



Annual Report:
**Creating the World's Best
Workforce**

2018-2019 SY Report
2019-2020 SY Plan

Dear Stakeholders,

It is a privilege to present to you the Owatonna Public Schools World’s Best Workforce Annual Report. Owatonna Public Schools Vision is to inspire a community of learners with equitable access to high quality, innovative learning opportunities ensuring all students are college, career and life ready.

Collectively our staff has worked together to make progress toward ensuring all students learn at high levels. During the 2018-19 school year work teams and PLC’s focused on curriculum alignment, strong instructional strategies and common unit and formative assessments. To support core instruction, professional learning focused on implementation of new literacy strategies and resources. Goals centered on ensuring students have a comprehensive reading and language arts program to ensure mastery of the most critical standards. Professional Learning Communities (PLCs) worked collaboratively to improve instructional practices and student mastery of priority standards called critical enduring understandings.

It is through collaboration and unwavering commitment that we believe we will continue to make progress toward realizing our mission, *“Inspiring Excellence. Every Learner, Every Day.”*

Michelle Krell
Director of Teaching and Learning

OVERVIEW

Owatonna Public Schools World’s Best Workforce Report is presented to provide stakeholders updates in curriculum, instruction, and student achievement within the district. This report includes a summary of progress during the 2018-2019 school year as well as a summary of the World’s Best Workforce Plan for the 2019-2020 school year. We will highlight specific strategies and progress for each of the World’s Best Workforce areas.

This document reports our progress as we strive to meet the following goals outlined in the World’s Best Workforce legislation:

- All children are ready for school.
- All third-graders can read at grade level.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school.

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CREATING THE WORLD'S BEST WORKFORCE

What is required with the World's Best Workforce Plan?

- Develop district goals and plan strategies to meet those goals
- Align district budget with strategies
- Hold an annual meeting to share results and gain community input (this will take the place of the Annual Report)
 - Share state of the district
 - Share successes and attempts
 - Provide an opportunity for deliberation
 - Gain input about the district plan
- Establish an advisory committee
- Annually, one board meeting will be devoted to reviewing and revisiting the plan.
- Following that meeting, a summary will be submitted to MDE Commissioner reporting the progress being made, as defined by the plan.
- After board approval, the WBWF plan will be posted to the district website.

The Owatonna Public Schools World's Best Workforce Plan aligns the state requirements to current district initiatives including: strategic plan, district literacy plan, Title I, II, III plans and ADSIS grant.



OWATONNA
PUBLIC SCHOOLS
INSPIRING EXCELLENCE • EVERY LEARNER • EVERY DAY

MISSION	Inspiring Excellence. Every Learner, Every Day.
VISION	Owatonna Public Schools inspires a community of learners with equitable access to high quality, innovative learning opportunities ensuring all students are college, career and life ready.
CORE VALUES	Build and Nurture Relationships Develop and Maintain a Growth Mindset Challenge the Status Quo

OWATONNA PUBLIC SCHOOLS COMMITMENTS

			
21st CENTURY LEARNERS	SAFE AND CARING COMMUNITY	EQUITY	HIGH QUALITY TEACHING AND LEARNING
<p>who are:</p> <ul style="list-style-type: none"> - Collaborative - Creative - Critical Thinkers - Effective Communicators - Community Focused 			

PERFORMANCE MEASURE 1: ALL CHILDREN ARE READY FOR SCHOOL

The Owatonna Public Schools offer school readiness programs that follow state standards for early learning. The school readiness programs focus on early literacy development, which leads to reading well by third grade. Research has shown education begins long before a child reaches kindergarten. The district’s investment in its early learning program creates an environment of success for each of our early learners, closes the achievement gap, and prepares children for continued success.

OPS conducts individual kindergarten interviews in the spring to assess the needs of the students entering kindergarten in the fall. Interview data is then used to determine which students are eligible for kindergarten camp. Kindergarten camp is a four-week summer program which is offered to students identified as needing additional support on the core kindergarten readiness skills. Benchmark data is collected throughout the year to monitor participating students’ progress, to help determine the impact of this program.

LOOKING BACK

Goal for School Year 2018-2019:

- In the FALL 2018, 60%* of kindergarten students met fall Kindergarten literacy benchmarks as measured by the FASTBRIDGE earlyReading composite benchmark assessment. In 2019, we will increase the number of students meeting fall K benchmarks by 7 percentage points to 67%*.

* Adjusted data & goal: Fastbridge released revised norms & benchmarks in July of 2019. Under time of test norms, 45% of kindergarten students met fall Kindergarten literacy benchmarks, and the goal for fall 2019 was 52%.

Actions Taken Toward Our Goal:

- Implementation of relevant and responsive literacy instruction including Interactive Read Aloud and Shared Reading strategies as well as implementation of Co-Teaching model
- Implementation of ongoing and formative observation based assessments focused on development and school readiness
- Continued emphasis on family and community outreach and engagement

Progress Toward Our Goal 2018-2019:

**Percent of K Students at or Above
Fall Benchmark Scores**

Fastbridge earlyReading	Fall 2019
Composite	59%
- Concepts of Print	63%
- Letter Names	57%
- Letter Sounds	41%
- Onset Sounds	52%

LOOKING FORWARD

Goal for School Year 2019-2020:

- In the FALL 2019, 59% of kindergarten students met fall Kindergarten literacy benchmarks as measured by the FASTBRIDGE earlyReading composite benchmark assessment. In 2020, we will increase the number of students meeting fall K benchmarks by 5 percentage points to 64%.

Actions Steps Toward Our New Goal:

- Continue Implementation of relevant and responsive literacy instruction including Interactive Read Aloud and Shared Reading strategies as well as implementation of Co-Teaching model
- Focus on social emotional learning to ensure students are Kindergarten ready
- Continued emphasis on family and community outreach and engagement



PERFORMANCE MEASURE 2: ALL THIRD-GRADERS CAN READ AT GRADE LEVEL

The OPS believes that literacy is the cornerstone of all learning. Supporting the development of capable readers and writers at every level is our goal as educators, parents, and as a community. The first step toward equipping students with the necessary prerequisite skills begins early in their education with a comprehensive, evidence-based literacy program and quality instruction. To meet the challenges of teaching literacy in the 21st century, we implement a balanced literacy framework. The framework outlines the “core” elements of literacy instruction. Our literacy educators implement a coherent set of practices in whole class, small group, and individual contexts.

K-3 Reading Block Components (90 - 120 Minutes of Literacy Instruction Daily)
Focused Instruction (25 min) <ul style="list-style-type: none"> Interactive Read Aloud and Shared Reading
Phonics/Word Study (20 min) <ul style="list-style-type: none"> 3-5 times per week
Reading Minilessons (10 min) <ul style="list-style-type: none"> 3-5 times per week
Guided Reading/Book Clubs/1:1 Conferencing (60 min)

LOOKING BACK

Goal for School Year 2018-2019:

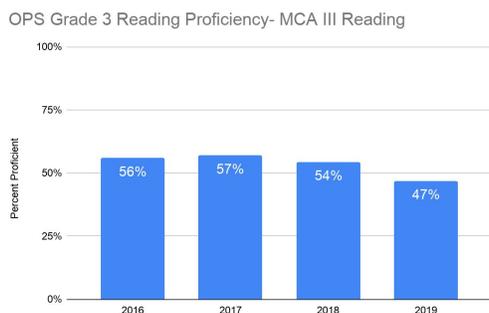
- The percentage of all students in grade 3 at OPS who are proficient on the MCA III state reading assessment will increase from 54% in 2018 to 61% in 2019.

Actions Taken Toward Our Goal:

- Continue to build coherence around the components of balanced literacy for consistent application across E-3 classrooms district wide
- Increase Teaching and Learning Coach support for all teachers to engage in job embedded professional development
- Implement a systematic, data driven multi-tiered systems of support that focuses on research-based intervention strategies, progress monitoring, and ongoing data review cycles to ensure student growth

Progress Toward Our Goal 2018-2019:

In 2019, OPS did not see an increase in proficiency in grade 3.



The information above is taken from the MCA III Reading assessment in 2018-2019. The data is 3rd grade students only.

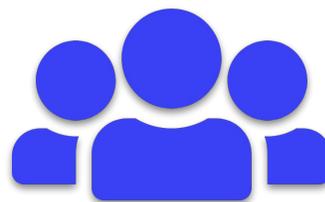
LOOKING FORWARD

Goal for School Year 2019-2020:

- The percentage of all students in grade 3 at OPS who are proficient on the MCA III state reading assessment will increase from 47% in 2019 to 60% in 2020.

Actions Steps Toward Our New Goal:

- Continue to build coherence around the components of balanced literacy for consistent application across E-3 classrooms district wide using Fountas & Pinnell resources
- Continue to support teachers with job embedded professional development through the use of Teaching and Learning Coaches
- Continue to Implement a systematic, data driven multi-tiered systems of support that focuses on research-based intervention strategies, progress monitoring, and ongoing data review cycles to ensure student growth



PERFORMANCE MEASURE 3: CLOSE ACHIEVEMENT GAPS AMONG ALL STUDENT GROUPS

The achievement gap refers to the differences in academic performance between groups of students. Closing gaps in achievement and ensuring all students are performing at high levels are critical to the social and economic well-being of our state and community.

OPS monitors the achievement gap for seven subgroups defined by differences in race/ethnicity, economic status, and special population: Asian, Hispanic, Black, Free/Reduced Price Lunch, Special Education, and English Learner. In an effort to close the achievement gap, we are committed to providing equitable access to high quality, innovative learning opportunities ensuring all students are college, career and life ready.

LOOKING BACK

Goal for School Year 2018-2019:

- ISD 761 will decrease the gap (difference) in Reading and Math Proficiency rates on MCA-III Assessments for all economic and racial/ethnic student groups by 5 percentage points by June, 2019.

Actions Taken Toward Our Goal:

- Engage in learning work centered on equity and culturally responsive practices
- Improve multi-tiered systems of support and provide research based interventions implemented with fidelity and aligned to student needs
- Continue to revise and improve EL and Special Education programming with a focus on co-teaching partnerships

Progress Toward Our Goal 2018-2019:

In math, two out of the five sub-groups decreased the gap by 5 percentage points or more. The gap between Black/African American and White students slightly decreased yet did not meet the target goal. In reading, two of the five sub-groups decreased the gap in academic achievement. (See table)

Difference in MCA Proficiency Rates with Comparison Group*

Student Group	Math		Reading	
	2018	2019	2018	2019
Hispanic / Latinx & White	28	29	28	21
Black / African American & White	31	30	22	23
English Learner - Yes & No	31	31	28	23
Free/Reduced Price Meals - Yes & No	27	21	26	26
Special Education - Yes & No	36	30	37	38

* Racial/Ethnic subgroups listed are compared with performance of White students to determine the gap data reported. Groups with n<10 are not reported. Special populations are compared against all other students, i.e. English Learners are compared with non-English learners, etc.

LOOKING FORWARD

Goal for School Year 2019-2020:

- ISD 761 will decrease the gap (difference) in Reading and Math Proficiency rates on MCA-III Assessments for all economic and racial/ethnic student groups by 3 percentage points each year by June 2022.

Difference in MCA Proficiency Rates with Comparison Group*

Student Groups	Reading 2019	Reading Target 2020	Reading Target 2021	Reading Target 2022	Math 2019	Math Target 2020	Math Target 2021	Math Target 2022
Hispanic/Latin X	28	24	21	18	29	23	20	17
Black/African American	22	17	14	11	30	26	23	20
Two or more Races	18	14	11	8	13	7	4	0
Students of Color	21	20	17	14	28	21	18	15
FRP	26	21	18	15	21	22	19	16

* Racial/Ethnic subgroups listed are compared with performance of White students to determine the gap data reported. Groups with n<10 are not reported. Special populations are compared against all other students, i.e. Free/Reduced are compared with non-Free/Reduced, etc.

Actions Steps Toward Our New Goal:

- Continue focused learning work centered on equity and culturally responsive practices with the support of an Equity Coach and Teaching & Learning Coaches
- Implement a collaborative co-teaching framework which allows equitable access for all students into core classes
- Increase recruitment and enrollment in specialized courses (AVID, Rising Scholars, Hybrid Courses, College in the Schools, Advanced Placement, Internships, REACH, Capstone Courses).

PERFORMANCE MEASURE 4:

ALL STUDENTS ARE READY FOR CAREER AND COLLEGE

All students entering grade nine will have a career and college readiness plan in accordance to MN State 120B.125. This plan is centered around seven key elements: academic scheduling, career exploration, 21st Century Skills, community partnerships, college access, all forms of postsecondary training, and experiential learning opportunities. Owatonna Public Schools is producing prepared graduates using:

- An academic rigorous diploma that exceeds the State of Minnesota minimum requirements.
- Post-secondary options through Advanced Placement (AP) courses and College in the Schools (CIS).
- All 8th grade students participate in a College and Career Readiness Course
- Accessible counseling and other supports that prepare students for post-secondary education and careers using Options Mentorship, Business Internships, Career Exploration, Life on Your Own, Career Mentorship, and a Career Center with licensed school guidance counselors.
- Accountability and progress monitoring efforts to ensure all kids are making adequate progress to meet state and local graduation requirements through local assessments, ACT college entrance exam, and academic planning and registration conferences.

LOOKING BACK

Goal for School Year 2018-2019:

- OPS will increase the percent of students who reach benchmark in the four core areas of the ACT by 5 percentage points by 2019.

Actions Taken Toward Our Goal:

- Continue to enhance transitions and college & career readiness courses and curricula in grades 6-12
- Continue to develop concurrent enrollment courses and university partnerships.
- Integrate 21st Century Skills across all curricular areas to enhance technology and innovation

Progress Toward Our Goal 2018-2019:

Overall, OPS students increased the percent of students who reached college ready benchmarks on the ACT in June 2019 in Mathematics and Reading reaching their target. Students fell short of the goal in English and Science.

Percent of Students Meeting College Readiness Benchmarks

ACT CORE SUBJECT	2018 ACTUAL	2019 Target	2019 ACTUAL
English	50.2%	55.2%	53.0%
Mathematics	42.2%	47.2%	47.5%
Reading	35.2%	40.2%	44.6%
Science	32.4%	37.4%	35.4%

LOOKING FORWARD

Goal for School Year 2019-2020:

- OPS will increase the percent of students who reach benchmark in the four core areas of the ACT by 3 percentage points by 2020.

ACT CORE SUBJECT	2019 ACTUAL	2020 TARGET
English	53.0%	56.0%
Mathematics	47.5%	50.5%
Reading	44.6%	47.6%
Science	35.4%	38.4%

Actions Steps Toward Our New Goal:

- Continue to enhance transitions and college & career readiness courses and curricula in grades 6-12
- Ensure PLCs are highly effective in their ability to monitor, analyze, and respond to student progress and adjust instruction to achieve better results for students
- Integrate 21st Century Skills across all curricular areas to enhance technology and innovation

PERFORMANCE MEASURE 5: ALL STUDENTS GRADUATE FROM HIGH SCHOOL

The Owatonna Public Schools graduation rate represents Owatonna High School and the Alternative Learning Center. The MMR report available in previous years is no longer available, so we have transitioned to using AYP 4-year graduation rates reported on the MDE Report Card in the Spring for the previous year, therefore results lag one year.

LOOKING BACK

Goal for School Year 2018-2019:

- The overall four year graduation rate will increase from 89% to 92% with no individual racial/ethnic group below 85% by 2019.

2018 Graduation figures were released in February 2019. To set the 2018-19 school year goal, 2017 graduation data was used.

Actions Taken Toward Our Goal:

- Expand the implementation of AVID and WICOR strategies in grades 6-12 to enhance core instruction
- Ensure PLCs are highly effective in their ability to monitor, analyze, and respond to student progress and adjust instruction to achieve better results for students
- Develop pathways to graduation for students receiving EL services and create individual graduation plans with all students attending the ALC

Progress Toward Our Goal 2018-2019:

The 2018 OPS graduation rates declined in all of the reported student groups. About 9% percent of our students will be continuing their education with us, many of whom are on Individualized Learning Plans (IEP). Progress was made in reducing the dropout rate from 8.7% in 2017 to 5.4% in 2018.

Student Group**	2017 ACTUAL	2019 TARGET	2018 ACTUAL
All Students	89.1%	92%	83.3%
Black/ African American	81.0%	>= 85%	75.0%
Hispanic / Latinx	76.7%	>= 85%	59.7%
White	92.7%	>= 85%	88.2%

* 2019 Graduate Rate data is not available until March 2020, so 2018 Graduation data is used for reporting progress.

**Data only shown for cohort groups with n>=10

LOOKING FORWARD

Goal for School Year 2019-2020:

- The overall four year graduation rate will increase from 83% to 88% with no individual racial/ethnic group below 80% by 2020.

Student Group**	2014	2015	2016	2017	2018*	2020 Target
All Students	87%	85%	86%	89%	83%	88%
Black/ African American	61%	75%	75%	81%	75%	
Hispanic / Latinx	68%	49%	64%	77%	60%	
White	90%	91%	90%	93%	88%	

* 2019 Graduation Data is not available until March 2020

** Data only shown for cohort groups with n>=10

Actions Steps Toward Our New Goal:

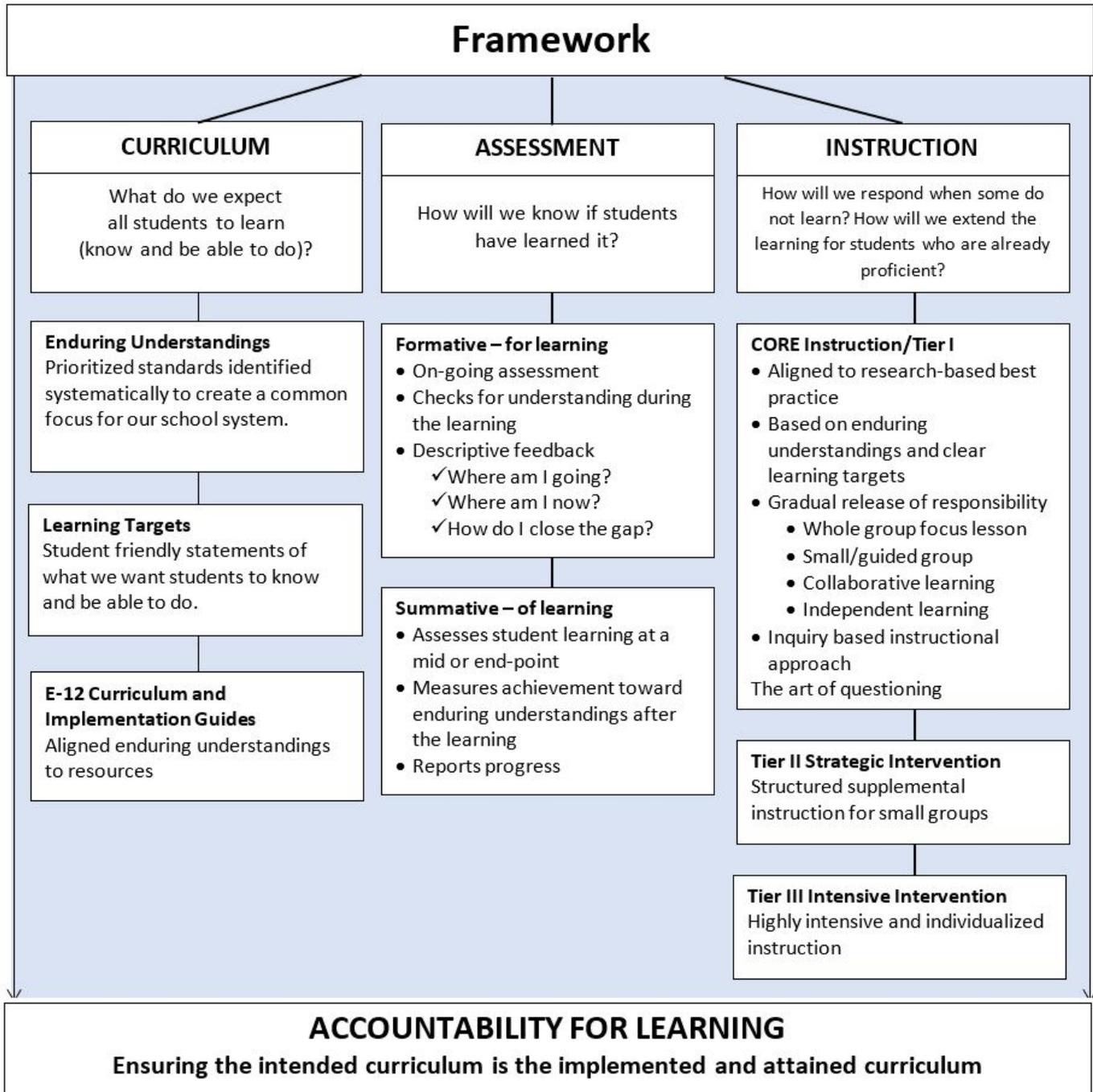
- Ensure high quality core instruction which is responsive to student needs
- Ensure PLCs are highly effective in their ability to monitor, analyze, and respond to student progress and adjust instruction to achieve better results for students
- Continue to develop pathways to graduation for students receiving EL services and create individual graduation plans with all students attending the ALC



TEACHING AND LEARNING FRAMEWORK

A Systematic Approach to Teaching and Learning

This framework guides the implementation of our guaranteed and viable curriculum while providing direction for consistent application of our beliefs.

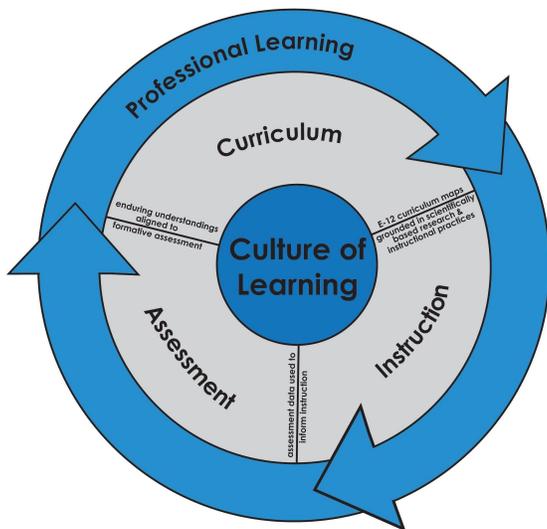


Improving Instruction, Curriculum & Student Achievement

The end in mind for curriculum and instruction is to develop a collaborative culture where all staff have the tools and resources to address the four critical questions of learning, as introduced by the DuFour model.

The teaching and learning framework was created based on research and best practice to guide the improvement process in our District. Development and implementation of a guaranteed and viable curriculum, common assessments and professional learning will allow all staff to make our framework for a systematic approach to teaching and learning actionable. Professional Learning Communities (PLCs) focused on student learning and growth have been implemented throughout our District E-12. This has required extensive work on systems and structures that support collaboration as well as to hold ourselves collectively accountable for results.

Focus for Teaching and Learning



Guiding our Path

This graphic represents the system we use to create a guaranteed and viable curriculum that ensures all students will learn at high levels. Our work has been aligned to allow us to answer DuFours' four critical questions of learning –

- ★ What do we want all students to learn – to know and be able to do?
- ★ How will we know when they have learned it?
- ★ How will we respond if they did not learn it?
- ★ How will we respond if they already know it?

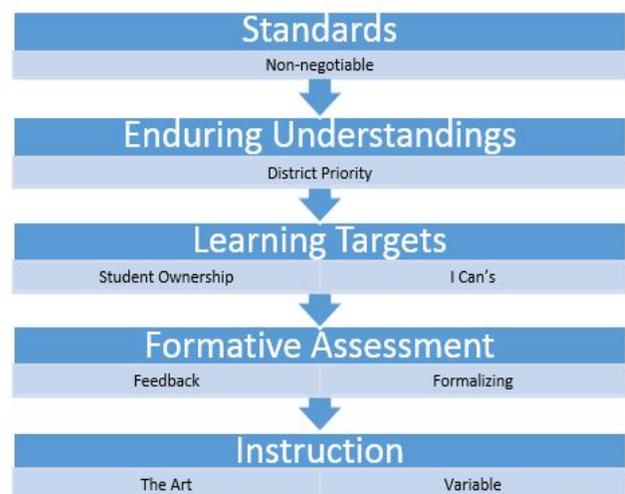
This systematic approach to curriculum development has been used by all curricular areas. District resources have been prioritized to support this effort.

Departments and grade level teams worked together to implement enduring understandings and learning targets for all required courses and selected electives. This aligned our work when answering the first question, what all students must know and be able to do.

Development and use of common assessments allowed teachers to begin answering question 2, how will we know if all students have learned?

Elementary teachers continued to focus on literacy instruction, emphasizing how to use a balanced literacy or gradual release of responsibility structure. This supported us in beginning to answer question 3 and 4, how will we respond when students do not learn or when they already know it?

Development Process



REVIEWING EFFECTIVENESS

Teacher and Principal Evaluation Process:

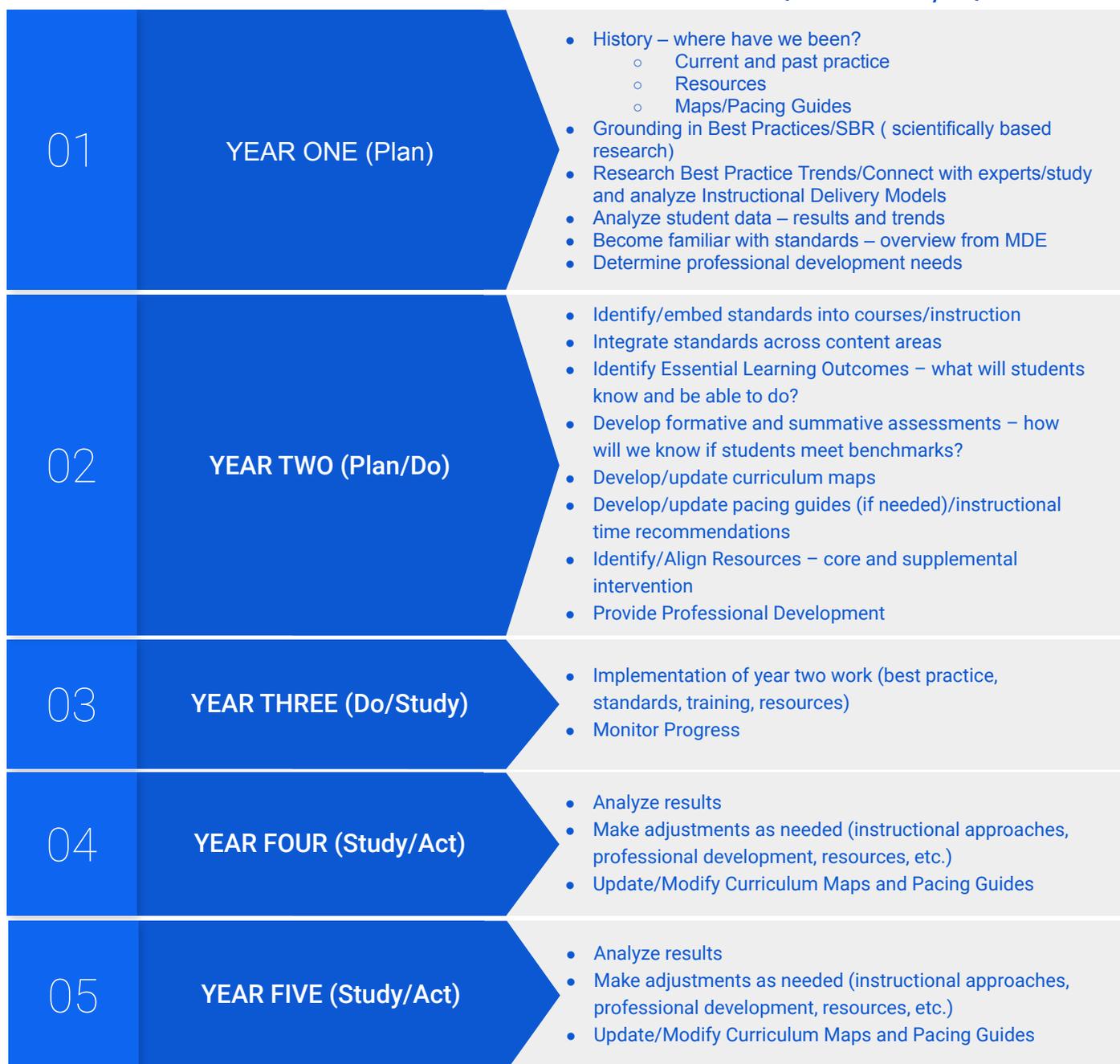
As part of continuous improvement, teachers and principals participate in annual goal setting, peer review and/or formal evaluation. The purpose for teacher evaluation is to foster teacher growth and development in order to ensure high levels of learning for all students. The teacher development and evaluation process is a system:

- Under which a teacher's professional development leads to improved student performance
- Results in increased student achievement, engagement and involvement in learning experiences that reflect innovation or best practices
- Leads to reflective conversations about learning between teaching professionals and administrators
- Relevant to all educators within our system

Curriculum & Instruction Review Process:

The Owatonna Public Schools uses the following system to review and evaluate the effectiveness of curriculum, assessment, and instruction on an ongoing basis. This process follows a plan-do-study-act cycle.

District Student Achievement Curricular Review Process (Five-Year Cycle)



MEETING THE ACADEMIC NEEDS OF HIGH PERFORMING STUDENTS

Owatonna Public Schools recognizes the uniqueness of each student and attempts to meet individual educational needs on an ongoing basis. The Gifted Coordinator's role is to support classroom teachers in a variety of ways. This includes providing teacher training, resources to challenge students, co-planning/co-teaching opportunities, and flexible small group opportunities to support classroom instruction (see Policy 513 Gifted and Talented Identification and Math Pathways).

**Group specific school norms will be utilized to identify the top 5% of students in underrepresented populations.*

Early Entrance To Kindergarten

Families can enroll their children in the Owatonna School District's kindergarten classes when they are five years old on or before September 1st of the current school year. Occasionally, a child may demonstrate attributes that will merit consideration of kindergarten entrance before the previously established entrance age. Children who will be 5 years old on or before December 1 of the year for which early entry to kindergarten is requested may be considered if certain criteria is met (see Policy 540 Early Entrance). An application for early entrance to Kindergarten must be made no later than May 1 of the preceding school year to the elementary Principal.

Acceleration

The Owatonna Public School District acknowledges that occasionally there are students who need services beyond their current grade level due to their extremely advanced abilities. ISD761 may address these unique needs through subject-based or whole grade acceleration (see Policy 513 Grade and Single Subject Advancement).

SELECTION OF INSTRUCTIONAL MATERIAL

Owatonna Public Schools have policies and procedures in place for the selection of textbooks and other instructional materials. This is an important component of the instructional program. The policies and procedures give direction for both the initial selection of materials and review or reconsideration of previously selected materials. If a parent or community member has a concern about the use of instructional materials, he or she may request an opportunity to review the materials and may also submit a request for reconsideration if other alternatives are not successful. Contact the District Director of Teaching and Learning at (507) 444-8603 for more information regarding this policy and accompanying procedures.

ANNUAL BUDGET

Working in collaboration with Title I, II, III and IV, Achievement and Integration Grant, and District Staff Development funds, a budget is formulated to support the implementation of the teaching and learning framework and strategic plan striving to achieve the goals of the District World's Best Workforce plan. These funds are focused on development of curriculum and assessments continuously with the largest concentration supporting professional learning of teachers and administrators.

A district truly committed to the concept of learning for each student must develop consistent, systematic procedures that ensure each student can and will achieve.

STAFF DEVELOPMENT GOAL

The District Staff Development Committee is charged with structuring professional development intending to improve instruction and ultimately student achievement. This committee develops district staff development goals which align with the district's strategic direction. Staff development opportunities include district-wide staff development days, site staff development, Professional Learning Communities and support of Teaching and Learning Coaches during the school year.

OPS will provide job embedded professional development that is personalized, engaging and relevant to increase student learning. Staff Development opportunities will focus on:

1. Improved student achievement

- a. Deliver a high-quality instructional program that anticipates and meets the needs of all learners
- b. Develop a common understanding of key instructional practices within a balanced literacy framework that are critical to student success and aligned to MN State Standards.
- c. Continue implementation of new math curriculum and instructional practices

2. Meet the needs of diverse learners

- a. Develop a common understanding of Trauma Responsive Schools and implement strategies to maintain a trauma informed lens in order to meet the holistic needs of students
- b. Match instructional strategies with reading interests, learning profiles and language acquisition needs of all learners
- c. Continue to enhance understanding of multi-tiered systems of support to meet the diverse academic student needs

3. Culturally responsive curriculum and instruction

- a. Identify targeted strategies to promote academic language acquisition through content instruction
- b. Ensure equitable access to all programs
- c. Examine personal bias and implement instructional strategies that focus on student strengths to create a sense of belonging

4. Instructional technology to enhance learning

- a. Strengthen student/staff collaboration and enhance instruction through continued integration of technology and new learning management system 9-12

5. Continue to provide opportunities for mentoring and peer coaching

- a. Continue to enhance the Teacher Development and Evaluation system to support teachers' on-going professional growth
- b. Create and maintain a collaborative, instructionally focused mentoring partnership to build capacity in beginning teachers and to advance teacher effectiveness.

Each building has a Site Team responsible for developing goals to guide their building's efforts toward increasing student achievement. Committee members, comprised of teacher leaders and the building principal, analyze disaggregated student achievement results and growth data for all grade levels and student sub-groups served, to set yearly student achievement goals. All site goals align with one of the SD goals (1-5).

100% of OPS staff involved in instruction participated in effective staff development activities throughout the 2018-19 school year.

DISTRICT CURRICULUM ADVISORY COMMITTEE (DCAC)

The District Advisory Curriculum Committee (DCAC) serves as an integral advisory group for the Owatonna Public Schools. It affords stakeholders an opportunity to provide feedback regarding rigorous academic standard, student achievement goals, measures, and district curriculum and programs. It addresses curricular issues, is the formal advisory group for the Minnesota Academic Standards implementation, and provides feedback on district improvement initiatives and review of curriculum adoptions. The committee serves as the formal means to involve community in decisions related to curriculum and instruction. Members devote their time and energy to support District improvement efforts.

Committee members include representatives from each stakeholder group including the community, parents, instructional staff, School Board and administration. The committee shall reflect the diversity of the district and its school sites. Committee members are identified and selected on an annual basis. Additional information is outlined in Board Policy. Anyone interested in serving on this committee can contact the Department of Teaching and Learning.

The District Curriculum Advisory Committee (DCAC) will be responsible for the oversight of this plan, which will include review and revision.

The Owatonna Public School District is committed to providing all students with the educational foundation necessary to succeed in school and life. To ensure student success, the District sets high standards that are reflected in what is taught in each and every classroom. ISD 761 is also committed to keeping parents and the community informed regarding the delivery and continued improvement of District curriculum and academic programs. Literacy is a top priority.

Our students are served in four kindergarten through fifth grade elementary schools, a middle school serving six through eighth grade and a high school and alternative learning center serving ninth through twelfth grade. Students in early childhood are served through Community Education and early childhood special education. Community Education also serves community members birth through adult.

For more information, visit the Owatonna Public Schools at our website:

www.isd761.org

District Curriculum Advisory Committee Members:

Community/Parent:

Leah Wunderlich

School Board:

Mark Sebring

Tim Jensen

Teachers:

Joanne Harmsen

Gregory Sullivan

Susan Harty

Tamra Gonzalez

Amy Roberts

Shelley Johnson

Kara Fradet

Katie Wheelock

Kim Penning

Lauren Gendron

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District Administration:

Michelle Krell

Ann Mikkalson

Martina Wagner

Wendy Eggermont

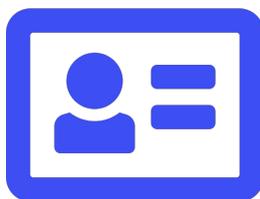
Kenneth Griswold

Justin Kiel

Beth Svenby

Hollie Jeska

Jim Kiefer



BUILDINGS & CONTACTS

Elementary:

Lincoln Elementary
 Mary Hawkins, Principal
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McKinley Elementary
 Justin Kiel, Principal
 1050 22nd Street NE
 (507) 444-8200

Washington Elementary
 Elizabeth Svenby, Principal
 423 14th Street NE
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Wilson Elementary
 Mel Hoffner, Principal
 325 Meadow Lane
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Owatonna Middle School
 Julie Sullivan, Principal
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Owatonna Senior High
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