committed to hiring and retaining high quality teachers. The administrative team and school board follow a process to select and hire outstanding individuals who have the knowledge, talent and desire to provide the best possible education for students. The district uses AppliTrack, EdPost, and the district website to advertise positions and allow the hiring committee to quickly locate candidates that meet the requirements of each position. The AppliTrack platform, in conjunction with a rigorous interview process, supports the district selection of the best candidate for each position. After the selection of a probationary teacher, building administrators conduct three observations throughout the school year to provide both coaching and feedback.

The district recently updated the Teacher Development and Evaluation Plan to include a peer review process for all licensed staff. In addition, building administration conduct three observations per year for non-tenured staff and one observation every three years for tenured staff. This observation protocol includes a pre-observation meeting, the formal lesson observation, and a post-observation meeting that provides the coaching and feedback required for optimal teacher performance.

Jordan Public Schools values training its staff to address the needs of 21st Century learners. Teachers take advantage of personalized professional development opportunities such as Genius Hour and in-house staff development work days. Staff collaborate in their respective teams to plan highly engaging lessons aligned to standards, create common assessments, and analyze student work samples and data to inform their instruction.

Demand content and instruction that ensure student achievement.

3D. Ensure rigorous, appropriate and relevant instruction for all students.

During the month of November 2015, we administered the survey to various stakeholders in our school community. Stakeholder groups for Standard 3 included: teachers, building and district administrators, and school board members. The survey was conducted electronically for teaching staff, administrators and board members. Results of the survey were evaluated by our Building Advisory Leadership Team and are listed below.

The principal, teachers and community leaders expect rigorous experiential learning and development of all students.	81.8%	3.6%
Networks are constantly explored for sustainable community partnerships to support real-world learning and developmental needs of individual students.	55.6%	16.7%

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The refocus on Professional Learning Communities has helped align curriculum with district and school goals, standards, assessments, and resources. Teams work together to develop power benchmarks, align power benchmarks to the curricular resources, develop common assessments, and review assessment results. We integrate data-informed instruction, assessments and learning as a core competency in every classroom. Staff take a critical look at data from NWEA and DIBELS assessments, in addition to formative and summative classroom assessments, to determine the levels at which all children are performing.

In 2015, Jordan Elementary School became a Project Lead the Way school. This engaging, hands-on curriculum empowers students to develop 21st Century knowledge and skills. A representative group of teachers were trained in PLTW methodology to support their colleagues in creating classroom environments that engage students in real-world, project-based learning. Currently, staff are researching the inclusion of Makerspaces into science and math instruction, and are making plans to increase student engagement through personalized learning and project-based learning opportunities.

Jordan Public Schools has a Curriculum and Technology Integration Committee that meets monthly with parents, administration, and staff members. This committee reviews the needs, goals and results of current trends in curriculum and instruction to recommend curriculum and resource improvements. Parents raise questions, share concerns, and provide feedback on current practice. Each year, the committee works to create and recommend a vision of future instruction in Jordan Public Schools to present to the School Board.

**Create a culture of continuous learning for adults,
tied to student learning and other school goals.**

What results did your school community demonstrate for Standard 4 in your MN School of Excellence Application Part 1 (Self-Study)?

During the month of November 2015, we administered the survey to various stakeholders in our school community. Stakeholder groups for Standard 4 included: teachers, paraprofessionals, building and district administrators, and school board members. The survey was conducted electronically for teaching staff, administrators, board members, with a paper/pencil format for paraprofessionals. Results of the survey were evaluated by our Building Advisory Leadership Team and are listed below.

Standard 4: Quality Instruction administered to Teachers, Paraprofessionals, Administration

4A. Invest in comprehensive professional development for all adults to support student learning.

Adult learning is directly tied to student learning and developmental needs.	71.6%	8.1%
Professional development models quality teaching practices and produces measurable changes in teaching and learning.	64.6%	6.2%
The principal and teachers seek external resources for complimentary professional development in order to maximize the effect of the investment.	71.4%	7.9%

4B. Align the school-wide professional development plan with school and learning goals.

A comprehensive professional development plan is aligned with standards in the field and school learning goals.	58.8%	9.5%
The implementation of the plan is monitored for rigor and relevance for adult learning.	51.7%	12.1%
Professional development experiences are focused, require application of new knowledge and skills, are based on student learning data and area analyzed to identify new gaps in adult or student learning.	61.9%	4.8%

4C. Encourage adults to broaden networks to bring new knowledge and resources to learning environments.

The principal, teachers and stakeholders create, lead, participate in and sustain local, state, national and international networks as a key strategy for accessing new knowledge and diverse resources to increase student and adult performance.	49.2%	9.5%
The principal models effective use of technology to support networking and accessing resources for instructional leadership development.	70.9%	6.4%

4D. Provide time, structure and opportunities for adults to plan, work, reflect and celebrate together to improve practice.

The learning culture is sustained by constant management of collaborative structures, which addresses the changing learning needs of students and adults.	67.7%	7.7%
The inclusion of stakeholders and the use of technology encourage individual leadership to enhance planning, reflection and the work of the school.	57.8%	7.9%
Celebration of adult and student learning permeates the daily culture.	52.0%	12.7%

**Create a culture of continuous learning for adults,
tied to student learning and other school goals.**

4A. Invest in comprehensive professional development for all adults to support student learning.

During the month of November 2015, we administered the survey to various stakeholders in our school community. Stakeholder groups for Standard 4 included: teachers, paraprofessionals, building and district administrators, and school board members. The survey was conducted electronically for teaching staff, administrators, board members, with a paper/pencil format for paraprofessionals. Results of the survey were evaluated by our Building Advisory Leadership Team and are listed below.

Adult learning is directly tied to student learning and developmental needs.	71.6%	8.1%
Professional development models quality teaching practices and produces measurable changes in teaching and learning.	64.6%	6.2%
The principal and teachers seek external resources for complimentary professional development in order to maximize the effect of the investment.	71.4%	7.9%

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Jordan Public Schools dedicates funds to provide professional development opportunities for all staff. Each building has a Staff Development Committee that reviews professional development requests from staff members wishing to attend workshops and conferences, or from groups of teachers who wish to work together on curriculum alignment as grade level/departments or vertical teams. Building committees help to ensure that funds are spent on opportunities that align with building and district goals for student learning. Teachers, administrators, and paraprofessionals are encouraged to attend workshops and conferences focused on core subject areas. In addition, classes that offer information on students with more complex needs or classwide behavior management strategies are provided.

In recent years, Jordan Elementary School has focused staff development funds on PBIS, PLC, PRESS, Mental Health, Balanced Literacy and SMART Room training for staff members. Staff attending these workshops are asked to support the professional growth of their colleagues by facilitating mini PD sessions, or by participating on building committees where their knowledge can be used in a decision-making process aligned to building goals. In 2016-2017, a consultant was hired to support best practice literacy instruction by focusing on Balanced Literacy and the Gradual Release of Responsibility model of instruction.

Jordan Public Schools has updated the Teacher Development and Evaluation Plan to encourage professional growth through formal and informal observations, where reflection of current instructional practice is reviewed and discussed. All teachers also participate in a Peer Review process that positively impacts instruction for the peer reviewer and the classroom teacher.

**Create a culture of continuous learning for adults,
tied to student learning and other school goals.**

4B. Align the school-wide professional development plan with school and learning goals.

During the month of November 2015, we administered the survey to various stakeholders in our school community. Stakeholder groups for Standard 4 included: teachers, paraprofessionals, building and district administrators, and school board members. The survey was conducted electronically for teaching staff, administrators, board members, with a paper/pencil format for paraprofessionals. Results of the survey were evaluated by our Building Advisory Leadership Team and are listed below.

A comprehensive professional development plan is aligned with standards in the field and school learning goals.	58.8%	9.5%
The implementation of the plan is monitored for rigor and relevance for adult learning.	51.7%	12.1%
Professional development experiences are focused, require application of new knowledge and skills, are based on student learning data and area analyzed to identify new gaps in adult or student learning.	61.9%	4.8%

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A District Staff Development Committee was created in 2016-2017 to align the schoolwide professional development plan with school learning goals. This committee, made up of administrators and certified and noncertified staff from each building, meets quarterly to focus on the following goals:
● To develop a district staff development plan to recommend to the Administrative Team
● To create consistent guidelines for reimbursement and approval
● To evaluate the effectiveness of staff development throughout the district to ensure that training is focused on enhancing adult and student learning

Through conversations at the District Staff Development Committee, the district has adopted summer flex training days, early release professional development days, and individualized personalized learning for staff through a Genius Hour format.

**Create a culture of continuous learning for adults,
tied to student learning and other school goals.**

4C. Encourage adults to broaden networks to bring new knowledge and resources to learning environments.

During the month of November 2015, we administered the survey to various stakeholders in our school community. Stakeholder groups for Standard 4 included: teachers, paraprofessionals, building and district administrators, and school board members. The survey was conducted electronically for teaching staff, administrators, board members, with a paper/pencil format for paraprofessionals. Results of the survey were evaluated by our Building Advisory Leadership Team and are listed below.

The principal, teachers and stakeholders create, lead, participate in and sustain local, state, national and international networks as a key strategy for accessing new knowledge and diverse resources to increase student and adult performance.	49.2%	9.5%
The principal models effective use of technology to support networking and accessing resources for instructional leadership development.	70.9%	6.4%

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In 2015, Jordan Public Schools designed a digital learning environment called PLANIT Jordan. PLANIT Jordan stands for personalized learning and integrated technology. A Digital Learning Environment (DLE) is any learning that is facilitated by technology. With this focus, teachers and students have unlimited access to integrate 21st Century skills into learning and collaboration. To further support learning, the district has adopted Schoology, a learning management system for students and staff from grades 5-12. As role models, all administrators have used Schoology for staff trainings, including monthly faculty meetings.

All staff were also trained in the Google App platform in 2015. Based on their work with this platform, a team of teachers at Jordan Elementary School recently piloted Google Classroom as a learning management system for their students. The goal was to prepare students for the transition to Schoology when they reached the Middle School.

**Create a culture of continuous learning for adults,
tied to student learning and other school goals.**

4D. Provide time, structure and opportunities for adults to plan, work, reflect and celebrate together to improve practice.

During the month of November 2015, we administered the survey to various stakeholders in our school community. Stakeholder groups for Standard 4 included: teachers, paraprofessionals, building and district administrators and school board members. The survey was conducted electronically for teaching staff, administrators, board members, with a paper/pencil format for paraprofessionals. Results of the survey were evaluated by our Building Advisory Leadership Team and are listed below.

The learning culture is sustained by constant management of collaborative structures, which addresses the changing learning needs of students and adults.	67.7%	7.7%
The inclusion of stakeholders and the use of technology encourage individual leadership to enhance planning, reflection and the work of the school.	57.8%	7.9%
Celebration of adult and student learning permeates the daily culture.	52.0%	12.7%

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Jordan Elementary School has scheduled time each week for adults to plan, work, reflect, and celebrate together on current practice. Jordan Elementary staff members attend bi-weekly Professional Learning Community meetings with their PLC group (generally grade level/department groups). The PLC meetings are designed to reflect on current practice in the classroom, and to make necessary changes to instruction based on assessment results. PLC meetings also include celebration times for staff members to share their classroom success stories.

Staff use a variety of electronic tools to enhance their planning and instruction. Summative and standardized assessment data is stored and shared on Google Drive by classroom teachers and specialists. Staff trainings are shared through Schoology. They remain available throughout the school year, and are archived for future reference.

Jordan Elementary is a PBIS school where staff and students are recognized for positive behaviors with Jordan Pride passes. The recognition aligns to our building rules: be safe, respectful and responsible. Each quarter, students celebrate with an all-school reward to recognize the hard work of staff and students showing J-Town Pride.

Manage knowledge and data to inform decisions and measure progress of student, adult, and school performance.

What results did your school community demonstrate for Standard 5 in your MN School of Excellence Application Part 1 (Self-Study)?

During the month of November 2015, we administered the survey to various stakeholders in our school community. Stakeholder groups for Standard 5 included: teachers, families, building and district administrators, and school board members. The survey was conducted electronically for teaching staff, administrators and board members, with a paper/pencil format for families.. Results of the survey were evaluated by our Building Advisory Leadership Team and are listed below.

Standard 5: Knowledge and Data administered to Teachers and Administration

5A. Make performance data a primary driver for school improvement.

The principal, teachers and stakeholders expect full access to data that measures the quality of student performance and management of operations of the school learning community.	92.4%	0.0%
Intentional conversations regularly explore the link between the implications of performance data and improved practice.	79.1%	0.0%

5B. Measure student, adult and school performance using a variety of data.

The principal, teachers, district staff, and stakeholders collaborate in creating new or modifying existing performance evaluation and accountability systems for student and adult learning.	72.0%	2.0%
Performance evaluation and accountability systems include a variety of data: formative and summative, disaggregated and trend, quantitative and qualitative, and self-assessment and external assessment.	60.7%	2.0%

5C. Build capacity of adults and students to use knowledge effectively to make decisions.

The entire school community is regularly engaged in data gathering and analysis.	69.3%	3.8%
The principal, teachers, staff, and stakeholders view data as fundamental in guiding and creating systematic interventions to improve student, adult and school performance.	86.0%	0.0%
Students are taught to use data to make informed decisions in their own learning.	37.0%	26.1%

5D. Benchmark high-achieving schools with comparable demographics.

The principal, teachers and community leaders systematically search for benchmarks of administrative operations and instructional practices used by high-performing schools to meet specific student or adult learning needs.	72.0%	6.0%

5E. Make results transparent to the entire school community.

The principal, teachers and students, parents and community leaders seek to make the entire community aware of school results data.	71.7%	1.9%
Every effort is made to ensure that the data and resulting knowledge is understood by all stakeholders and guides joint discussion and action about high-yield school and community strategies to increase student and adult performance.	67.3%	3.8%

Manage knowledge and data to inform decisions and measure progress of student, adult, and school performance.

5A. – 5E.

Attach data summaries to support your conclusions.
- You <u>do not</u> need a separate data summary for each strategy.
- At a minimum, attach Minnesota Department of Education MCA data. If you choose, you also may include your district or NWEA data.

# 2016 MCA-III Test Results Comparison Disaggregated by Grade Level

Reading Scores (Jordan Trends):

	2013	2014	2015	2016	State
Grade 3	54.4	61.6	66.0	70.2	57.3
Grade 4	62.1	57.4	65.8	63.5	58.3
Grade 5	73.7	81.5	80.5	79.0	67.7
Grade 6	63.2	71.2	77.0	67.6	62.3
Grade 7	74.0	61.2	77.3	70.0	56.6
Grade 8	57.2	71.8	54.7	69.5	57.0
Grade 10	66.7	60.0	74.6	76.5	58.9

Math Scores (Jordan Trends):

	2013	2014	2015	2016	State
Grade 3	72.0	73.2	78.7	80.2	69.4
Grade 4	72.4	69.0	76.7	72.3	68.7
Grade 5	62.4	69.1	68.0	65.9	58.8
Grade 6	66.7	71.6	63.7	67.2	55.9
Grade 7	74.8	67.8	77.1	67.8	56.2
Grade 8	78.9	88.5	71.3	83.8	58.0
Grade 11		45.0	52.6	45.8	47.1

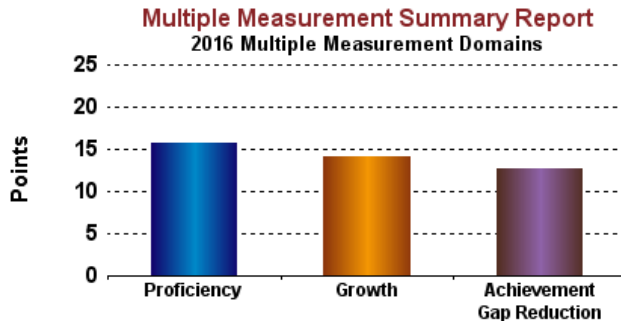# 2016 MCA-III Test Results Comparison Disaggregated by Performance Level

District Proficiency Levels for Reading (2016)
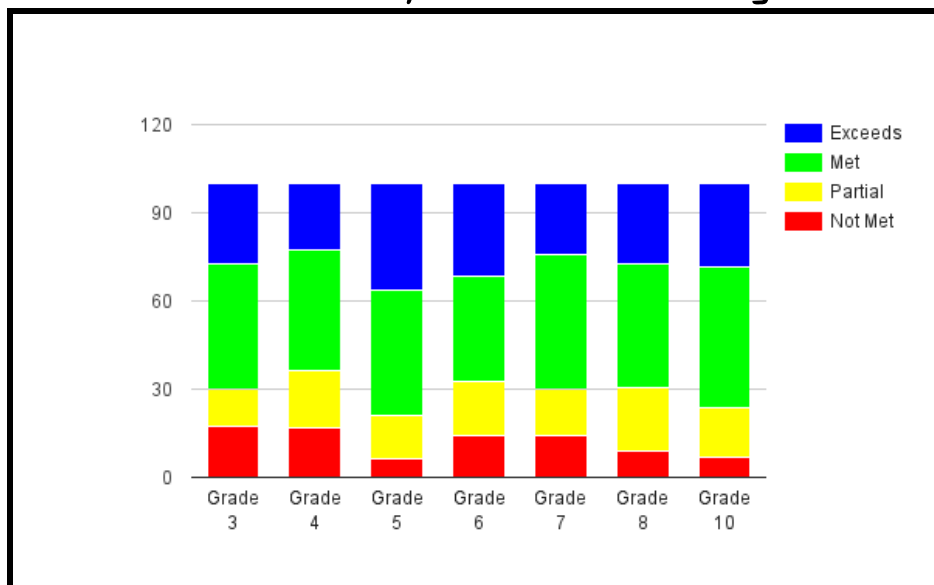
District Proficiency Levels for Math (2016)
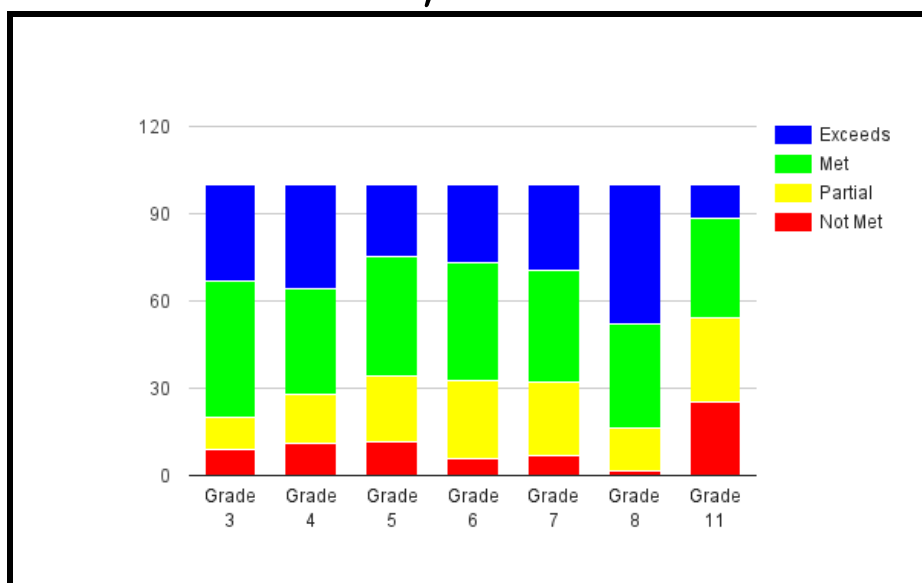
2016 MCA-III MMR Summary Report

Multiple Measurement Summary Report
2016 Multiple Measurement Domains

For Additional Details, click on a bar on chart above.

Multiple Measurement Designation
This school has not been designated as a Priority, Focus, Continuous Improvement, Celebration Eligible or Reward School.

Multiple Measurement Rating(MMR) 56.64%

Comparison Group
Elementary School

Title I Status
Applied for Title I funding in 2017 (2016-17 school year)

Multiple Measurement Domain Summary

Each Multiple Measurement domain has common summary components that are averaged to create the Multiple Measurement Rating for a school. Summary numbers for number of students (n-counts), raw numbers and final MMR points are shown below. If a school does not qualify for any one domain, the Multiple Measurement Rating is determined using available information. Further domain detail is available in the charts below. "What is important?" questions are included in each domain to guide improvement planning.

Domains	Year	Number of Students	Measurement	Score	Points
Proficiency	2016	276	Weighted Percent of Cells Reaching Target	63.0%	15.74
Growth	2016	152	Average Growth Z Score	0.0401	14.08
Achievement Gap Reduction	2016	70	Achievement Gap Score	0.1176	12.66

2016 MMR: 42.48 total points out of 75 possible points = 56.64%

2016 Proficiency Detail -
District: Jordan Public School District
School: Jordan Elementary

2016 Mathematics Proficiency Detail

	Number of Students	Proficiency Index	Target	Meets Target	Included in Numerator
All Students	276	83.33	83.15	Yes	Yes
Am Indian	4	100.00	.00	-	-
Asian	6	100.00	47.43	-	-
Hispanic	37	64.86	62.74	Yes	Yes
Black	5	90.00	14.34	-	-
White	224	85.49	86.96	No	No
LEP	24	58.33	56.47	Yes	Yes
Special	42	58.33	61.45	No	No
FRP	79	72.15	70.46	Yes	Yes

2016 Reading Proficiency Detail

	Number of Students	Proficiency Index	Target	Meets Target	Included in Numerator
All Students	276	75.36	74.65	Yes	Yes
Am Indian	4	87.50	.00	-	-
Asian	6	100.00	29.79	-	-
Hispanic	37	56.76	51.97	Yes	Yes
Black	5	100.00	4.18	-	-
White	224	77.01	79.24	No	No
LEP	24	47.92	40.78	Yes	Yes
Special	42	42.86	50.50	No	No
FRP	79	63.92	59.71	Yes	Yes

In Reading:
American Indians are making more growth than white students statewide.
Asian students are making less growth than white students statewide.
Black students are making more growth than white students statewide.
Hispanic students are making less growth than white students statewide.
English Learners are making less growth than native English speakers statewide.
Special Education students are making less growth than non-SpEd students statewide
FRP students are making less growth than non FRP students statewide.

In Math:
American Indian students are making more growth than white students statewide.
Asian students are making more growth than white students statewide.
Black students are making more growth thn white students statewide.
Hispanic students are making less growth than white students statewide.
English Learners are making less growth than native English speakers statewide.
Special Education students are making less growth than non-SpEd students statewide
FRP students are making less growth than non FRP students statewide.

**Manage knowledge and data to inform decisions and measure
progress of student, adult, and school performance.**

5A. Make performance data a primary driver for school improvement.

During the month of November 2015, we administered the survey to various stakeholders in our school community. Stakeholder groups for Standard 5 included: teachers, families, building and district administrators, and school board members. The survey was conducted electronically for teaching staff, administrators and board members, with a paper/pencil format for families. Results of the survey were evaluated by our Building Advisory Leadership Team and are listed below.

The principal, teachers and stakeholders expect full access to data that measures the quality of student performance and management of operations of the school learning community.	92.4%	0.0%
Intentional conversations regularly explore the link between the implications of performance data and improved practice.	79.1%	0.0%

Each fall, a group of K-12 teachers has a one day Data Retreat to analyze trend data from the district. The data is generated from NWEA, MCA, ACT and SWIS assessments. The group goes through a Data Driven Dialogue process to evaluate trends and set priorities and goals for the new year. This data is then shared and reviewed at grade level and department PLC meetings throughout the year. Group conversations are based on the following steps:

1.   Step One: Predict
To activate interest and bring out prior knowledge, preconceptions, and assumptions regarding the available performance data. Predictions are guided by the questions we want to answer with the data that we are analyzing. Predictions lay a foundation for collaborative inquiry.

2.   Step Two: Explore
To generate observations about performance data that reflect the best thinking of the group, and prioritize them for action.

3.   Step Three: Explain (root cause analysis)
To generate theories of causation keeping multiple voices in the dialogue, to deepen thinking, to get to the root causes, and to identify additional data to validate root causes.

4.   Step Four: Take Action
To identify solutions and prepare to take action. Then to identify what additional data will be gathered/monitored to determine if action steps are being implemented and having the intended effect.

**Manage knowledge and data to inform decisions and measure
progress of student, adult, and school performance.**

5B. Measure student, adult and school performance using a variety of data.

During the month of November 2015, we administered the survey to various stakeholders in our school community. Stakeholder groups for Standard 5 included: teachers, families, building and district administrators, and school board members. The survey was conducted electronically for teaching staff, administrators and board members, with a paper/pencil format for families. Results of the survey were evaluated by our Building Advisory Leadership Team and are listed below.

The principal, teachers, district staff, and stakeholders collaborate in creating new or modifying existing performance evaluation and accountability systems for student and adult learning.	72.0%	2.0%
Performance evaluation and accountability systems include a variety of data: formative and summative, disaggregated and trend, quantitative and qualitative, and self-assessment and external assessment.	60.7%	2.0%

In 2016, the district revised the Teacher Development and Evaluation model to formalize a process that includes a self-assessment with goal setting, with mid-year and end-of-year reviews. Teachers set and review SMART goals and create action steps to achieve their goals. To support their continued growth, all teachers are informally observed in a peer review model, and formally observed by administration every three years (tenured teachers) and at least three times per year (non-tenured teachers). Evaluations are based on the Charlotte Danielson model and are shared with staff in post-observation conferences.

All staff have been trained in administering and reviewing reports from the following assessments: NWEA, DIBELS, ESGI, and SWIS. In addition, at risk reading students are evaluated with the Fountas and Pinnell benchmark assessment process. Data is reviewed by interventionists and classroom teachers and stored on the Google Drive for ongoing review through trend analysis.

Manage knowledge and data to inform decisions and measure progress of student, adult, and school performance.

5C. Build capacity of adults and students to use knowledge effectively to make decisions.

During the month of November 2015, we administered the survey to various stakeholders in our school community. Stakeholder groups for Standard 5 included: teachers, families, building and district administrators and school board members. The survey was conducted electronically for teaching staff, administrators and board members, with a paper/pencil format for families. Results of the survey were evaluated by our Building Advisory Leadership Team and are listed below.

The entire school community is regularly engaged in data gathering and analysis.	69.3%	3.8%
The principal, teachers, staff, and stakeholders view data as fundamental in guiding and creating systematic interventions to improve student, adult and school performance.	86.0%	0.0%
Students are taught to use data to make informed decisions in their own learning.	37.0%	26.1%

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Staff meet for a building level data retreat twice a year to review the data collected from NWEA, OLPA and DIBELS assessments. In addition, the PBIS team reviews data gathered through SWIS on behavior management strategies and goals, and determines if Tier II interventions are needed for particular students through a Check-In/Check-Out model. Data is shared through the Google Drive and is available to analyze trend data for grade levels, classrooms and individual students. These strategies continue to have a positive impact on our staff and students.

We support the specific needs of all students through a MTSS model, and our goal is to close the learning gap of at-risk students. We continue to create interventions that improve student performance within the school. A JWIN (Just What I Need) time is part of each grade level schedule for Reading and Math. During this daily intervention time for all students, general education, enrichment, RTI and MN Reading Corps interventionists, and special education staff work with students to provide specific instruction in small group or individualized settings. The groups change based on student data, where staff respond appropriately if there is growth or a need for additional support.

Beginning in the 2016-2017 school year, RTI staff assisted classroom teachers in providing classwide PRESS interventions for literacy. The results were exceptional for supporting Tier I classroom practice. In addition, a greater focus on Independent Reading and conferring time created an opportunity for students to gather immediate feedback from teachers on literacy skills and strategies and apply them in new situations. We will continue to focus on strategies that support students using data to create goals, monitor their learning, demonstrate levels of proficiency, and reflect on what they could do differently to learn and grow as 21st century learners.

Standard 5 – Knowledge and Data

Manage knowledge and data to inform decisions and measure progress of student, adult, and school performance.

5D. Benchmark high-achieving schools with comparable demographics.

During the month of November 2015, we administered the survey to various stakeholders in our school community. Stakeholder groups for Standard 5 included: teachers, families, building and district administrators and school board members. The survey was conducted electronically for teaching staff, administrators and board members, with a paper/pencil format for families. Results of the survey were evaluated by our Building Advisory Leadership Team and are listed below.

The principal, teachers and community leaders systematically search for benchmarks of administrative operations and instructional practices used by high-performing schools to meet specific student or adult learning needs.	72.0%	6.0%

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As part of our yearly district data retreat, administration and staff evaluate current as well as trend data. In order to measure program effectiveness, we look at data from neighboring districts and districts with comparable demographics. We also compare our data to state and national trends to evaluate standard alignment. This information is then shared with staff through Google Drive and is discussed at building level staff meetings and PLCs at the beginning of the school year.

In addition, our RTI staff members have visited and talked with schools around the area to learn about systems of interventions, options for scheduling, and successful intervention strategies. Using innovative ideas from high-performing schools, we were able to modify our plan and intervention schedule to create a model that meets our students' needs. We are reviewing our current student intervention process and protocol and hope to have a more streamlined K-8 system beginning in the fall of 2017.

Manage knowledge and data to inform decisions and measure progress of student, adult, and school performance.

5E.   Make results transparent to the entire school community.

During the month of November 2015, we administered the survey to various stakeholders in our school community. Stakeholder groups for Standard 5 included: teachers, families, building and district administrators and school board members. The survey was conducted electronically for teaching staff, administrators and board members, with a paper/pencil format for families. Results of the survey were evaluated by our Building Advisory Leadership Team and are listed below.

The principal, teachers and students, parents and community leaders seek to make the entire community aware of school results data.	71.7%	1.9%
Every effort is made to ensure that the data and resulting knowledge is understood by all stakeholders and guides joint discussion and action about high-yield school and community strategies to increase student and adult performance.	67.3%	3.8%

****

Jordan Elementary School participates in NWEA, DIBELS and MCA assessments. These assessments are taken throughout the year to provide teachers, students, and parents with benchmark data to monitor progress. The DIBELS assessment has progress monitoring tools that are used to track academic growth bi-weekly. This information allows our teachers to tailor instruction to students' needs. Our teachers, students, and parents are presented this information each quarter, and we continue to provide different ways and opportunities to communicate progress to our community stakeholders. Currently our data is communicated through newsletters, local media, school and district websites, and social media.

**Actively engage the community to create shared responsibility for
student performance and development.**

**What results did your school community demonstrate for Standard 6 in your MN School of
Excellence Application Part 1 (Self-Study)?**

During the month of November 2015, we administered the survey to various stakeholders in
our school community. Stakeholder groups for Standard 6 included: teachers,
paraprofessionals, families, building and district administrators, and school board members.
The survey was conducted electronically for teaching staff, administrators and board
members, with a paper/pencil format for paraprofessionals and families. Results of the
survey were evaluated by our Building Advisory Leadership Team and are listed below.

Standard 6: Knowledge and Data administered to Teachers and Administration

**6A. Engage parents, families and the community to build relationships that support
improved performance.**

The principal, teachers and involved volunteers regularly engage with stakeholders to expand relationships and participation.	75.4%	4.1%
Data about participation is compared with effective engagement programs and practices around the nation.	72.%	4.8%

**6B. Serve as civic leaders who regularly engage with numerous stakeholders to support
students, families and schools in more effective ways.**

The principal, teachers, and staff are visible participants in community efforts identifying, advocating for, and securing supports for students and families.	76.1%	3.0%

6C. Shape partnerships to ensure multiple learning opportunities for students, in and out of school.

The school works collaboratively with the community to create, align, and sustain a partnership system of in- and out-of-school learning experiences accessible to all students.	69.8%	6.3%

**6D. Market the school's distinctive learning environment and results to inform parents' choices of options
that best fit their children's needs.**

District and school staff market the school and its uniqueness to the entire community.	81.8%	2.7%
The school community shares responsibility for determining the best choices of options to fit each student's particular needs.	71.2%	5.9%

6E. Advocate for high-quality education for every student.

The principal and teachers work collaboratively with parents and community leaders to educate and advocate for funding support for education, policies and legislation that support learning for every student.	73.9%	5.4%

**Actively engage the community to create shared responsibility for
student performance and development.**

**6A. Engage parents, families and the community to build relationships that support
improved performance.**

During the month of November 2015, we administered the survey to various stakeholders in
our school community. Stakeholder groups for Standard 6 included: teachers,
paraprofessionals, families, building and district administrators, and school board members.
The survey was conducted electronically for teaching staff, administrators and board
members, with a paper/pencil format for paraprofessionals and families. Results of the
survey were evaluated by our Building Advisory Leadership Team and are listed below.

The principal, teachers and involved volunteers regularly engage with stakeholders to expand relationships and participation.	75.4%	4.1%
Data about participation is compared with effective engagement programs and practices around the nation.	72.%	4.8%

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Jordan Elementary School is committed to engaging all stakeholders in our school
community in order to build positive relationships and improve academic and
social-emotional programming. Many of our district and building committees, such as the
Title/RTI Parent Advisory Board, PBIS, Curriculum and Technology Integration Advisory
Council, and the American Indian Advisory Council, have voices representing administration,
certified and noncertified staff, as well as parents and community leaders.

To further engage with our stakeholders, we continue to actively invite the community to
public events that showcase student academic and social learning:
- Music concerts and Art Shows
- Wax Museum and Economics Fair (Enrichment program)
- PTO Events (dances, Read-a-Thon activities, Spring Family Fun)
- RTI/Title I Family Night
- Veterans Day Program

Our students benefit by having the opportunity to present and respond to an authentic
audience. These opportunities continue to present a positive image of our district and create
ongoing dialogue with the community on the evolving nature of 21st Century education.

Beginning in 2015, Jordan Elementary transitioned to having a Back to School Conference
for each student before the first day of school. Each family schedules a time to meet with the
teacher, review expectations, set up lunch accounts, visit/meet with specialists and other
school staff, and complete benchmark assessments. Our goal is to provide a positive
working relationship between parents, teachers and students to encourage home and school
collaboration that begins before the academic year starts. We want all stakeholders to have
a common understanding of expectations and goals.

Actively engage the community to create shared responsibility for student performance and development.

6B. Serve as civic leaders who regularly engage with numerous stakeholders to support students, families and schools in more effective ways.

During the month of November 2015, we administered the survey to various stakeholders in our school community. Stakeholder groups for Standard 6 included: teachers, paraprofessionals, families, building and district administrators, and school board members. The survey was conducted electronically for teaching staff, administrators and board members, with a paper/pencil format for paraprofessionals and families. Results of the survey were evaluated by our Building Advisory Leadership Team and are listed below.

The principal, teachers, and staff are visible participants in community efforts identifying, advocating for, and securing supports for students and families.	76.1%	3.0%

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The Jordan Elementary Food for Friends Backpack Program has been in operation for more than 10 years providing weekly backpacks of food for students in need. The program is funded through donations and a partnership with our local Jordan Food Shelf. For additional needs beyond food, Jordan Public Schools has a Jordan Family Outreach (JFO) program that provides clothing and resources to address the medical and financial needs of at-risk families. This program is accessed through the building Social Worker.

Administrators and staff are visible in the community beyond the school day and the school setting. They participate as members of the Chamber of Commerce, and volunteer at local events such as Celebrate Jordan, Heimatfest and the Jordan Dazzle parade. In 2015, administrators initiated an off-site information night for families that traditionally have struggled to attend school-wide events such as conferences. That program has continued with great success. In 2017, preschool teachers held conferences off site to support these same families. We will continue to look at opportunities to meet our parents and community members outside of the school day and beyond the school setting.

Actively engage the community to create shared responsibility for student performance and development.

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6C. Shape partnerships to ensure multiple learning opportunities for students, in and out of school.

During the month of November 2015, we administered the survey to various stakeholders in our school community. Stakeholder groups for Standard 6 included: teachers, paraprofessionals, families, building and district administrators, and school board members. The survey was conducted electronically for teaching staff, administrators and board members, with a paper/pencil format for paraprofessionals and families. Results of the survey were evaluated by our Building Advisory Leadership Team and are listed below.

The school works collaboratively with the community to create, align, and sustain a partnership system of in- and out-of-school learning experiences accessible to all students.	69.8%	6.3%

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JES focuses on the academic and social-emotional development of students by incorporating a PBIS (Positive Behavioral Interventions and Supports) model where safety, respect and responsibility are integrated into all areas of the school. We celebrate and acknowledge students demonstrating positive behavior, and continuously look for ways to support students when challenges arise. We value building relationships, and believe when students feel cared for and nurtured, high levels of learning occur.

As part of our focus on the whole child, grade levels look for opportunities to give back to the community. Our intermediate students volunteer at Feed My Starving Children each year. Our primary students work with local senior housing complexes to visit and share songs, and build relationships. As a school, we work with the Jordan Food Shelf on a food drive and support the LLS Pennies for Patients fundraiser each year.

Throughout the year, groups of staff and students continue to develop partnerships with local organizations to design field trips and bring in community experts on a variety of topics. In recent years, therapy dogs have been integrated into Read Aloud times in several classrooms. In 2016, the local Girl Scout Troop, in collaboration with a local business, donated a Buddy Bench to the elementary playground to provide a safe space for students who need help connecting with others socially. Additional learning opportunities are available through a strong Community Education program in our district.

Actively engage the community to create shared responsibility for student performance and development.

6D. Market the school's distinctive learning environment and results to inform parents' choices of options that best fit their children's needs.

During the month of November 2015, we administered the survey to various stakeholders in our school community. Stakeholder groups for Standard 6 included: teachers, paraprofessionals, families, building and district administrators, and school board members. The survey was conducted electronically for teaching staff, administrators and board members, with a paper/pencil format for paraprofessionals and families. Results of the survey were evaluated by our Building Advisory Leadership Team and are listed below.

District and school staff market the school and its uniqueness to the entire community.	81.8%	2.7%
The school community shares responsibility for determining the best choices of options to fit each student's particular needs.	71.2%	5.9%

****

We promote our school to the greater community through newsletters, grade level brochures, videos, local newspaper, school and district websites, and social media. The building principal maintains a Facebook and Twitter account to connect parents and community members with the activities and learning occurring throughout the building. Currently, we have over 900 followers with these accounts. In 2017-2018 the district is moving to a new district website with a more user-friendly app for parents. In addition, a Jordan Public Schools promotional video has been created to be distributed to local businesses.

Classroom teachers send weekly newsletters and utilize the Remind App with parents sharing celebrations and important upcoming events. The principal shares a monthly newsletter that includes information from specialists, support staff, social worker, school nurses, PTO, as well as important current events. The JES enrichment program creates a weekly student-created newscast, JESN (Jordan Elementary School News) that is written, produced and edited by students. This newscast is available to parents and community members through the website and through social media.

Actively engage the community to create shared responsibility for student performance and development.

6E.   Advocate for high-quality education for every student.

During the month of November 2015, we administered the survey to various stakeholders in our school community. Stakeholder groups for Standard 6 included: teachers, paraprofessionals, families, building and district administrators, and school board members. The survey was conducted electronically for teaching staff, administrators and board members, with a paper/pencil format for paraprofessionals and families. Results of the survey were evaluated by our Building Advisory Leadership Team and are listed below.

The principal and teachers work collaboratively with parents and community leaders to educate and advocate for funding support for education, policies and legislation that support learning for every student.	73.9%	5.4%

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Jordan Elementary School provides effective programming for all students based on their individual needs. Our school environment is warm and welcoming for students, staff, parents and community members. We continue to provide a high quality education for every student each day. Our district mission and focus is to *Inspire a caring community to ignite learning, innovation and success for all*. We provide support to all students by providing researched best-practice interventions, gathering and analyzing data, adjusting our instructional practices to meet student needs, and celebrating the growth and learning of our staff and students.

Families have multiple opportunities to support district and building values and mission. The JES PTO has monthly meetings that provide funding and support for building programs and projects. The Curriculum and Technology Integration Committee focuses on building values by embedding innovation and personalized learning into resource purchases. Building and District leaders communicate with local and state legislators to advocate for funding towards programming needs.

Jordan Elementary staff look for grant opportunities to fund innovative projects and opportunities for students. In the past three years, six grants have been funded for JES staff which provided the following options for students: wobble stools for first grade and RTI math classrooms, technology to access Google Expeditions, math intervention activities, and the Zones of Regulation behavior management system for at risk students. As new needs arise, staff will continue to look for creative ways to fund programs.