



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

**2019-2020 SY Report  
2020-2021 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 2019-20 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 2019-2020 school year as well as a summary of the World's Best Workforce Plan for the 2020-2021 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

# VISION

# CORE VALUES

**Inspiring Excellence.  
Every Learner, Every Day.**

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.

Build and Nurture Relationships  
Develop and Maintain a Growth Mindset  
Challenge the Status Quo

## OWATONNA PUBLIC SCHOOLS COMMITMENTS



**21st  
CENTURY  
LEARNERS**

who are:

- Collaborative
- Creative
- Critical Thinkers
- Effective Communicators
- Community Focused



**SAFE  
AND  
CARING  
COMMUNITY**



**EQUITY**



**HIGH  
QUALITY  
TEACHING  
AND  
LEARNING**

# 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. Unfortunately, due to COVID 19 pandemic, we were unable to conduct kindergarten spring interviews and offer K Camp. On a typical year, 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 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 Fall 2020, we will increase the number of students meeting fall K benchmarks by 5 percentage points to 64%

#### 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 2019-2020:

Progress towards our goal was impacted due to unfinished learning in spring of 2020 due to COVID-19 Pandemic.

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

Fastbridge earlyReading	Fall 2020
<b>Composite</b>	52%
- Concepts of Print	66%
- Letter Names	48%
- Letter Sounds	44%
- Onset Sounds	41%

\*Students participating in a full-time distance learning model in Fall 2020 were not assessed using this measure.

### LOOKING FORWARD

#### Goal for School Year 2020-2021:

- In the FALL 2020, 52% of kindergarten students met fall Kindergarten literacy benchmarks as measured by the FASTBRIDGE earlyReading composite benchmark assessment. In Fall 2021, we will increase the percent of students meeting fall K benchmarks by 8 percentage points to 60%

#### 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.

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

#### LOOKING BACK

##### 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 Taken Toward Our 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

##### Progress Toward Our Goal 2019-2020:

Due to COVID-19, no 2020 MCA III reading achievement data or spring 2020 Fastbridge reading assessment data are available.

In the Winter of 2019-20, the Fastbridge Adaptive Reading assessment was administered to all enrolled third graders. 69% of third graders met or exceeded the ‘low risk’ benchmark on this measure. This represents an improvement from the previous year.

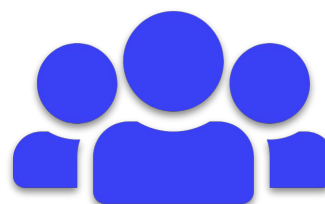
#### LOOKING FORWARD

##### Goal for School Year 2020-2021:

- 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 2021.

##### 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 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

#### 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 2019-2020:

Progress towards our goal was impacted due to unfinished learning in spring of 2020 due to COVID-19 Pandemic.

### LOOKING FORWARD

#### Goal for School Year 2020-2021:

- 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 2020	Reading Target 2021	Reading Target 2022	Math 2019	Math 2020	Math Target 2021	Math Target 2022
Hispanic/LatinX	28	NA	21	18	29	NA	20	17
Black/African American	22	NA	14	11	30	NA	23	20
Two or more Races	18	NA	11	8	13	NA	4	0
Students of Color	21	NA	17	14	28	NA	18	15
FRP	26	NA	18	15	21	NA	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 Coordinator 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 learning, 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, 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 2019-2020:

- 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 2019-2020:

Due to COVID-19, insufficient data was collected.

### LOOKING FORWARD

#### Goal for School Year 2020-2021:

- The percentage of OPS graduating students who have earned college credit in articulated concurrent enrollment and/or PSEO courses will increase 3% from 2020 to 2021.
- The percentage of students in OPS who participate in advanced career and technical education courses or internships/mentorships will increase 3% from 2020 to 2021

#### Actions Steps Toward Our New 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

# 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 2019-2020:

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

2019 Graduation figures were released in March 2020. To set the 2019-20 school year goal, 2018 graduation data was used.

#### Actions Taken Toward Our 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

#### Progress Toward Our Goal 2019-2020:

The 2019 OPS graduation rates improved slightly or held steady in all of the reported student groups. About 7% percent of our students will be continuing their education with us, many of whom are on Individualized Learning Plans (IEP).

Student Group**	2018 ACTUAL	2019 TARGET	2019 ACTUAL
All Students	83.3%	88%	84.2%
Black/ African American	75.0%	>= 80%	80.0%
Hispanic / Latinx	59.7%	>= 80%	62.5%
White	88.2%	>= 80%	88.2%

\* 2020 Graduate Rate data is not available until March 2021, so 2019 Graduation data is used for reporting progress.

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

### LOOKING FORWARD

#### Goal for School Year 2020-2021:

- The overall four year graduation rate will increase from 84% to 88% with no individual racial/ethnic group below 80% by 2021.

Student Group**	2015	2016	2017	2018	2019*	2021 Target
All Students	85%	86%	89%	83%	84%	88%
Black/ African American	75%	75%	81%	75%	80%	
Hispanic / Latinx	49%	64%	77%	60%	63%	
White	91%	90%	93%	88%	88%	

\* 2020 Graduation Data is not available until March 2021

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

#### Actions Steps Toward Our New Goal:

- Increase academic support for students and enhance opportunities and programming for credit recovery.
- 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



# 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

## Goals

**Goal #1:** By June 2022, increase the percentage of staff implementing culturally, Linguistic, and equitable responsive instructional practices from 10% to 80% as measured by equity walkthroughs.

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

**Goal type:** Achievement Disparity

**Goal #2:** By June 2022, close the achievement gap for racially, ethnically and economically segregated students by 5% (reading) and 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 2022, increase satisfaction of family and student engagement opportunities from \*baseline to 95% as measured by yearly survey results. \*Baseline data will be collected Spring 2019.

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

**Goal type:** Achievement Disparity

**Goal type:** Integration

## Actions Steps Toward Our New Goal:

Culturally Responsive Strategies and Equitable Practices

Educational Equity Coordinator

Equity Coach 9-12

Co-Teaching

Expansion of AVID and HS REACH Programming

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.

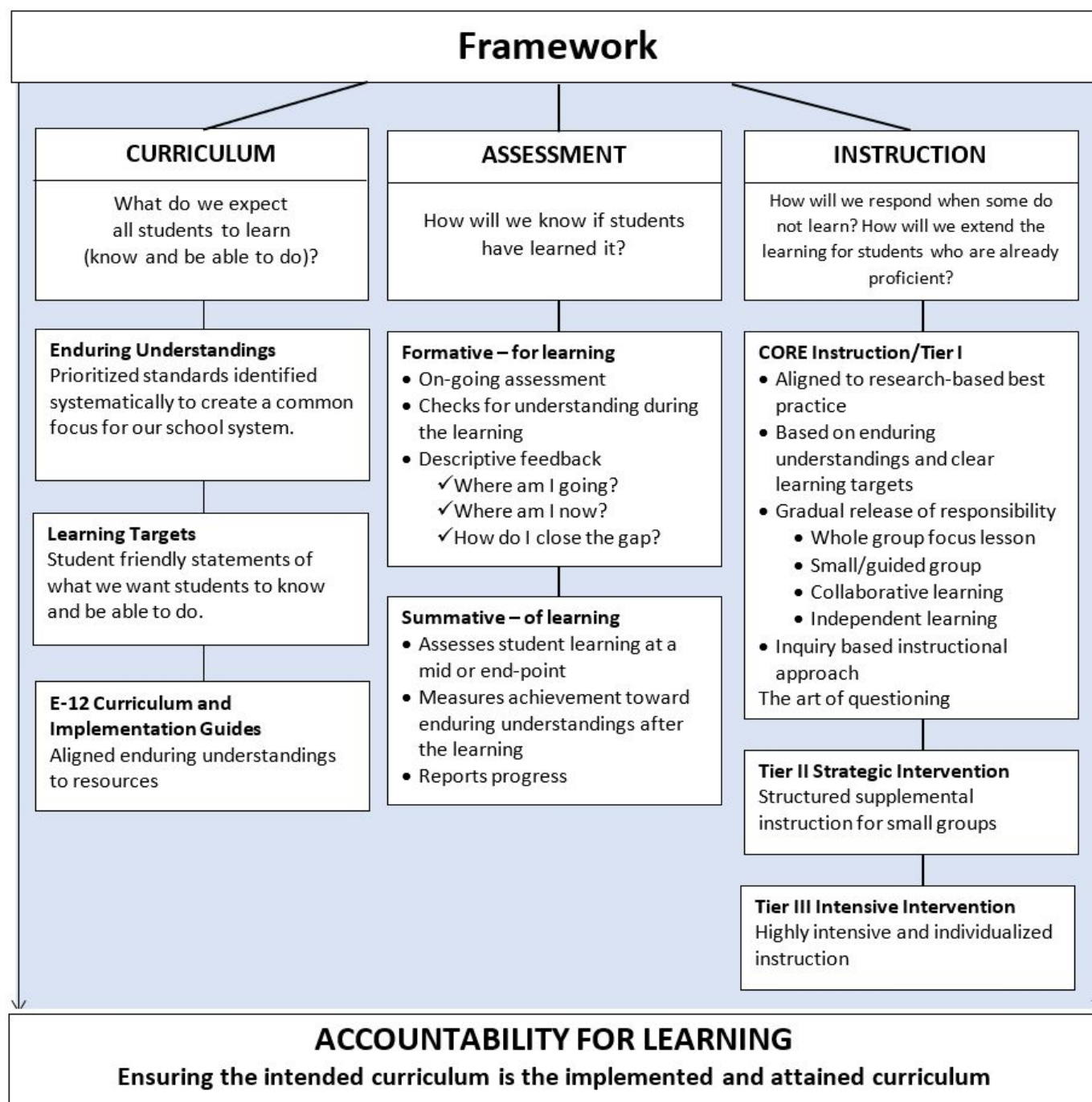




# TEACHING AND LEARNING FRAMEWORK

## 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.



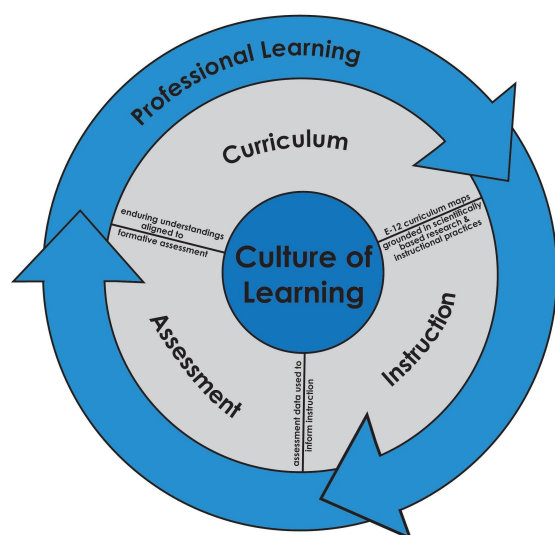


# Improving Instruction, Curriculum & Student Achievement

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?

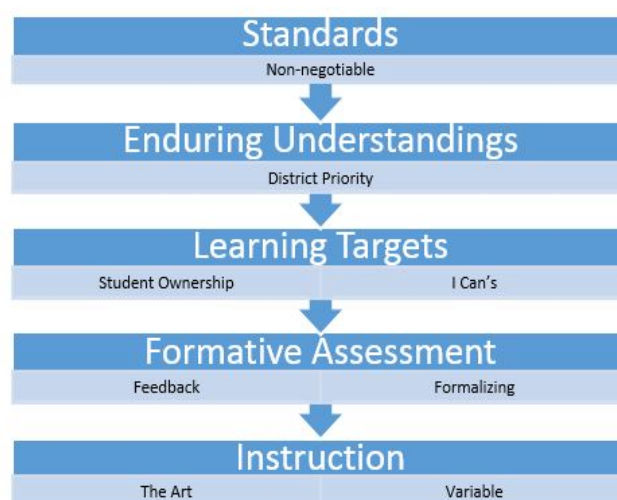
This systematic approach to curriculum development has been used by all curricular areas. District resources have been prioritized to support this effort.

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:

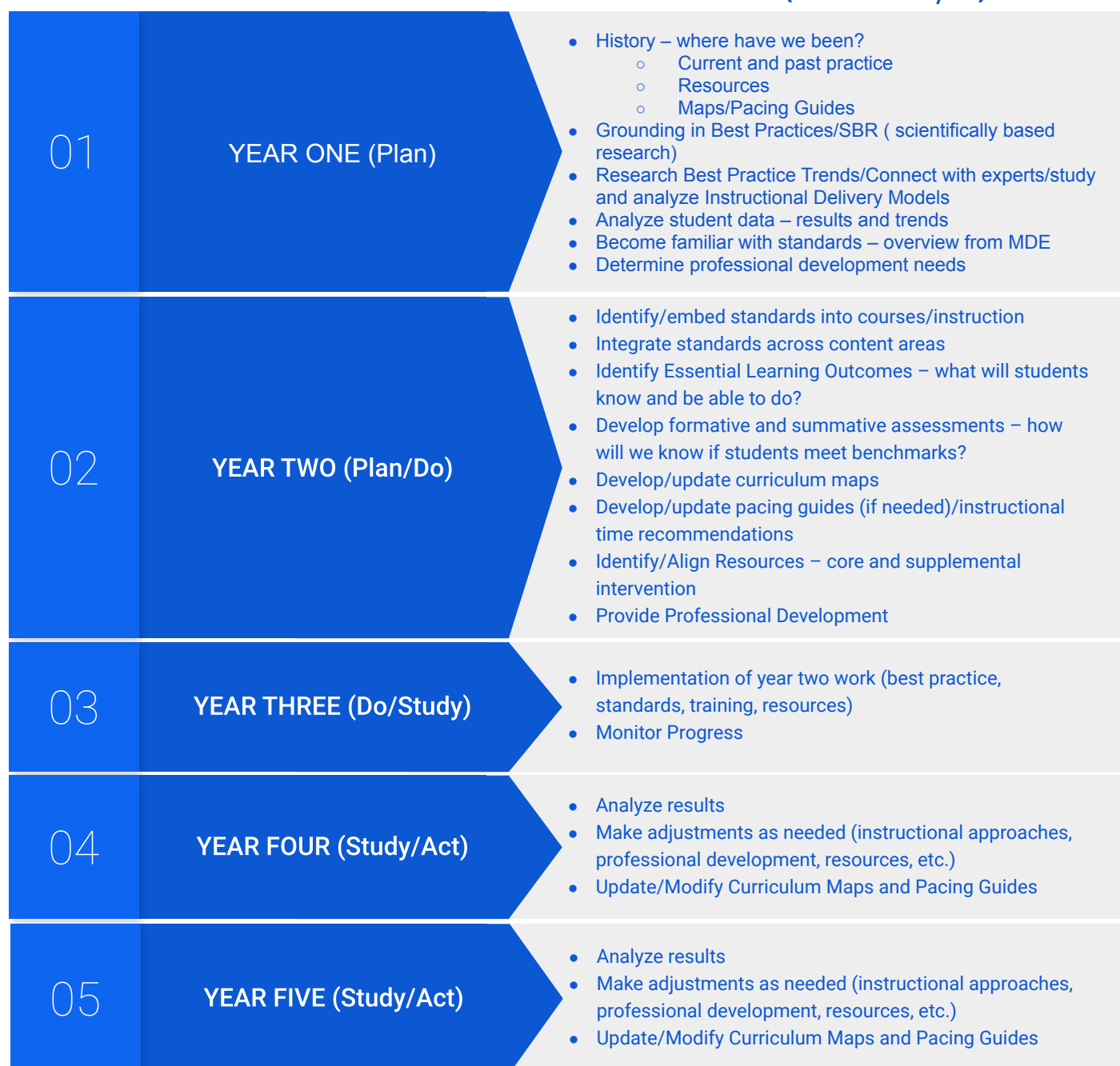
As part of continuous improvement, teachers and principals participate in annual goal setting, peer review and/or formal evaluation. The purpose for teacher evaluation is to foster teacher growth and development in order to ensure high levels of learning for all students. The teacher development and 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 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 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 2019-20 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](http://www.isd761.org)**

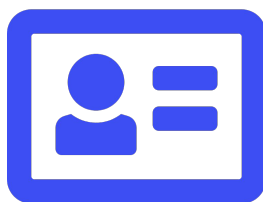
## **District Curriculum Advisory Committee Members:**

**Community/Parent:**  
Leah Wunderlich

**School Board:**  
Mark Sebring  
Tim Jensen

**Teachers:**  
Amy Roberts  
Tamra Gonzalez  
Kara Fradet  
Shelley Johnson  
Sue Harty  
Katie Coudron  
Greg Sullivan  
Lauren Gendron  
Kim Penning  
Heidi Perkins

**District Administration:**  
Michelle Krell  
Ann Mikkalson  
Martina Wagner  
Wendy Eggermont  
Kenneth Griswold  
Jane Sorensen  
Beth Svenby  
Hollie Jeska  
Matt Zurbriggen  
Jim Kiefer



## BUILDINGS & CONTACTS

### Elementary:

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

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

Washington Elementary  
Elizabeth Svenby, Principal  
423 14<sup>th</sup> Street NE  
(507) 444-8300

Wilson Elementary  
Mel Hoffner, Principal  
325 Meadow Lane  
(507) 444-8400

### Middle School:

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

### Senior High:

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

Alternative Learning Center  
Jim Kiefer, Principal (2019-20)  
Brenton Shavers, Principal (2020-21)  
338 Main Street E  
(507) 444-8000

### Community Education/Early Childhood:

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

Owatonna Education Center  
Shari Mensink, ECSE Coordinator  
338 Main Street E  
(507) 444-7801

### District Administration:

District Office  
515 Bridge Street W

## Departments/Services

### Business Office:

Sarah Cramblit  
(507) 444-8608  
[scramblit@isd761.org](mailto:scramblit@isd761.org)

### Facilities & Infrastructure:

Bob Olson  
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### Food and Nutrition Services:

Sarah Brooks  
(507) 444-8607  
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### Finance & Operations:

Amanda Heilman  
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### Human Resources:

Chris Picha  
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### Technology and Innovation

Mike Halverson  
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### Special Services:

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### Superintendent:

Jeff Elstad  
(507) 444-8601  
[jelstad@isd761.org](mailto:jelstad@isd761.org)

### Teaching & Learning:

Michelle Krell  
(507) 444-8603  
[mkrell@isd761.org](mailto:mkrell@isd761.org)