

The School District of Elmbrook

# Elmbrook's Excellence in Education



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# I. Introduction:

The School District of Elmbrook prides itself on the excellent education provided to all students. We believe the most significant impact on ensuring our success with student achievement is maintaining our ability to attract and retain the highest quality staff in every classroom. One major way we accomplish this is by annually maintaining a practice of top quartile compensation for teachers.

## a. History of Pay:

Historically the compensation model for the School District of Elmbrook was driven by three variables that informed annual wage increases for all teachers. The first variable was the amount of revenue available to fund salary increases for teaching staff. The second variable was providing an increase to the base salary for years of service in Elmbrook. The third variable was to reward continuing education including a Master's or Doctoral degree and other graduate credit attainment. These projected increases were published in a single salary schedule that was influenced by district practices and state statutes including QEO, Mediation/Arbitration, and Revenue Limits.

In response to the changing landscape for compensation in public education, one of the critical strategic priorities for the School District of Elmbrook is to develop a comprehensive compensation model. This model will help us recruit, develop, retain, and reward high quality certified staff.

## b. Committee Structure:

In an effort to create this model, a team of administrative staff members and personnel from across the district began working on a process, led by consultants from MRA–The Management Association. The process started in early January. The make-up of this committee included:

<b>Teachers</b>	<b>Principals/Associates</b>	<b>District Leaders</b>
Jennifer Schultz	Dan Westfahl	Mark Hansen
Julie Hardie	Amie Farley	Dana Monogue
Gabi Zastrow	Andy Farley	Dan Pavletich
Sherri Michalowski	Mike Sereno	Tammy Gibbons
Jason Kruse	<b>MRA</b>	Tanya Fredrich
Tom Juran	Laura Prokop	Erik Kass
Leanne Wied	Mary Aprahamian	<b>Board of Education</b>
		Meg Wartman

## c. Process:

The project kicked off in December of 2013 with a goal of delivering a formal recommendation to the Board of Education, through the Personnel Committee in May, 2014. To navigate this process, we established norms of meeting every week over this time to fully develop the most comprehensive and inclusive compensation plan

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possible. The Strategic Compensation Committee met nearly every Wednesday for two hours in addition to subcommittee work. Since January, 2014 over 1,000 total hours have contributed to this proposal. This work was guided by eight milestones that allowed the committee to weekly understand progress and next steps. The eight milestones are:

- Milestone #1 - Total Rewards, Compensation Philosophy, and Critical Success Factors.
- Milestone #2 - Key Stakeholder Analysis, Teacher Survey, and Environmental Factors.
- Milestone #3 - Review Survey Results, Research Other Plans, and Brainstorming Options.
- Milestone #4 - Principal Feedback Sessions, Teacher Feedback Sessions, and Review Feedback Information.
- Milestone #5 - Review the proposed options in detail to understand the pros, cons, and cost impacts.
- Milestone #6 - Make Decision on Compensation Structure, Identify Risks, and REview Key. Stakeholder Analysis.
- Milestone #7 - Complete Financial Modeling and Finalize Plan.
- Milestone #8 - Discuss Communication and Implementation Strategy

### d. Critical Success Factors:

The critical success factors were developed and approved through a consensus process during milestone #1. These critical success factors created our commitment to certain aspects and our lens for how we expect our work to be judged.



Critical Success Factors



Promotes Professional Growth	Promotes Elmbrook as a Destination District
Creates Career Pathways and Ladders	Financial Sustainability
Has Consistency	Does Not Negatively Impact Pay (Hold Harmless)
Honors Core Values	Within Sphere of Influence
Legally Defensible	Aligns with the District's Strategies
Easily Understood	Limits Subjectivity

### e. Best Practices:

The committee began a benchmarking process within public education across the country, along with compensation models present in the private sector. Our research found that there are quite a few district's in Wisconsin that are leveraging the changing landscape to design and implement restructured compensation systems. We also were able identify some best practice districts throughout the country including systems in Wisconsin and across the country.

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MRA provided useful information and insight into the private sector compensation models that guided our work. This research identified best practices within the Health Care and Engineering professions for building a sustainable compensation schedule. The engineering compensation strategies utilize a banding structure to reward annual growth, balanced with career promotion opportunities through meeting specific requirements. Information from these two professions significantly informed Elmbrook's model.

#### f. What is not part of this system?

The proposed Elmbrook Excellence in Education framework does not include compensation for things such as coaches, department chairs, and grade level leaders. As we continue to progress and move forward in the implementation and evaluation cycle of this framework, we believe things such as this can be included in this compensation model but we are not intending this recommendation to include these areas.

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## II. Staff Engagement

### a. Teacher Survey - January 21 - February 6

A twenty-one questions survey was sent out to all teachers on January 21. Upon closing the survey on February 6, 283 teachers responded to questions about compensation and benefits. To access the survey results click here: [Survey Results](#)

### b. Senior Leader Presentation - February 27

During a regularly scheduled early release Thursday, Central Office Administrators traveled to every school on the same day to deliver a consistent message to all teachers on our progress. This strategy allowed us to provide information, while allowing teachers to ask questions about where things were headed through the committee's work. By completing this step in the process, we guaranteed communication with all teachers on a personal level with accurate information. To access the presentation click here: [Senior Leader Presentation - Feb 27](#)

### c. World Café Feedback Sessions - March 3-10

Five feedback sessions were scheduled afterschool and during the evening to collect feedback teachers on four questions:

1. What did you like about the about the old salary schedule?
2. What did you not like about the old salary schedule?
3. What would you like to see in a new compensation model?
4. What do you not want to see in a new compensation model?

Approximately 150 teachers participated in world café discussion groups facilitated by District administrators and committee members. The results were compiled with five themes for each question emerged from the hundreds of recorded feedback statements. To access a summary of the feedback click here: [World Cafe Feedback Summary](#)

### d. Principal Presentations - April 10th

The committee has held ongoing updates and information sessions with the principals. On April 10, principals provided the following presentation to all teachers: [Principal Presentation - April 10](#). After the presentation principals conducted a plus delta feedback session. Teachers were asked to positive feedback and questions that they may have. As a result a set of frequently asked questions (FAQ's) were produced and answered. To access the FAQ's and answers click here: [FAQ's from April 10](#)

### e. Senior Leader Presentation II - May 1

During a regularly scheduled early release Thursday, Central Office Administrators traveled to every school on the same day to deliver a consistent message to all teachers on our progress. This strategy allowed us to provide information, while allowing teachers to ask questions about where things were headed through the committee's work. By completing this step in the process, we guaranteed communication with all teachers on a personal level with accurate information.

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## f. Human Resources Intranet Website - Compensation Tab

All of the information - survey results, powerpoint decks, feedback summaries, and more - has been posted on the Human Resources Website under the Compensation tab located on the District's intranet. The intranet can be accessed by employees by using their unique username and password.

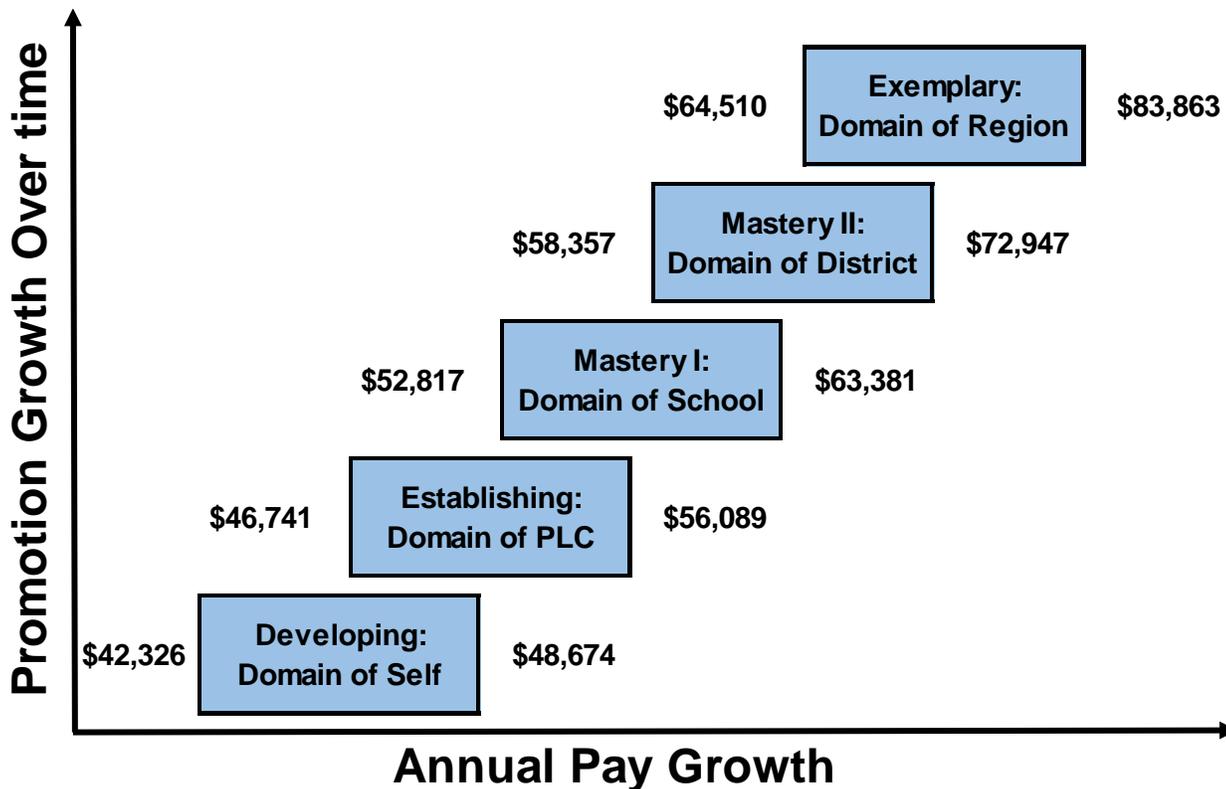
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### III. Recommended Compensation Schedule

The committee is making a recommendation to move away from the historical salary schedule approach, and into a compensation banding approach that rewards staff for career growth over time and, most importantly, annual performance. The inputs that will inform annual base wage adjustments are listed in the "components / plan elements" section below. Additionally, the district is recommending that we provide annual stipends for specific strategies as outlined below. Finally, the district is recommending annual bonus opportunities aligned to the School Report Card.

#### a. Base Wage Structure

The recommended compensation structure with recommended salary bands are:



This banding schedule will focus on opportunities for base wage increases driven by the career pathway rubric (outlined below) and the annual performance appraisal (outlined below).

The career pathway rubric will allow an employee to provide evidence of meeting the requirements to "level up" every 3 to 5 years. This recommendation is intended to provide for meeting the vertical requirements within the rubric in order to qualify for the promotion requested. The evidence will be provided by the teacher to the building administrator to evaluate and ultimately determine if the requirements have been met. In the situation of a disagreement over the determination, an appeal can be made to the Director of Human Resources for a second evaluation of the requested promotion.

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The recommendation of the Career Pathway Rubric that outlines the specific requirements to qualify for a promotion is attached in **Appendix A** to this report. This rubric is recommended for implementation with the requirement of an employee reaching vertical alignment with plan requirements. Evidence must be provided to the building level administrator by March 1 and the building level administrator must recommend for promotion by May 15 of each year for an employee to be eligible for promotion the following school year.

Leveling up through the promotion process will result in an increase to **base** pay. The recommended increase to base pay for moving up a level are:

Level 1 to Level 2: \$1,500

Level 2 to Level 3: \$2,000

Level 3 to Level 4: \$2,750

Level 4 to Level 5: \$4,000

The annual performance evaluation will allow an employee to receive an annual base wage adjustment depending upon the score given. These increases will be provided the academic year following the evaluation cycle that will be completed by June 1 of each year. The ranges for base wage increase on an annual basis are recommended as follows:

<b>FORMAL TEACHING PRACTICE EVALUATION</b>	<b>"OFF-CYCLE" EVALUATION FORM</b>	<b>BASE WAGE INCREASE</b>
<b>Unsatisfactory Range</b>	N/A	<b>0%</b>
<b>Basic Range</b>	Does Not Meet Expectations	<b>0%</b>
<b>Proficient Range</b>	Meets Expectations	<b>Up to 2%</b>
<b>Distinguished Range</b>	Exceeds Expectations	<b>Up to 4%</b>

The "Base Wage Increase" ranges are intended to provide the maximum percentage annually, based upon the available resources within the annual budget. Each category will provide for the same percentage increase, meaning that each employee within a category will receive the same base wage % increase. The district doesn't recommend differentiating base wage adjustments within categories as part of this compensation recommendation.

For those individuals that are outside of the band and have been grandfathered, Administration is recommending they don't qualify for any base wage adjustment. We do believe that rewarding these individuals based upon their performance evaluation is valuable, and recommend they receive an annual stipend that will not be added to base that aligns to their performance evaluation. This would continue for those individuals outside the band for which they are placed until such time as they are within the band spread either through promotion or the continual adjustment of the bands.

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## b. Stipend Structure

Administration is recommending stipends be paid out for critical shortage areas immediately. These stipends in some cases (critical shortage areas) will be guaranteed for a period of time, and others will be an annual opportunity. Administration is recommending creating a sum certain budget that will provide for these stipends annually.

## c. Bonus Structure

Administration is recommending creating a bonus structure aligned to the School Report Card and Professional Learning opportunities. The School Report Card results are determined by the Department of Public Instruction annually in October, and are based upon prior year data. In order for a teacher to qualify for this bonus, the following criteria must be met:

1. The School receives a "Significantly Exceeds Expectations" on the School Report Card
2. Certified Staff must be employed by the School District of Elmbrook at the time the bonus will be paid out (the fall following the previous school year)
3. Certified Staff must have worked in the qualifying building for the majority of their contract time the prior year
4. Staff that did not work 100% in the qualifying building the prior year will have their bonus prorated based upon their contract % in the building

Administration is recommending the creation of a sum certain pool of money that will pay qualifying teachers up to a one-time \$500 bonus if they meet the requirements set forth above.

Annually teachers can qualify for a bonus based upon their investment of time in district approved professional learning activities. The bonus a teacher will qualify for is dependent upon the points accumulated annually.

Administration is recommending the creation of a sum certain amount of money that will be paid out to first reward Professional Learning Activities with a minimum threshold of \$250 Level 1, \$500 Level 2, and \$800 Level 3. The remaining funds would then go to provide for the annual bonus associated with the School Report Card. Budgetary support for this will come from existing budget allocations for training including existing expenditures for Leadership Academy, Homegrown Institute and other existing budgeted items.

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## IV. Components / Plan Elements

The development of the compensation plan is broken into five specific plan elements that all play an integral role in defining teacher compensation annually. Each element was assigned to a work group that spent time researching and developing the core of the recommendation being brought forward. Many areas changed as the final plan was developed, but the essence of each element continues through to the final plan design recommendation.

### a. Critical Shortage Areas

The committee identified the need to differentiate compensation opportunities depending upon the market pressures for critical shortage area(s) annually. Critical Shortage Areas are defined as positions that are difficult to fill and/or retain due to low supply and high demand in the market. Shortage areas will be identified by using DPI and the US Department of Education resources assuming it also aligns with the District's strategic initiatives. The number of applicants will also be a determining factor in assessing the critical shortage areas. The current shortage areas identified for 2014-15 are:

- Technology Education
- Special Education
- Speech/Language Pathologists
- English Language Learners

A **stipend** will be used to bring an employee to within 90% - 110% of the market for the critical shortage area. The "market" rate for the job will be determined by calculating the average pay for that job, compared to the same jobs at our benchmark districts, using statewide data from the DPI database. The employee will receive this stipend for 3 years as long as he/she maintains a performance rating of proficient or better, at which time it will be reassessed.

### b. Professional Learning

The committee believes that rewarding staff for continually investing their time into professional growth opportunities is an important component to improved student achievement. Professional Learning is defined as taking part in district approved learning that align to district strategic and school goals and initiatives. A menu of learning opportunities, approved degrees and certifications that align with district strategic goals and initiatives will be annually developed by a steering committee composed of administrators and teachers..

Separate learning opportunities will be identified for various levels, job responsibilities, and focus areas for improvement. Completion of all learning opportunities for a particular level will result in a number of points which equate to a specific **bonus** payout commensurate with the learning opportunities fulfilled. The assigned points will correlate to the investment in time as well as the overall value of that particular learning opportunity in support of the districts strategic goals and objectives. Employees will identify their desired learning path each fall and submit final documentation prior to the start of the next year in order to receive stipends.

"Professional learning that is part of the bonus structure of the e3 system is defined as learning that an Elmbrook educator seeks out independently for professional growth. These experiences are not required

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by the district. These experiences often occur outside of the school day (evenings, weekends), though some may be in the form of conferences or workshops that do occur during the school day. **All of these experiences are voluntary.** All professional learning eligible for bonus pay must be aligned to the major goals and initiatives of the district.

- Step 1: Educator identifies a professional learning opportunity, aligned to one or more of the six Administrative Playbook Elements.
- Step 2: In PDEExpress, the Educator registers the event(s), seeking approval from a Director of Instruction.
- Step 3: The Director of Instruction verifies the event is rigorous and aligned to the major goals and initiatives of the dis and assigns a point value according to the guidelines established with the Professional Learning Menu.
- Step 4: The Educator engages in the professional learning event. At the end of the event, the Educator secures a verification of participation from the facilitator using the Professional Learning Verification Form. The Educator keeps this record until he/she submits for a professional learning bonus.
- Step 5: The Educator engages his/her principal in a Professional Learning Verification discussion during which the Educator presents each verification form and discusses how each professional learning opportunity impacted their practice. The principal can verify the professional learning activities of the Educator and signs the Principal Verification Form. The Educator then sends this form to the Human Resources Department for Processing.

#### **Important Documents:**

**Professional Learning Menu:** This menu of professional learning opportunities serves as a guide and will be added to throughout the school year. This is not an inclusive list, but a sampling of professional learning that is aligned with our six Administrative Playbook Elements:

- Collaborative Time (PLCs)
- Literacy Alignment
- Continuous Improvement
- Authentic Student Engagement - Personalized Learning & Instructional Technology Integration
- Response to Intervention (Rtl)
- Educator Effectiveness

When an Elmbrook Educator wishes to submit professional learning points for a bonus, the following will be used to determine the appropriate bonus amount. The recommendation aligns ***minimum*** thresholds of:

- 5 pts at \$250
- 10 pts at \$500
- 15 pts at \$800

This form will be used by principals when professional learning activities are verified and submitted for a bonus:

**[Principal Learning Bonus Verification Form](#)**

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Elmbrook Educators must complete this verification form for every professional learning activity they want to inform their annual bonus:

[Professional Learning Verification Form](#)

An informational video, detailing the PDExpress system and its support of our professional learning system can be found by following this link:

<https://www.youtube.com/watch?v=AK3qof9tr6k&feature=youtu.be>

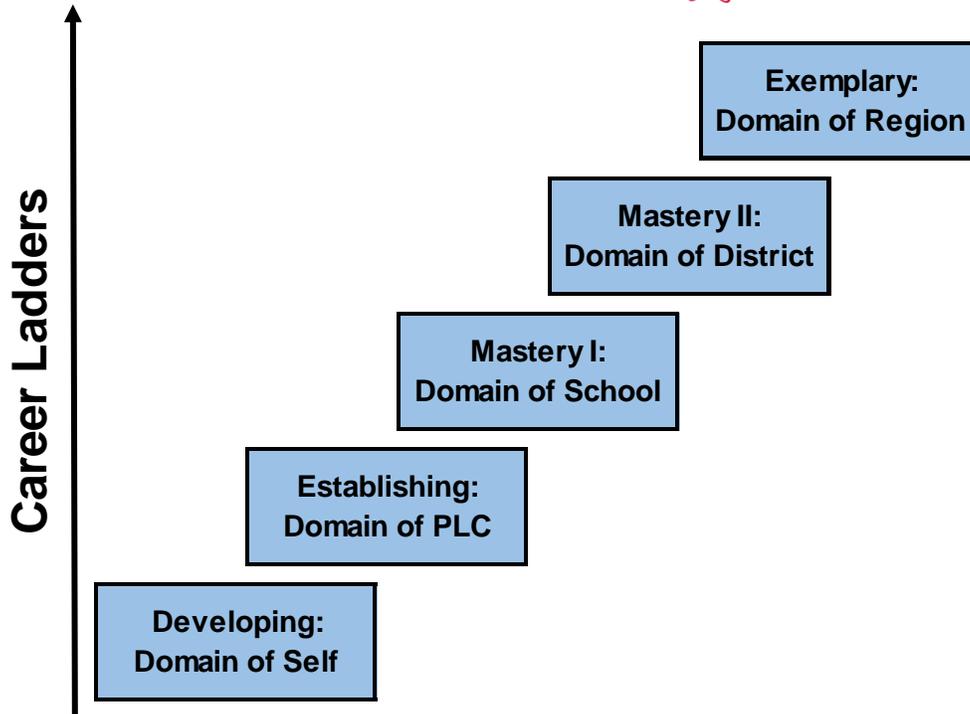
Professional Learning is...	Professional Learning is NOT...
<ul style="list-style-type: none"><li>• voluntary</li><li>• typically initiated by the teacher, though may be recommended by an administrator</li><li>• usually occurring outside of the school day</li><li>• aligned to district goals and initiatives</li><li>• rigorous and relevant</li><li>• something that is verified by a facilitator (required)</li></ul>	<ul style="list-style-type: none"><li>• something required by the district</li><li>• PLC meetings</li><li>• Thursday early release activities</li><li>• disconnected from district goals and initiatives</li></ul>

### c. Career Pathways

The committee identified career pathways as a critical success factor early on, and invested a lot of time into developing a robust pathway for all teachers. Career pathways are defined as flexible growth opportunities that provide multiple opportunities for staff to grow and earn promotions.

We have developed a career pathways rubric to provide employees with options and flexibility to manage their professional career at Elmbrook. The pathways rubric is a systematic, coordinated approach to recognizing and developing great employees as they progress through various career stages. There are five levels of career progression, symbolized by defining growth in an individual's sphere of influence.

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In order to be considered for movement from one level to the next (leveling up), the following must be in place: three years of “proficient” rating on performance appraisal, principal/supervisor endorsement, budget availability, three year waiting period from implementation date (first leveling up opportunities occur in 2016-2017).

Explanations of what each band represents are as follows:

*Developing* - Initial educators, likely within their first 1-5 years of teaching. The primary focus is on classroom instruction and building knowledge and expertise in teaching so that efficacy is built.

*Establishing* - Likely teachers with 4-10 years of experience. Solid instructional practices throughout, focus has grown from self to team and are gaining skills in collaboration, shared decision making and leadership.

*Mastery I* - Must have evidence of ongoing formal education such as district approved masters and/or high valued certifications. Likely teachers with 8-15 years of experience. Leader in the school. Influence beyond grade-level peers to many educators in the building. Coach or mentor. Department chairs, grade-level leaders, etc.

*Mastery II* - Approximately 10+ years of experience, district approved masters and additional certifications likely. Plays role at the district level through prominent committee work. Teaching and Learning Specialists. National Board Certification.

*Exemplary* - Approximately 15+ years of experience. Multiple advance degrees and/or certifications. Plays a role in the region or state through associations, conference presentations, grant writing, etc.

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## d. Mentoring / Leading / Collaboration

The final plan recommendation is deeply rooted in the belief that teachers should focus on mentoring whenever possible, leading when the opportunity arises, and to collaborate at all times. This compensation model is not meant to breed competition within professional learning communities, across buildings, or throughout the district.

Mentoring, Leading, and Collaboration were combined into one strategy and/or plan element as the final plan was designed for recommendation. Each area brings value and insight into what the School District of Elmbrook believes is important in teacher growth. Due to this importance, compensation was ultimately driven by experiences and growth in these areas.

Mentoring is the development of an ongoing relationship of learning, dialogue and challenge. For the School District of Elmbrook mentoring is defined as the development of an ongoing and symbiotic relationship between employees in an effort to improve student learning and achievement.

Leadership is the process of influencing others with a vision of achieving a specific transparent goal. Leadership at Elmbrook is defined by demonstrating an aptitude to influence others to achieve an outlined goal or objective that aligns with district strategic goals and/or initiatives.

Collaboration is the ability to work with others to achieve positive outcomes for all students. For the School District of Elmbrook collaboration means sharing of knowledge, resources, and ideas to improve the achievement of ALL students.

These identified areas will inform promotion opportunities as part of the career ladder rubric and ultimately provide for a permanent **base** pay increase.

## e. Performance Appraisals

A performance appraisal will be completed for every teacher, every academic year as part of this recommendation. For two out of every three years, a modified "short cycle evaluation" tool will be used to provide input into annual base wage adjustment. For the third year, a full summative review will be completed to influence the employee's base wage adjustment. Extensive training, testing, scoring and benchmarking will take place to ensure rater effectiveness and consistency.

The performance appraisal will be a **base** pay possible increase depending upon proficiency identified and will be a percentage of base pay opportunity annually. The percentage award will vary based on the overall performance rating or score. The district is committed to providing the same base wage increase within each rating category on an annual basis that will be driven by available resources provided.

If the employee does not agree with the annual evaluation rating or score, the employee may appeal the decision to the building principal if an associate principal was leading the discussion. The employee may appeal to the Director of Human Resources if the evaluation was performed by a building principal.

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## V. Funding and Sustainability

The School District of Elmbrook has a stated focus of creating a sustainable business model. At the core of any sustainable business model there needs to be flexibility for the district to adapt, while maintaining necessary resources within the classroom. For the purposes of designing this compensation framework in a sustainable way, we need to breakdown the opportunities for compensation into base wage, stipends, and bonus opportunities.

Administration recognizes as part of this compensation framework that historical increases aligned to a sustainable business model will not be sufficient for our district to continue to attract and retain the highest quality staff. For that purpose, the outlined strategies below assume a one time increase to available resources for compensation in the 2014-15 and 2015-16.

### a. Base Wage

The base wage increase will be the only permanent increase out of the three outlined. This by definition will provide the least agility for the district to react to the changing financial landscape we experience. That doesn't mean that we are unable to fit this strategy into our sustainable business model.

Annually evaluations will be completed by June 1st and teacher requests for promotion will be submitted March 1st and evaluated by May 15 of each year. These are the two opportunities for teachers to receive a base wage adjustment for the upcoming academic year. We believe these requirements align very well to our annual budget process.

The Board of Education has historically approved a preliminary budget in late May or early June that includes a recommendation for base wage increases. That base wage increase will be broken down into a pool of available resources. Using the evaluation outcomes and promotions granted, administration will define the total liability for paying required promotion increases as a first step. Administration will then utilize the remaining resources and calculate the % increase by evaluation category, while staying within the allowable increase approved by the Board of Education annually.

### b. Stipend

The stipend pool of funds is recommended to be a sum certain amount that aligns to the dollar(s) approved through the annual budget process. With the exception of the three year guarantee for critical shortage areas, stipends are only guaranteed for a period of one year. This concept will provide maximum agility to the Board of Education to manage limited resources and to react to possible changes annually.

### c. Bonus

The bonus pool of funds is recommended to be a sum certain amount that aligns to the dollar(s) approved through the annual budget process. All bonus opportunities are only provided on a year-to-year basis and don't become permanent. This flexibility is another opportunity for the district to react to the unknown financial changes that can happen annually.

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## VI. Factors Influencing Pay

There will be **three** inputs into a teacher's total annual compensation increase: base wage increase, stipend, and bonus. Each input has **two** influencing factors.

Type of Increase	Definition	Influencing Factors
<b>Base Wage Increase</b>	<ul style="list-style-type: none"> <li>Attached to the employee's base salary.</li> <li>Base wage increases remain as affixed increases to the salary.</li> </ul>	<ol style="list-style-type: none"> <li>Performance Appraisal Rating - Educator Effectiveness rating or short-cycle rating. <b>NOT Connected to SLO score.</b></li> <li>Career Ladder Progression - Education, Professional Learning, Continuous Improvement, Collaboration and Leadership</li> </ol>
<b>Stipend</b>	<ul style="list-style-type: none"> <li>Remain in place for the duration of time the employee continues serving in the related capacity.</li> <li>Stipends do not increase your base wage and can end when the circumstance no longer exists.</li> </ul>	<ol style="list-style-type: none"> <li>Critical Shortage Area</li> <li>Extra Duty Contracts - Compensation for extra duty contracts (e.g. coaching, department chair, grade-level leader) were not within the scope of the E3 project for 2014-15. 2013-14 rates will continue for 2014-15 with a commitment to review and evaluate compensation rates for 2015-16.</li> </ol>
<b>Bonus</b>	<ul style="list-style-type: none"> <li>One time payments that may be distributed as compensation for, or acknowledgement of a significant performance or contribution.</li> <li>Bonuses do not increase your base wage and do not carry over from one year to the next.</li> </ul>	<ol style="list-style-type: none"> <li>Professional Learning</li> <li>School Report Card</li> </ol>

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## VII. Program Evaluation Details

Beginning in the 2014-2015 school year, the district will establish the Elmbrook Excellence in Education (E<sup>3</sup>) Steering Committee. This group will begin meeting immediately upon board approval to build out the operational detail to a variety of plan elements. The committee will be composed of a principal from each level, the Director of Human Resources(chair), the Assistant Superintendent of Teaching and Learning, teachers (a blend of unit and non-unit staff) from all three levels, and the Elmbrook Education Association's President.

The E<sup>3</sup> Steering Committee will also meet at the end of each school year to evaluate the qualitative and quantitative data related to this strategic compensation program. The program evaluation will focus on the following evaluation design questions:

1. Did the Elmbrook Excellence in Education program assist the district in hiring and retaining high quality staff?
2. What impact did the E<sup>3</sup> program have on the attitudes and beliefs of principals and teachers?
3. Is the program financially sustainable?
4. What impact did the E<sup>3</sup> program have on the acquisition of new skills and dispositions for principals and teachers?
5. What percent of educators report that the incentives in the program motivate them to seek higher levels of performance?
6. What impact, if any, has the program had on inter-teacher collaboration and collegiality?

In order to conduct the program evaluation, the district will deploy data collection techniques that include but may not be limited to focus groups(qualitative), teacher/principal surveys(quantitative), case studies(qualitative), a review of program documents and financial information (quantitative and qualitative), and interviews with program implementers (qualitative). The principal and teacher surveys will include critical questions and prompts that help assess perceptions on teacher evaluations, quality of supervisor feedback, impact on collaboration, overall attitude toward E<sup>3</sup>, rigor of the evaluation system, and related matters. Finally, quantitative analysis will be completed on retention rate, recruitment data, percent of staff accessing additional compensation opportunities, % of staff requesting/receiving promotion, and teacher transfer requests.

It should be noted that the School District of Elmbrook has started discussions with an external partner to conduct an independent review of the first three years of E<sup>3</sup> implementation. Initial conversations with the Wisconsin Center for Education Research at the University of Wisconsin have proven beneficial and a formal agreement may be forthcoming. In conjunction with these content experts, the program evaluation outline may change over time.

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## VIII. Conclusion

On May 1, 2014 Senior Leaders presented the E<sup>3</sup> proposal to over 500 teachers during ten different presentations. Feedback from these presentations indicated that the model is well received and there is renewed hope and optimism regarding career pathways. Although the system has costing/sustainability analyses and implementation details to be developed, the committee believes that we have built something unique to Elmbrook.

What this plan provides for staff is opportunity for individual career growth driven by the employee, wrapped with numerous opportunities to invest in learning at the level they are comfortable with. This plan is intended to inject optimism into our system and to raise the bar on collaboration across the School District of Elmbrook. Finally, this plan is intended to think outside the box for how we compensate our most important resource for creating positive outcomes with children and to continually push our district along on the path from Great to Greater.

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**Appendix A: Evidence of your work to support the district mission, vision, values and goals.**

POINT VALUE	1	2	3	4	5
<b>FACTOR</b>	<b>DOMAIN OF SELF:</b> The educator is focusing on learning their classroom environment and gaining confidence in classroom management and the basics of their position.	<b>DOMAIN OF PLC:</b> The educator is learning about and beginning to implement new practices.	<b>MASTER I:</b> The educator is confident in the application of new learning at the classroom level.	<b>MASTER II:</b> The educator is teaching others within the district about new pedagogical practices and approaches.	<b>EXEMPLARY:</b> The educator is teaching others outside of the district about new pedagogical practices and approaches.
<b>EDUCATION</b>	BA/BS	Evidence of ongoing professional learning to include district approved coursework or conferences/workshops.	BA/BS and evidence of continued formal learning (enrolled in district approved Masters or Certificate and/or Licensure program)	Evidence of ongoing, formal professional learning (e.g., District approved Masters Degree completion, certificate or licensure program completion)	Evidence of ongoing, formal professional learning (e.g., District approved additional Masters Degree completion, certificate or licensure program completion); National Board Certification or other professional certification likely

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<p style="text-align: center;"><b>PROFESSIONAL LEARNING</b></p>	<p><b><i>Classroom-based evidence of professional learning to show that you...</i></b></p> <ol style="list-style-type: none"> <li>1. Participation in new teacher orientation</li> <li>2. Professional development with new curricula</li> <li>3. Other learning aligned to district initiatives evident</li> </ol>	<p><b><i>Classroom-based evidence of professional learning to show that you...</i></b></p> <ol style="list-style-type: none"> <li>1. Built personal capability and understanding that supports the development and implementation of innovative practices</li> <li>2. Learned and supported a purposeful approach to decisions relative to innovation</li> <li>3. Engaged in other learning aligned to district initiatives evident</li> </ol>	<p><b><i>Classroom-based evidence of professional learning to show that you...</i></b></p> <ol style="list-style-type: none"> <li>1. Supported and contributed to the development and implementation of innovative practices</li> <li>2. Supported and contributed to a purposeful approach to decisions relative to innovation</li> <li>3. Engaged in consistent learning aligned to district initiatives evident</li> </ol>	<p><b><i>Classroom-based evidence of professional learning to show that you...</i></b></p> <ol style="list-style-type: none"> <li>1. Supported and led the development and implementation of innovative practice beyond their classroom (team / department).</li> <li>2. Supported and led the purposeful approach to decisions relative to innovation. <i>Innovation is clearly and strongly aligned to building goals as outlined in the District's Strategic Plan</i></li> <li>3. Considerable learning aligned to district initiatives evident</li> </ol>	<p><b><i>Classroom-based evidence of professional learning to show that you...</i></b></p> <ol style="list-style-type: none"> <li>1. Engaged significantly in leadership, mentoring, research, innovation, district innovation</li> <li>2. Supported and led the development and implementation of innovative practices beyond their team / department (<b>district, region, state</b>)</li> <li>3. Supported and led the purposeful approach to decisions relative to innovation and its impact is data supported. Innovation is clearly and strongly aligned to district goals <b>and regional/state trends</b> as outlined in the District's Strategic Plan</li> <li>4. Engaged in extensive learning aligned to district initiatives evident.</li> </ol>
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<p style="text-align: center;"><b>CONTINUOUS IMPROVEMENT</b></p>	<ol style="list-style-type: none"> <li>1. Understands and supports classroom mission statement aligned with school mission and goals.</li> <li>2. Acquires an understanding of the instructional data team process.</li> <li>3. Understands and administers SLO's.</li> </ol>	<ol style="list-style-type: none"> <li>1. Develops and supports classroom mission aligned to school mission and goals, and connects the mission with the work of the students.</li> <li>2. Engages with and actively contributes to team level continuous improvement process. Works with students to set classroom and individual goals based on class and student needs. Students provide input in action planning to meet their goals.</li> <li>3. Actively engages in the instructional data team process with professional learning community. Implements planned strategies at the classroom level that are predominantly teacher directed.</li> </ol>	<ol style="list-style-type: none"> <li>1. Engages in the achievement of the school mission and goals by influencing action planning and implementing determined strategies at the PLC and building level.</li> <li>2. Engages with and actively contributes to team level continuous improvement process. Works with students to set classroom and individual goals based on class and student needs. Students provide input in action planning to meet their goals. Leads team data literacy efforts.</li> <li>3. Actively engages in the instructional data team process with professional learning community. Shares and supports continuous improvement practices including goals and planning of strategies at the classroom level with students.</li> </ol>	<ol style="list-style-type: none"> <li>1. Helps lead the school's continuous improvement efforts at the PLC level both within the school and across the district.</li> <li>2. Effectively applies and leads school, team, and classroom level student-led continuous improvement processes. Students set learning goals based on individual needs, establish their action plans, and chart and monitor their own progress.</li> <li>3. Actively engages in the instructional data team process with professional learning community. Students apply continuous improvement practices including goals and planning of strategies at the classroom level to support their learning.</li> </ol>	<ol style="list-style-type: none"> <li>1. Leads in the achievement of the school and district mission and goals by influencing action planning and implementing determined strategies. Substantial professional influence may extend beyond the building or district <b>to the region or state level.</b></li> <li>2. Demonstrates initiative and innovation in the use of continuous improvement processes to improve quality of performance in new or unique situations. <b>Leads and implements processes beyond the building or district to the region or state level.</b></li> <li>3. Actively engages in the instructional data team process and student improvement practices with professional learning community. Leads and implements the processes at the school, district and/or regional level. Students apply continuous improvement practices including goals and planning of strategies at the classroom level to support their learning.</li> </ol>

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<p style="text-align: center;"><b>LEADERSHIP / COLLABORATION</b></p>	<ol style="list-style-type: none"> <li>1. Works cooperatively and collegially with colleagues</li> <li>2. Seeks and accepts guidance and mentoring from others</li> </ol>	<ol style="list-style-type: none"> <li>1. Participates and contributes to team goals</li> <li>2. Supports colleagues newer to the district</li> <li>3. Evidence of collaboration at grade level or department</li> </ol>	<ol style="list-style-type: none"> <li>1. Contributes informal leadership and influence at a team level</li> <li>2. Supports and informally mentors colleagues newer to the district</li> <li>3. May seek out or explore additional special school-level projects or task force opportunities</li> <li>4. Participates in collaborative partnerships with professional colleagues and/or community entities</li> </ol>	<ol style="list-style-type: none"> <li>1. Has increasing responsibility in teams, including formal leader designation(s)</li> <li>2. Consistently serves as a resource or mentor for colleagues</li> <li>3. May lead school, grade level and/or department teams or additional special school-level projects or task force opportunities</li> <li>4. Seeks and contributes to collaborative partnerships with professional colleagues and/or in the community</li> <li>5. Actively seeks to grow as a leader through improved professional practice (via professional development, professional reading, training, etc...)</li> </ol>	<ol style="list-style-type: none"> <li>1. Leads team and district initiatives</li> <li>2. Provides leadership to the curriculum renewal and design process</li> <li>3. Viewed as a key resource by peers and supervisors</li> <li>4. Leads collaborative efforts at the school and district and regional level</li> </ol>

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**Appendix B: Elmbrook School District: *Off-cycle annual evaluation***

<b>Domain</b>	<b>Exceeds Expectations</b> <i>3 of 4 domains needed for exceeds expectations</i>	<b>Meets Expectations</b> <i>3 of 4 domains needed for meets expectations</i>	<b>Below Expectations</b>
<b>Dispositions</b>	<ul style="list-style-type: none"> <li>Disposition and attitude promotes positive school culture</li> <li>Problem solves independently and with others and is solution minded</li> <li>Positive influence on others</li> <li>Exemplifies district mission and vision</li> </ul> <p><i>3 or 4 needed for exceeds expectations</i></p>	<ul style="list-style-type: none"> <li>Disposition and attitude are positive</li> <li>Problem solve and is often solution minded</li> <li>Influenced by high and low performers</li> <li>Is aware of district mission and vision and contributes when asked</li> </ul> <p><i>3 or 4 needed for meets expectations</i></p>	<ul style="list-style-type: none"> <li>Disposition and attitude are counterproductive to a positive school culture</li> <li>Looks to others to solve problems, blames systems and people without offering solutions</li> <li>Negative influence on others</li> <li>District mission and vision doesn't influence daily decisions</li> </ul>
<b>Professionalism</b>	<ul style="list-style-type: none"> <li>Adheres to personnel and instructional policies and practices - serves as a model for others</li> <li>Can be counted on to hold to the highest standards of honesty, integrity, professionalism, and confidentiality and holds colleagues to same expectation</li> </ul> <p><i>2 of 2 needed for exceeds expectations</i></p>	<ul style="list-style-type: none"> <li>Adheres to personnel and instructional policies and practices</li> <li>Displays honesty, integrity, professionalism, and confidentiality</li> </ul> <p><i>2 of 2 needed for meets expectations</i></p>	<ul style="list-style-type: none"> <li>Inconsistently adheres to personnel and instructional policies and practices</li> <li>Inconsistently displays honesty, integrity, professionalism, and confidentiality</li> </ul>
<b>PLC</b>	<ul style="list-style-type: none"> <li>Demonstrates commitment to improving the school and organization as a whole</li> <li>Consistently leads PLC work and other professional learning opportunities</li> </ul> <p><i>2 of 2 needed for exceeds expectations</i></p>	<ul style="list-style-type: none"> <li>Demonstrates commitment to improving the school as a whole</li> <li>Engages and contributes to PLC work and other professional learning opportunities</li> </ul> <p><i>2 of 2 needed for meets expectations</i></p>	<ul style="list-style-type: none"> <li>Inconsistently demonstrates commitment to the overall success of the school and/or the organization</li> <li>Disengaged from PLC work and/or makes minimal contributions</li> </ul>
<b>Professional Growth and Learning</b>	<ul style="list-style-type: none"> <li>SLO and PPG goals challenge the teacher and promote innovation and/or support best practices</li> <li>Actively and independently seeks professional learning opportunities and leads professional development</li> <li>Proactively communicates with students, parents, and others in a consistent and highly professional way, in both written and verbal form</li> </ul> <p><i>2 of 3 needed for exceeds expectations</i></p>	<ul style="list-style-type: none"> <li>SLO and PPG goals promote growth</li> <li>Actively engages in professional learning opportunities</li> <li>Communicates professionally with students, parents, and others in both written and verbal form</li> </ul> <p><i>2 of 3 needed for meets expectations</i></p>	<ul style="list-style-type: none"> <li>SLO and PPG goals are rudimentary and do not promote growth</li> <li>Complies with required professional development opportunities</li> <li>Inconsistently communicates with students, parents, and others</li> </ul>

**Circle one:**

**EE**

**ME**

**BE**

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