



2021–22 Combined World’s Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

Please use this template as an internal tool to gather information. Responses should be submitted electronically in the [Combined 2021–22 WBWF and A&I Annual Summary & Progress Report](#). You can copy your responses from this template into the electronic form.

District or Charter Name: Jordan Public Schools

WBWF Contact: Erin Hjelmeland

Title: Director of Teaching and Learning

Phone: 952-492-4486

Email: ehjelmeland@isd717.org

A&I Contact: Erin Hjelmeland

Title: Director of Teaching and Learning

Phone: 952-492-4486

Email: ehjelmeland@isd717.org

Did you have a Minnesota Department of Education (MDE) approved A&I plan implemented in the 2020–21 school year (SY)?

☒ Yes ☐ No

What year of your Achievement & Integration plan are you reporting on?

☒ Year 3 (3-year plan spans 2020–22 SY)

☐ Year 2 (3-year plan spans 2021–23 SY)

Did you have a Racially Identifiable School (RIS) in the 2021–22 SY?

☐ Yes ☒ No

This report has three parts:

1. **WBWF:** Required for all districts/charters.
2. **A&I:** Required for districts that were implementing an MDE approved A&I plan during the 2020–21 SY. No charter schools should complete this section.
3. **Racially Identifiable School:** Required for districts that were implementing an MDE approved A&I plan for Racially Identifiable Schools during the 2020–21 SY. No charter schools should complete this section.

Please ensure the WBWF leadership and A&I leadership collaborate within your district when completing this report.

World’s Best Workforce

Annual Report

WBWF Requirement: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.

A&I Requirement: Districts must post a copy of their A&I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

Provide the direct website link to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders: [Teaching and Learning: World's Best Workforce](#)

Provide the direct website link to the A&I materials: [Teaching and Learning: Achievement and Integration](#)

Annual Public Meeting

These annual public meetings were to be held in the fall of each school year. *Report on this measure for the 2021–22 SY.*

WBWF Requirement: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting.

A&I Requirement: The public meeting for A&I is to be held at the same time as the WBWF annual public meeting.

Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2020–21 SY: [November 14, 2022](#)

Goals and Results

All Students Ready for School

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2021–22 SY.</p> <p>At least 60% of all kindergarten students will score at or near proficiency for Kindergarten Readiness skills in math (earlyMath) and reading (earlyReading) based on FastBridge Spring 2022 data</p>	<p>Provide the result for the 2021–22 SY that directly ties back to the established goal.</p> <p>Reading Goal Not Achieved</p> <p>Kindergarten- 76% of students in the fall were at 80% or higher based on national norms (50% being “average” score), and shifted to 31% in spring.</p> <p>Math Goal Achieved</p> <p>Kindergarten- 20% of students in the fall were at 80% or higher based on national norms (50% being “average” score), and shifted to 81% in spring.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input checked="" type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2021–22 SY.</p> <p>At least 60% of all third-grade students will meet or exceed proficiency on the reading MCAs in the Spring of 2022.</p>	<p>Provide the result for the 2021–22 SY that directly ties back to the established goal.</p> <p>Not Achieved</p> <p>53.1% passing</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input checked="" type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2021–22 SY.</p> <p>Reading: The district will decrease the average achievement gap between</p>	<p>Provide the result for the 2021–22 SY that directly ties back to the established goal.</p> <p>Goal Not Achieved</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p>

Goal	Result	Goal Status
FRP and not FRP by 5% based on Spring 2022 MCA testing. Math: The district will decrease the average achievement gap between FRP and not FRP by 5% based on Spring 2022 MCA testing	Reading: Current gap (2022) is FRP 50.6% proficient and Not FRP 60.2% proficient = 9.6% Achievement Gap. The 2021 gap was 13.2% equaling a 3.6% reduction . Goal Achieved Math: Current gap (2022) is FRP 42.2% proficient and Not FRP 55.7% proficient = 13.5% Achievement Gap. The 2021 gap was 23.3%, equaling a 9.8% reduction .	<input type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Met All (multiple goals) <input checked="" type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals)

All Students Career and College-Ready by Graduation

Goal	Result	Goal Status
Provide the established SMART goal for the 2021–22 SY. At least 90% of students will create a Personalized Learning Plan by the end of their 10th grade year.	Provide the result for the 2021–22 SY that directly ties back to the established goal. All students create PLPs as a part of the required Freshman Academy course.	Check one of the following: <input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input checked="" type="checkbox"/> Goal Met (one-year goal) <input type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals)

All Students Graduate

Goal	Result	Goal Status
Provide the established SMART goal for the 2021–22 SY. Jordan High School will remain above 92% in the four-year graduation rate cohort model for the 2021–2022 school year based on the state AYP report.	Provide the result for the 2021–22 SY that directly ties back to the established goal. Goal Achieved 97% (based on Jordan's calculations) Graduated.	Check one of the following: <input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input checked="" type="checkbox"/> Goal Met (one-year goal) <input type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals)

2021–22 Achievement and Integration (A&I) Progress Report

Once they are approved by MDE, Achievement and Integration (A&I) plans are in effect for three years. At the end of the third year, the commissioner must determine if districts met each goal in their approved plans ([Minn. Stat. § 124D.862, subd. 8](#)).

In order to do this, each district is asked to provide information in this A&I progress report indicating whether or not each of their plan goals was on track or has been met. The information you submit will also be used to provide ongoing support for your A&I efforts.

Districts with one or more racially identifiable schools will also submit progress reports to verify whether 2021–22 A&I plan goals for each of those schools were on track or have been met.

Districts that don't meet plan goals after three years are to consult with the commissioner on improvement plans and use up to 20% of their annual A&I revenue to fund improvement strategies—strategies that will make it more likely for a district to meet their new A&I goals (Minn. Stat. § 124D.862, subd. 8).

Please ensure your Achievement and Integration leadership team collaborates when completing this report.

This progress report has two parts:

1. **Achievement and Integration:** Required for all districts that were implementing an MDE approved Achievement and Integration plan during the 2021–22 SY.
2. **Racially Identifiable School (RIS):** Required for districts that were implementing an MDE approved Achievement and Integration plan for Racially Identifiable Schools during the 2021–22 SY.

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District and Contact Information

District Name: Jordan Public Schools

A and I Contact: Erin Hjelmeland

Title: Director of Teaching and Learning

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Complete the tables below if you are reporting on year 3 of your 3-year plan (July 1, 2019–June 30, 2022). *If you are reporting on year 2 of your 3-year plan (July 1, 2020–June 30, 2023), please complete the tables below the Racially Identifiable Schools section.*

Achievement and Integration Goal 1

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2021–22 SY)	On Track?
Goal: Students in grades 6-12 who participate in Caring and Committed Conversations will self-report an increase in their level of comfort with initiating and maintaining positive relationships with students different from themselves (racially/ethnically diverse, socioeconomically) from baseline data in 2020 to an average comfort level of 4 out of 5 on a 5-point Likert scale by the end of the 2022-23 school year.	Check one of the following: <input type="checkbox"/> Achievement Goal <input checked="" type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	The baseline results could not be attained due to lack of Caring and Committed Conversations due to COVID restrictions.	100% of students surveyed who took part in Caring and Committed conversations reported a four or five on a Likert Scale demonstrating comfort in initiating and maintaining positive relationships with students different from themselves.	Check one of the following: <input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met

Achievement and Integration Goal 2

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2021- 22 SY)	On Track?
Goal: Integrate MTSS Tier One Instruction focused on best practices that honor diversity, promote integration skills, and support academic achievement from novice level in 2020 to 70% of teachers self-reporting <i>proficiency</i> measured by a developed proficiency scale.	Check one of the following: _X_ Achievement Goal ___ Integration Goal ___ Teacher Equity	Baseline data indicated a "Novice" level of understanding in 2020.	70% of teachers reported either Advanced or proficient level of mastery understanding best practices that honor diversity, promote integration skills, and support academic achievement.	Check one of the following: _X_ Goal Met ___ Goal Not Met

Achievement and Integration Goal 3

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2021- 22 SY)	On Track?
Goal: Hire and retain a K-12 equity specialist from 1 FTE in 2020 to continue 1 FTE through 2023.	Check one of the following: _X_ Achievement Goal ___ Integration Goal ___X_ Teacher Equity	The district currently employs an Equity Outreach Specialist to support district students and families	Goal Achieved. The district currently employs an Equity Outreach Specialist to support district students and families.	Check one of the following: ___ On Track ___ Not on Track _X_ Goal Met ___ Goal Not Met

Achievement and Integration Goal 4

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2021- 22 SY)	On Track?
Goal: Hire and retain a K-12 Culturally Responsive Pedagogy specialist with a professional development focus across the district from zero FTEs to .5 FTE through 2023.	Check one of the following: <input type="checkbox"/> Achievement Goal <input checked="" type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	Goal on progress for achievement. Baseline data shows the district currently employs a .5 Culturally Responsive Pedagogy specialist to support our students and staff.	Goal Achieved. The district currently employs a .5 Culturally Responsive Pedagogy specialist to support our students and staff.	Check one of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met

Achievement and Integration Goal 5

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2021- 22 SY)	On Track?
Goal: Implement elective guided study halls (REACH) grades 7-12 focused on academic achievement and social emotional learning from no REACH offerings to 5 offerings in grades 7-12.	Check one of the following: <input type="checkbox"/> Achievement Goal <input checked="" type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	Baseline data shows REACH offerings in grades 7-8. The district has expanded the REACH program to high school to support all students grades 7-12.	Goal Achieved. The district has expanded the REACH program to high school to support all students grades 7-12.	Check one of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met

Integration

Narrative is required. 200-word limit.

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2021–22 SY. Also, consider ways that your A&I plan strategies have increased integration within your district.

One of the integration goals for the 2021-2022 school year was to establish a partnership with the neighboring districts of Prior Lake and Shakopee schools. The foundation of this partnership was designed through building relationships with students to students, staff to staff, staff to students, and lastly, staff and students to the communities of all participating districts. To serve the purpose of this relationship goal, Jordan created a student lead platform and named it the E.L.C. (Equity Leadership Crew).

The process of the intellectual communication method training (conversation guidelines, FOOD questioning method and Ps of equity) is structured to ignite awareness to develop descriptive tri-cultural perspectives from everyone participating. This process is called Caring and Committed Conversations (CCC). The mission of the Caring and Committed Conversation is "Everyone gets to experience everyone's experience." All high school students are invited to join Caring and Committed Conversations in order to have the opportunity to learn and undergo training to take part in these conversations. This training is also available to the partner districts. Students sign up for the once-a-week training, which uses the Intellectual Communication Properties Model. Next, students generate topics (rooted in guidelines) to enlighten and provoke rich dialogues to share among themselves, other districts, and community guests.

The Caring and Committed Conversations take place once a month throughout the entire school year. Districts provide the facility usage as well as the lunches for everyone involved in the CCC. Each partner district will host a CCC in their community ensuring that all districts get the opportunity to not only host but to travel and get exposure to an environment different than their own.

The E.L.C. and Jordan Public School District has also partnered with the Ordway Performing Arts to build self and cultural awareness through selected field trips to the Ordway. These field trips are an inspiration to the extrinsic exposure of the E.L.C. Jordan Public Schools believes that once students have a self-worth mindset and value, the motivation will transmigrate to their academic performance and also move towards closing the achievement gap. The core vision of the E.L.C. is, "Everyone Gets To Experience Everyone's Experiences to improve inclusion for all."