



**Annual Report:**  
**Creating the World's Best  
Workforce &  
Achievement and Integration Plan**

**2022-2023 SY Report  
2023-2024 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. We continue to work to recover from the pandemic. During the last two and a half years, educators and students experienced significant and profound changes in teaching, learning, and social and emotional well-being. According to the Minnesota Department of Education, it is important to keep this in mind when interpreting assessment results as these changes impact student scores. While the assessment is the same, the human conditions were vastly different. Our goal is to use the statewide summarized results as one indicator to identify and assist school recovery efforts from the pandemic, understanding the ways different student groups have been impacted and providing additional instructional supports for students of color and Indigenous students.

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.”*

Julie Sullivan  
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 2022-2023 school year as well as a summary of the World’s Best Workforce Plan for the 2023-2024 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.
- 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.



# 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.

## LOOKING BACK

### Goal for School Year 2022-2023:

- In the FALL 2022, 60% of kindergarten students met fall Kindergarten literacy benchmarks as measured by the FASTBRIDGE earlyReading composite benchmark assessment. In Fall 2023, we will increase the percent of students meeting fall K benchmarks by 3 percentage points to 63%.

### Actions Taken Toward Our 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

### Progress Toward Our Goal 2022-2023:

#### Percent of K Students Meeting or Exceeding 'low risk' Fall Benchmark Scores

Fastbridge earlyReading	FALL 2023
<b>Composite</b>	<b>58%</b> (155 of 268)
- Concepts of Print	66%
- Letter Names	60%
- Letter Sounds	56%
- Onset Sounds	49%

## LOOKING FORWARD

### Goal for School Year 2023-2024:

- In the FALL 2023, 58% of kindergarten students met fall Kindergarten literacy benchmarks as measured by the FASTBRIDGE earlyReading composite benchmark assessment. In Fall 2024, we will increase the percent of students meeting fall K benchmarks by 5 percentage points to 63%.

### Actions Steps Toward Our New Goal:

- Focus on instructional practices that target phonemic awareness
- Increase awareness for early childhood screening at age 3
- 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"> <li>Interactive Read Aloud and Shared Reading</li> </ul>
Phonics/Word Study (20-40 min) <ul style="list-style-type: none"> <li>5 times per week</li> </ul>
Reading Mini Lessons (10 min) <ul style="list-style-type: none"> <li>2-3 times per week</li> </ul>
Guided Reading/Book Clubs/1:1 Conferencing (60 min)

### LOOKING BACK

#### Goal for School Year 2022-2023:

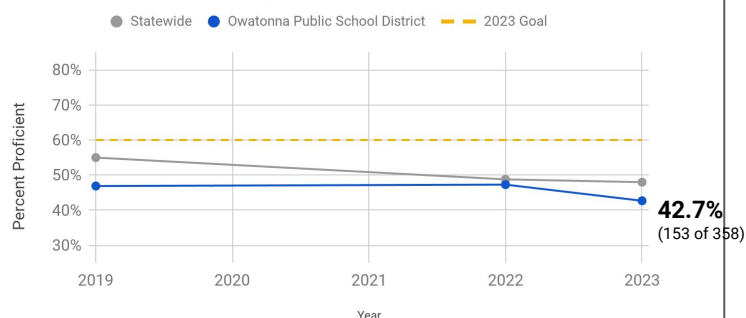
- The percentage of all students in grade 3 at OPS who are proficient on the MCA III state reading assessment will increase from 47% in 2022 to 60% in 2023.

#### Actions Taken Toward Our Goal:

- Continue to build coherence around the components of balanced literacy for consistent application across E-3 classrooms district wide with the support of Teaching and Learning Coaches
- Utilize Professional Learning Communities to collaborate around teaching and learning to improve student outcomes
- 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

#### Progress Toward Our Goal 2022-2023:

MCA/MTAS - Grade 3 Reading Proficiency



### LOOKING FORWARD

Due to legislative changes, third grade reading will no longer be a WBWF goal area as of the 2023–24 school year.

#### Action for continued improvement:

- Increase targeted professional development and coaching on effective reading practices
- Structured Literacy Practices including K-2nd Grade delivery of explicit, systematic, and diagnostic phonemic and phonics instruction
- Responsive approach to literacy through the use of multi-tiered systems of support



# 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 2022-2023:

- 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 1.5 percentage points by June 2023.

### Actions Taken Toward Our Goal:

- Continue focused learning work centered on culturally responsive practices supported with coaching
- 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 learning, College in the Schools, Advanced Placement, Internships, REACH, Capstone Courses).

### Progress Toward Our Goal 2022-2023:

#### Difference in MCA Proficiency Rates with Comparison Group\*

Student Groups	count tested	Reading 2022	Reading Target 2023	Reading Actual 2023	Math 2022	Math Target 2023	Math Actual 2023
Asian	15	-2.1	0	-3.3	-7.3	0	3.1
Black/African American	182	18.5	17.0	17.3	30.1	28.6	32.8
Hispanic/Latino	329	24.2	22.7	22.5	30.8	29.3	32.4
Two or more Races	72	13.0	11.5	17.2	11.7	10.2	24.5
FRP	1054	26.0	24.5	27.0	29.5	28.0	33.3

\* 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.

## LOOKING FORWARD

### Goal for School Year 2023-2024:

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 1.5 percentage points by June 2024.

#### Difference in MCA Proficiency Rates with Comparison Group\*

Student Groups	Reading 2023	Reading Target 2024	Math 2023	Math Target 2024
Asian 2023 n=15	-3.3	0	3.1	1.6
Black/African American 2023 n=182	17.3	15.8	32.8	31.3
Hispanic/Latino 2023 n=329	22.5	21.0	32.4	30.9
Two or more Races 2023 n= 72	17.2	15.7	24.5	23.0
FRP 2023 n=1054	27.0	25.5	33.3	31.8

\* 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 learning work centered on culturally responsive practices supported with coaching
- Continue to implement a collaborative co-teaching framework, which allows equitable access for all students into core classes
- Work to increase enrollment of students from underrepresented groups in specialized courses
- Continue to utilize success Coaches to promote home to school connections

# 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, 21<sup>st</sup> 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 2022-2023:

- The percentage of OPS graduating students who have earned credit in courses with college credit-earning potential (AP, CIS, articulated, concurrent enrollment PSEO) or who have earned a Bilingual Seal will maintain 85% or higher by spring 2023. [qualifying course list](#)
- The percentage of grade 10-12 students in OPS who earned credit in advanced career and technical education courses or participated in internships/mentorships will increase 3% from 2022 to 2023. [qualifying course list](#)

### Actions Taken Toward Our Goal:

- Continue development of career pathways programming and course development in grades 6-12
- Improve access to guidance resources and career readiness skills and experiences through programming such as compass advisement and Naviance.
- Integrate 21st Century Skills across all curricular areas to enhance technology and innovation

### Progress Toward Our Goal 2022-2023:

Goal Metric	2022	2023
Percent of Graduates Earning Credit in AP, CIS, Articulated, Concurrent Enrollment, and/or PSEO Courses or earning Bilingual Seal	85.0%	82.4%
Percent of 10-12 Grade Students Earning Credit in Advanced Career & Technical Courses or in Internships/Mentorships	59.2%	58.5%

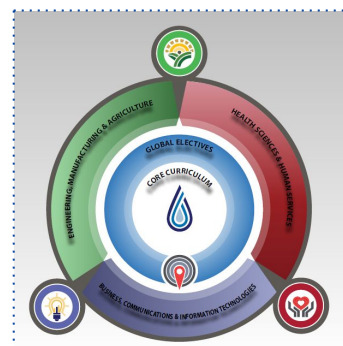
## LOOKING FORWARD

### Goal for School Year 2023-2024:

- The percentage of OPS graduating students who have earned credit in courses with college credit-earning potential (AP, CIS, articulated, concurrent enrollment PSEO) or who have earned a Bilingual Seal will increase to 85% or higher by spring 2024.
- The percentage of grade 10-12 students in OPS who earned credit in advanced career and technical education courses or internships/mentorships will increase 3% from 58.5% in 2023 to 61.5% in 2024.

### Actions Steps Toward Our New Goal:

- Continue to increase access to guidance resources and career readiness skills and experiences through programming such as COMPASS Day Career Connections in advisement, Naviance, and career connections within courses.
- Continue development of career pathways programming and course development in grades 6-12
- Continue to 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 Area Learning Center. We use 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 2022-2023:

- The overall four year graduation rate will increase from 87% to 88% with no individual racial/ethnic group below 80% by 2023.

### Actions Taken Toward Our Goal:

- Increase academic support for students and enhance opportunities and programming for credit recovery
- Increase student engagement in learning
- Continue to develop pathways to graduation for students receiving EL services and create individual graduation plans with all students attending the ALC

### Progress Toward Our Goal 2022-2023:

Results

Student Group**	2022*
All Students	<b>87.6%</b> (381 of 436)
Black/African American	<b>82.1%</b> (23 of 28)
Hispanic / Latino	<b>70.1%</b> (47 of 66)
White	<b>92.3%</b> (300 of 325)

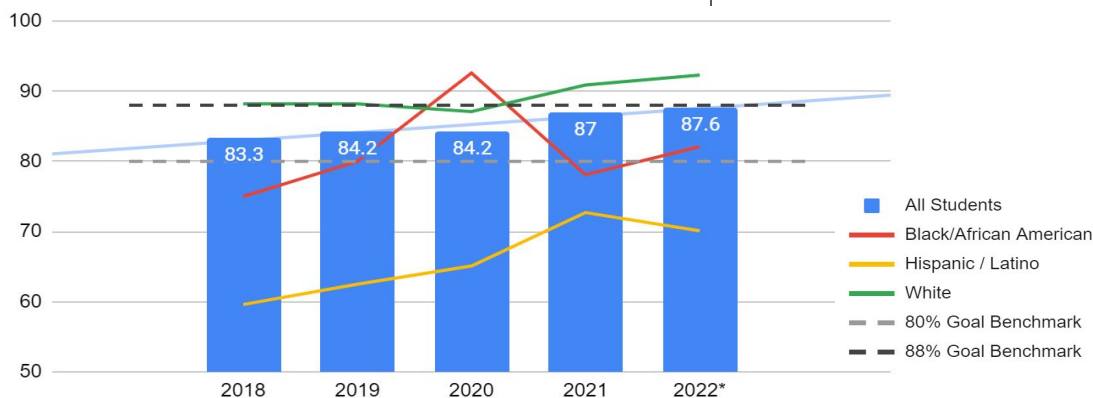
## LOOKING FORWARD

### Goal for School Year 2023-2024:

- The overall four year graduation rate will increase from 87% to 88% with no individual racial/ethnic group below 80% by 2024.

### Actions Steps Toward Our New Goal:

- Increased academic support for students and enhance opportunities and programming for credit recovery
- Continue to refine programs and pathways to graduation for students receiving EL services and create individual graduation plans with all students attending the ALC
- Continued focus on increasing student engagement in learning through teaching strategies and student centered goals.



\* 2023 4 YR Graduation Rate data is not available until March 2024, so 2022 Graduation data is used for reporting progress.

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



# ACHIEVEMENT AND INTEGRATION

The purpose of the Achievement and Integration for Minnesota program is to pursue:

1. **Racial and economic integration**
2. Increase student achievement
3. **Create equitable educational opportunities**
4. Reduce academic disparities based on students' diverse racial, ethnic, and economic backgrounds

**Goal #1:** By June 2025, decrease the percentage of content area (ELA, Math, Social Studies, and Science) failures by protected class students by 1.5% each year as measured by semester grade achievement.

**Aligns with WBWF area:** All racial and economic achievement gaps between students are closed.

**Goal type:** Achievement Disparity

**Goal type:** Integration

**Goal #2:** By June 2025, close the achievement gap for racially, ethnically and economically segregated students by 1.5% (reading) and 1.5% (math) as measured by Minnesota Comprehensive Assessments.

**Aligns with WBWF Area:** All racial and economic achievement gaps between students are closed.

**Goal type:** Achievement Disparity

**Goal type:** Integration

**GOAL # 3:** By June 2025, increase satisfaction of family and student engagement opportunities from 50% engagement to 70% as measured by yearly survey results and parent attendance data.

**Aligns with WBWF area:** All racial and economic achievement gaps between students are closed.

**Goal type:** Achievement Disparity

## Actions Steps Toward Our New Goal:

- Culturally Responsive Strategies and Equitable Practices
- Educational Equity Coordinator
- Co-Teaching
- One Week Summer STEAM Enrichment Program for Middle School Students
- Rising Scholars
- Success Coaches
- Student Support Specialist



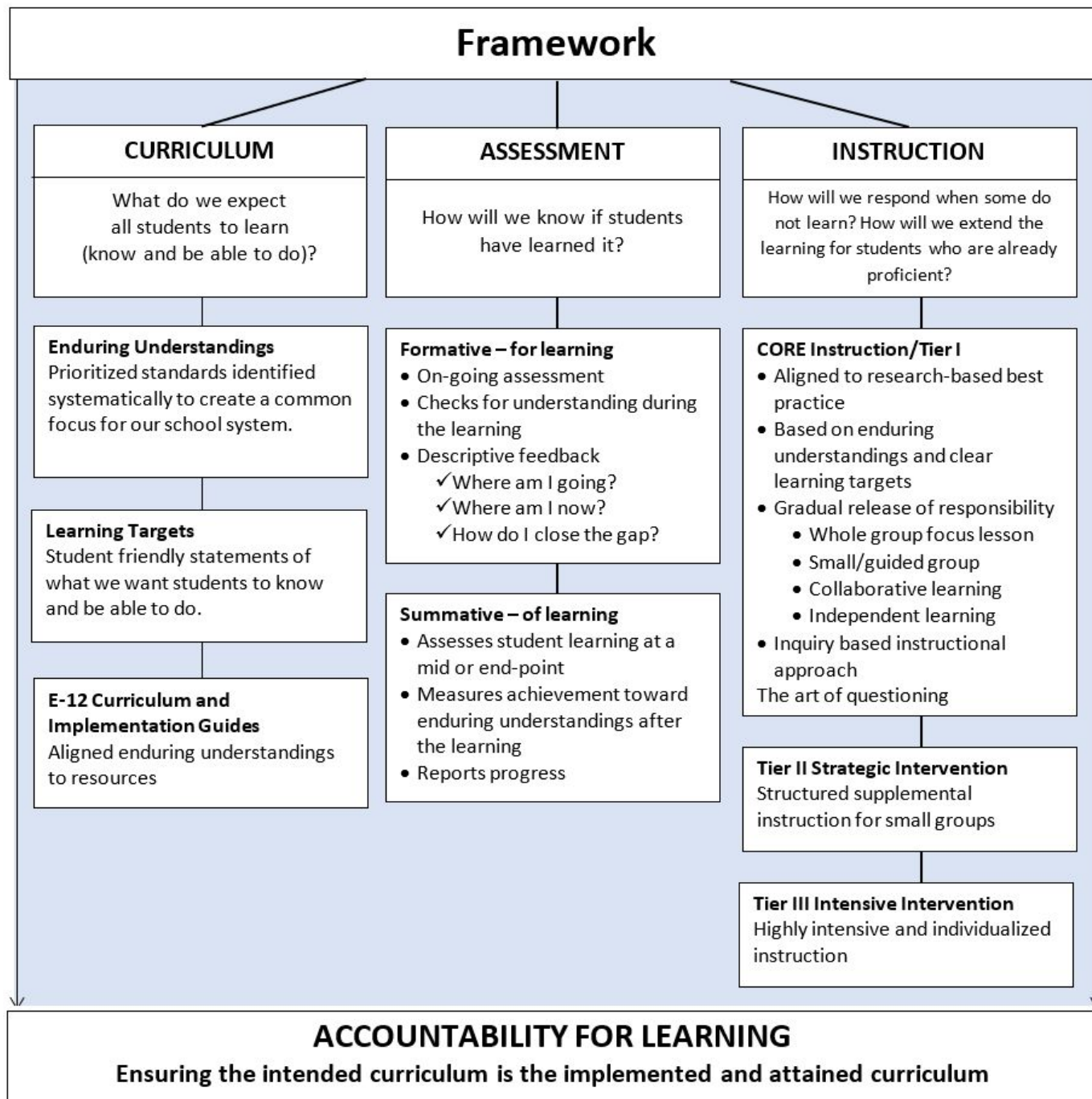
[Link](#) to expanded details on Achievement And Integration action Steps.



# 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.

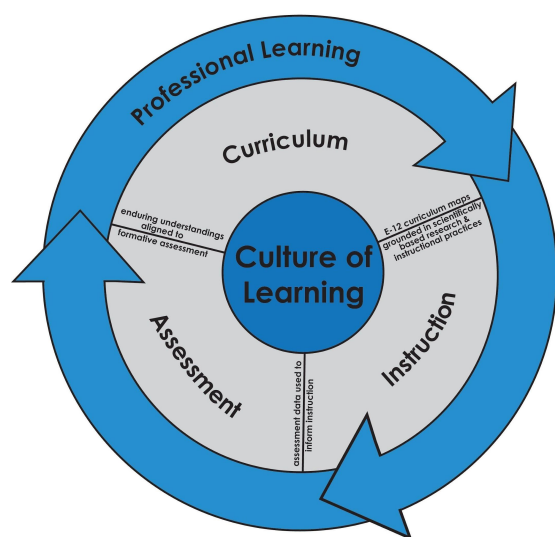


# Improving Instruction, Curriculum & Student Achievement

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?

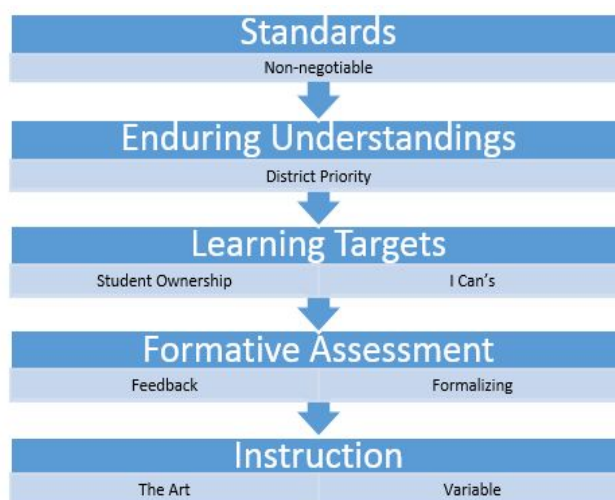
This systematic approach to curriculum development guides all curricular areas within our educational framework. District resources continue to be allocated to prioritize and sustain this ongoing effort.

Departments and grade level teams collaborate to implement enduring understandings and learning targets for all required courses and selected electives. This alignment ensures that our work addresses the first question: what all students must know and be able to do.

The ongoing development and utilization of common assessments empower teachers to proactively address the second question: how will we know if all students have learned.

Utilizing an MTSS process remains integral to guiding our approach to questions 3 and 4: how will we respond if students did not learn, and how will we respond if students already know it.

## Development Process



# REVIEWING EFFECTIVENESS

## Teacher and Principal Evaluation Process:

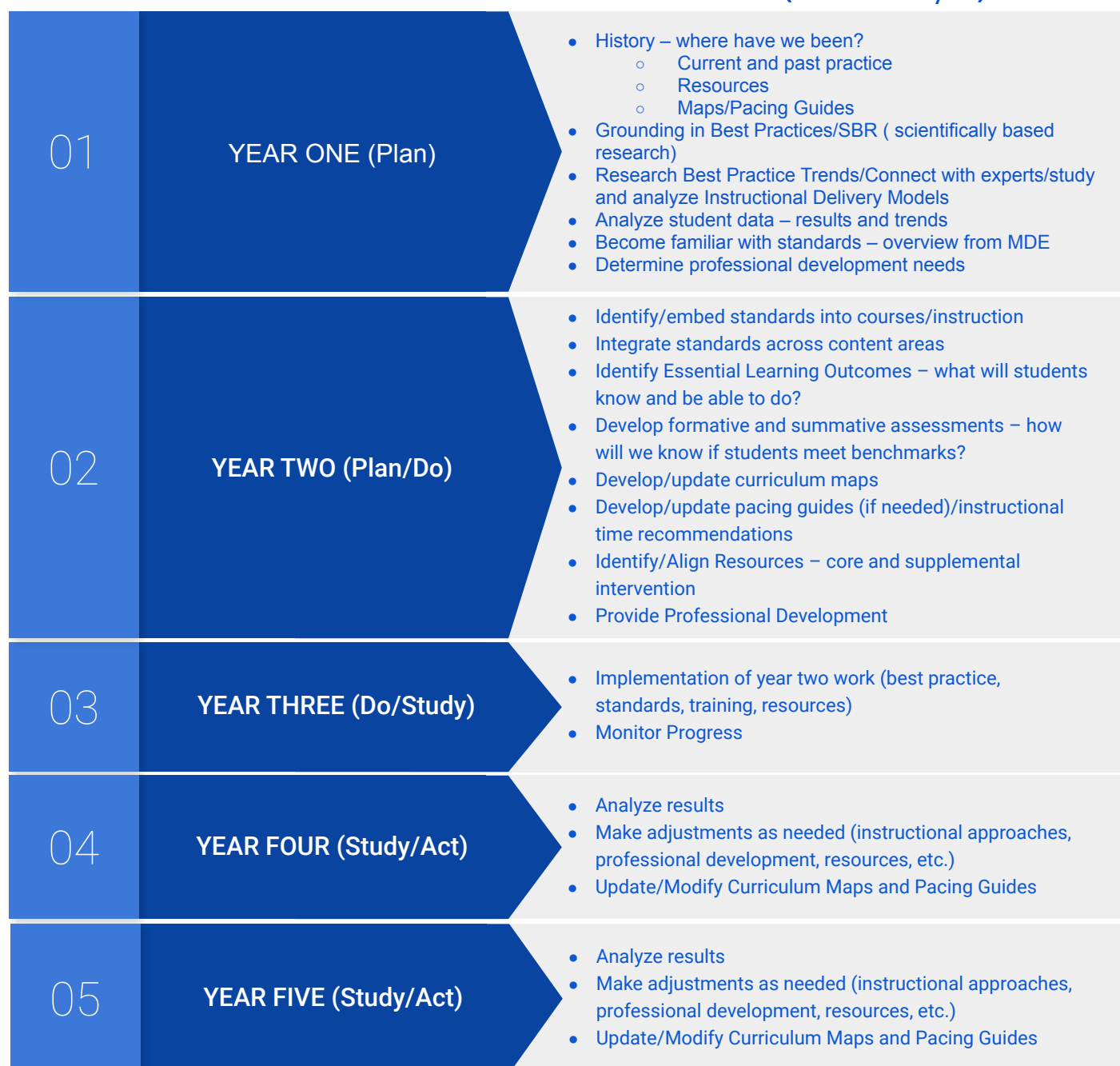
As part of continuous improvement, teachers and principals participate in annual goal setting, peer review and/or formal evaluation. The purpose for teacher evaluation is to foster teacher growth and development in order to ensure high levels of learning for all students. The teacher development and 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 1<sup>st</sup> 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 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 continuous development of curriculum and assessments 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 literacy framework that are critical to student success and aligned to MN State Standards
- c. Continue implementation of new MN State Standards and instructional practices
- d. Develop and enhance Career Pathways and Capstones so students are college/career ready

### 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. 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.

### 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 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 standards, 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 area learning center serving ninth through twelfth grade, and online options for students in grades K-12. 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](http://www.isd761.org)

## 2022-23

### District Curriculum Advisory Committee Members:

#### Community/Parent:

Ally Bowman  
Rebecca Moore

#### School Board:

Mark Sebring  
Tim Jensen

#### Teachers:

Amy Roberts  
Jen Bricko  
Jessica Dant  
Heather Bae  
Katie Coudron  
Natalie Giles  
Greg Sullivan  
Lauren Gendron  
Kim Penning

#### Student:

Haley Abrahams

#### District Administration:

Michelle Krell  
Ann Mikkalson  
Wendy Eggermont  
Kenneth Griswold  
Justin Kiel  
Hollie Jeska  
Erin Halverson



## BUILDINGS & CONTACTS

### Elementary:

Lincoln Elementary  
 Mary Hawkins, Principal  
 747 Havana Road  
 (507) 444-8100

McKinley Elementary  
 Justin Kiel, Principal  
 1050 22<sup>nd</sup> St. NE  
 (507) 444-8200

Washington Elementary  
 Libby Zeman, Principal  
 423 14<sup>th</sup> St. NE  
 (507) 444-8300

Wilson Elementary  
 Matt Zurbriggen, Principal  
 325 Meadow Lane  
 (507) 444-8400

### Middle School:

Owatonna Middle School  
 Julie Sullivan, Principal  
 500 15<sup>th</sup> St. NE  
 (507) 444-8700

### Senior High:

Owatonna Senior High  
 Kory Kath, Principal  
 333 E. School St.  
 (507) 444-8800

Area Learning Center  
 Jamie Bates, Principal  
 338 E. Main St.  
 (507) 444-8000

### Community Education/Early Childhood:

Roosevelt Community School  
 Deb McDermott Johnson, Director  
 122 E. McKinley St.  
 (507) 444-7900

Owatonna Education Center  
 Maggie Goldade  
 Early Childhood Supervisor  
 338 E. Main St.  
 (507) 444-7801

### Owatonna Online:

Ann Mikkalson, K-6 Director  
 515 W. Bridge St.  
 507-444-8012

Jamie Bates, 7-12 Principal  
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### District Administration:

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## Departments/Services

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