

The School District of Elmbrook 2022-23 School Year



To develop a total reward system that attracts, retains, rewards and develops high quality staff by offering a salary and benefits package that is competitive with benchmark districts.

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 maintaining top-quartile compensation for teachers. Originally developed in 2015-16, our e3 teacher compensation model is the framework utilized to achieve that goal. Periodically, the District will conduct a salary market analysis to ensure our salaries are keeping pace with benchmark Districts.

Critical Success Factors

The critical success factors were developed and approved through a consensus process in the original E3 plan. These critical success factors created our commitment to certain aspects and our lens for how we expect our work to be judged.

- 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

Compensation Schedule

Elmbrook offers a compensation-banding approach that rewards staff for career growth over time. The inputs that will inform annual contract wage adjustments are listed in the "components / plan elements" section below. Additionally, the district offers annual bonus opportunities aligned to the School Report Card and professional learning opportunities.

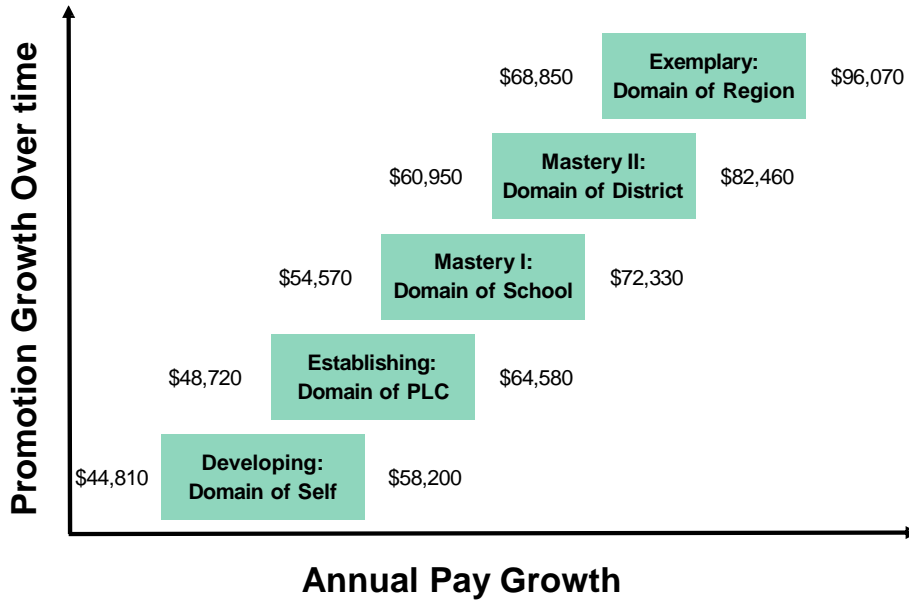
Band Structure

There are three distinct band structures, each with five (5) career band levels:

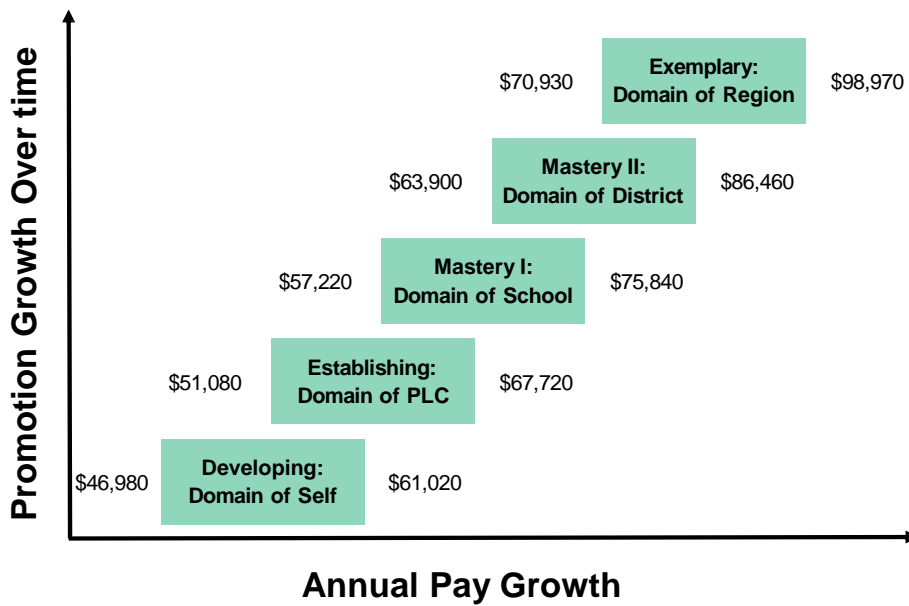
Core Structure	Critical Shortage Structure	Student Services Structure
6-8 Core 9-12 Business Education 9-12 English 9-12 Social Studies Elementary English Learner Family & Consumer Education K-12 Art K-12 Music K-12 Physical Education Library Reading Special Education	6-12 Technology Education 6-12 World Languages 9-12 Computer Science 9-12 Math 9-12 Science Teaching & Learning Specialist Vision Impairment Mobility/Orientation	Counselor Nurse Occupational Therapist Physical Therapist Speech/Language Pathologist

These structures were developed based on a market analysis conducted by Milliman. Milliman utilized the result of the market data as well as pay philosophy input from Elmbrook to drive the development of the band structures for use in the external competitive assessment and market adjustment analysis. The market data was analyzed for groups of similarly valued disciplines to determine if multiple band structures may be appropriate. The analysis showed that three separate structures (each with 5 bands) was warranted.

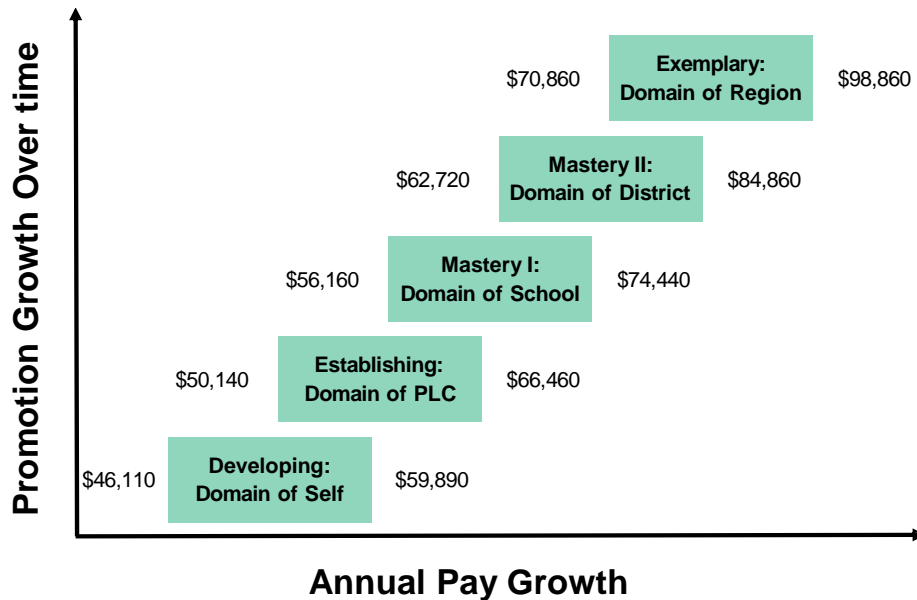
The compensation structures with salary bands are:
Core Structure



Critical Shortage Structure



Student Services Structure



These banding structures schedule will focus on opportunities for salary increases driven by the career pathway rubric (outlined below).

Promotion Growth Over Time (promoting to the next career band)

The career pathway rubric will allow an employee to provide evidence of meeting the requirements to be promoted from one band to the next every three to five 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 an evaluation panel to evaluate and ultimately determine if the requirements have been met. In the situation of a disagreement over the determination, an appeal may be made to the Director of Human Resources for a second evaluation of the requested promotion by an appeals panel.

Annual Pay Growth (moving within a career band)

Employees may receive an annual contracted salary adjustment based upon the negotiated base wage increase. This percentage increase is applied to the current year's salary and is not applied to the increase earned for career band promotion in the first year of leveling up. The approved percentage increase is first applied to the current year's salary. That salary is then subject to the leveling up salary increase rules. The percentage increase is not applied to the value of the leveling up amount.

The Career Pathway Rubric, outlining the specific requirements to qualify for a promotion, is attached in **Appendix A** of this report. Evidence must be provided to Human Resources by April 1, and the evaluation panel must recommend for promotion by May 15 of each year for an employee to be eligible for promotion the following school year. Should an appeal be requested, notification must be submitted to Human Resources no later than May 31.

Leveling up through the promotion process will result in a salary increase. The increases when 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

In a case where the aforementioned increase falls under the new band range, the new salary will be moved to the base of the new range.

Bonus Structure

School Report Card

The model provides for 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 on prior year data. 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 percent in the qualifying building the prior year will have their bonus prorated based upon their contract percentage in the building.

Qualifying teachers will be paid up to a one-time \$500 bonus in December if they meet the requirements set forth above.

Professional Development Bonus

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 aligns to district strategic and school goals and initiatives. 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 by the district. These experiences will occur outside of the school day (evenings, weekends, summer). **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, rigorous and relevant, and verified by a facilitator. Required district activities, PLC meetings, and learning disconnected from district goals and initiatives do not qualify.

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 hours points accumulated annually.

District teaching staff who provide evidence of professional learning hours between September 1 and August 31 are eligible to receive a professional learning bonus in the following amounts:

15 to 24.9 hours = \$500

25 to 34.9 hours = \$800

35+ hours = \$1,100

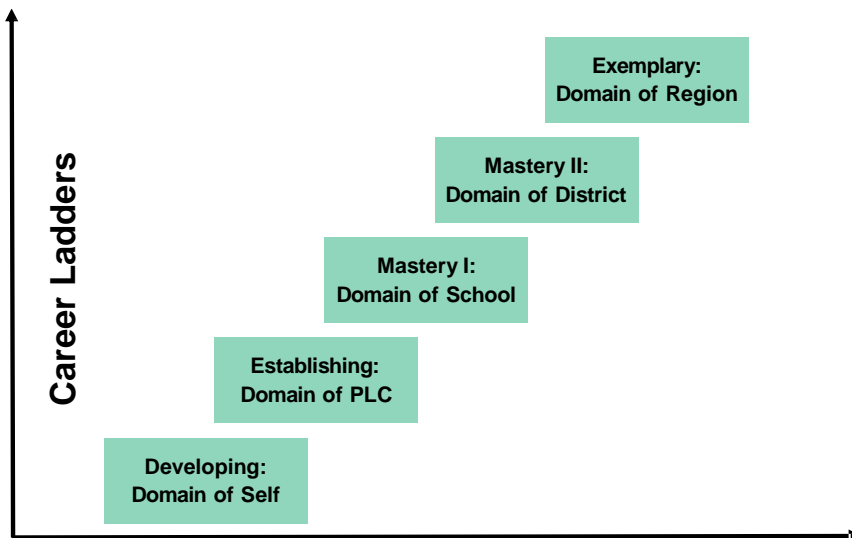
Staff new-to-the District may use approved professional learning hours earned in the summer preceding their first contract year for their first year bonus.

Staff who terminate employment with the District effective at the end of the school year must submit hours by June 15 in order to receive payment. Professional development bonus logs submitted on or after June 16 will not be paid to staff who are not returning for the following school year.

Career Pathways

Career pathways are defined as flexible growth opportunities that provide multiple opportunities for staff to grow and earn promotions.

The career pathways rubric provides 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.



Staff may request movement from one band level to the next (leveling up) with the following criteria:

- Staff may only request to level up one band level at a time.
- Staff must reside in the current band for at least 3 school years.
- Staff who are unsuccessful in their request to level up may make a new request the following school year.
- Staff who are on an intensive support plan are not eligible to request to level up.
- In limited circumstances, staff may progress from band 2 to band 3 after 1 or 2 years in band 2 so long as the teacher demonstrates all band 3 criteria. This pertains only to movement from band 2 to 3 and not between other bands.
- Are in good standing at the time of application (not placed on an Intensive Support Plan)

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 enrollment in a district-approved Master's, District Macro-Credential, or National Board Certification. 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 and completion of district-approved Master's or National Board Certification. Plays role at the district level through prominent committee work. Completion of 3 Macro-Credentials can be substituted for a Master's degree.

Exemplary - Approximately 15+ years of experience. Multiple advance degrees and/or National Board Certification. Plays a role in the region or state through associations, conference presentations, grant writing, etc. Completion of 3 Macro-Credentials can be substituted for a Master's degree.

Mentoring / Leading / Collaboration

The plan is deeply rooted in the belief that teachers should focus on mentoring whenever possible, leading when the opportunity arises, and collaborating 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. Each area brings value and insight into what the School District of Elmbrook believes is important in teacher growth. Due to this importance, compensation is 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 for influencing 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 pay increase.

Factors Influencing Pay

There will be two inputs into a teacher's total annual compensation increase: salary increase and bonuses.

Types of Increase	Definition	Influencing Factors
Salary Increase	<ul style="list-style-type: none"> • Attached to the employee's salary. • Wage increases remain as affixed increases. • Applicable to staff who are in good standing (not placed on an Intensive Support Plan). 	<ol style="list-style-type: none"> 1. Career Ladder Progression - Education, Professional Learning, Continuous Improvement, Collaboration and Leadership 2. Annual base wage increase
Bonus	<ul style="list-style-type: none"> • One-time payments that may be distributed as compensation for, or acknowledgement of, a significant performance or contribution. • Bonuses do not increase salary and do not carry over from one year to the next. • Applicable to staff who are in good standing (not placed on an Intensive Support Plan). 	<ol style="list-style-type: none"> 1. Professional Learning 2. School Report Card

Program Evaluation Details

The district will establish the Elmbrook Excellence in Education (e3) Steering Committee. The committee will be composed of a principal from each level, the Director of Human Resources (chair), the Assistant Superintendents of Business Services and Teaching and Learning, teachers (a blend of unit and non-unit staff) from all three levels, and the Elmbrook Education Association's President.

The e3 Steering Committee will also meet periodically 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 e3 program have on the attitudes and beliefs of principals and teachers?
3. Is the program financially sustainable?
4. What impact did the e3 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?

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 impact on collaboration, overall attitude toward e3, and related matters. Finally, quantitative analysis will be completed on retention rate, recruitment data, percent of staff accessing additional compensation opportunities, percent of staff requesting/receiving promotion, and teacher transfer requests.

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

FACTOR	DOMAIN OF SELF: The Educator is focusing on learning their classroom environment and gaining confidence in classroom management and the basics of their position.	DOMAIN OF PLC: The Educator is learning about and beginning to implement new practices.	MASTER I: The Educator is confident in the application of new learning at the classroom level.	MASTER II: The Educator is teaching others within the district about new pedagogical practices and approaches.	EXEMPLARY: The Educator is teaching others outside of the district about new pedagogical practices and approaches.
EDUCATION	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 Master's or National Board Certification program or enrolled in 1 macro-credential program)	Evidence of ongoing, formal professional learning (e.g., District-approved Master's Degree completion, National Board Certification program completion or completion of 3 macro-credentials)	Evidence of ongoing, formal professional learning (e.g., District-approved additional Master's Degrees or PhD completion, National Board Certification or completion of 3 macro-credentials)

<p style="text-align: center;">PROFESSIONAL LEARNING</p>	<p><i>Classroom-based evidence of professional learning to show that you have</i></p> <ol style="list-style-type: none"> 1. Participation in new teacher orientation 2. Professional development with new curricula 3. Other learning aligned to district initiatives evident 	<p><i>Classroom-based evidence of professional learning to show that you...</i></p> <ol style="list-style-type: none"> 1. Built personal capability and understanding that supports the development and implementation of innovative practices 2. Learned and supported a purposeful approach to decisions relative to innovation 3. Engaged in other learning aligned to district initiatives evident 	<p><i>Classroom-based evidence of professional learning to show that you have</i></p> <ol style="list-style-type: none"> 1. Supported and contributed to the best practices aligned to district strategies 2. Supported and contributed to a purposeful approach to decisions relative to innovation 3. Engaged in consistent learning aligned to district initiatives evident 	<p><i>Classroom-based evidence of professional learning to show that you have ...</i></p> <ol style="list-style-type: none"> 1. Supported and led the development and implementation of innovative practice beyond their classroom (team / department). 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> 3. Considerable learning aligned to district initiatives evident 	<p><i>Classroom-based evidence of professional learning to show that you have...</i></p> <ol style="list-style-type: none"> 1. Engaged significantly in leadership, mentoring, research, innovation, district innovation 2. Supported and led the development and implementation of innovative practices beyond their team / department (district, region, state) 3. Supported and led the purposeful approach to decisions relative to innovation and their impact is data supported. Innovation is clearly and strongly aligned to district goals and regional/state trends as outlined in the District's Strategic Plan 4. Engaged in extensive learning aligned to district initiatives evident.
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<p>CONTINUOUS IMPROVEMENT</p>	<ol style="list-style-type: none"> 1. Understands and supports classroom mission statement aligned with school mission and goals. 2. Acquires an understanding of the instructional data team process. 3. Understands and administers SLOs. 	<ol style="list-style-type: none"> 1. Develops and supports classroom mission aligned to school mission and goals, and connects the mission with the work of the students. 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. 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. 	<ol style="list-style-type: none"> 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. 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. 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. 	<ol style="list-style-type: none"> 1. Helps lead the school's continuous-improvement efforts at the PLC level, both within the school and across the district. 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. 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. 	<ol style="list-style-type: none"> 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 to the region or state level. 2. Demonstrates initiative and innovation in the use of continuous-improvement processes to improve quality of performance in new or unique situations. Leads and implements processes beyond the building or district to the region or state level. 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.
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<p style="text-align: center;">LEADERSHIP / COLLABORATION</p>	<ol style="list-style-type: none"> 1. Works cooperatively and collegially with colleagues 2. Seeks and accepts guidance and mentoring from others 	<ol style="list-style-type: none"> 1. Participates and contributes to team goals 2. Supports colleagues newer to the district 3. Evidence of collaboration at grade level or department 	<ol style="list-style-type: none"> 1. Contributes informal leadership and influence at a team level 2. Supports and informally mentors colleagues newer to the district 3. May seek out or explore additional special school-level projects or task force opportunities 4. Participates in collaborative partnerships with professional colleagues and/or community entities 	<ol style="list-style-type: none"> 1. Has increasing responsibility in teams, including formal leader designation(s) 2. Consistently serves as a resource or mentor for colleagues 3. May lead school, grade level and/or department teams or additional special school-level projects or task force opportunities 4. Seeks and contributes to collaborative partnerships with professional colleagues and/or in the community 5. Actively seeks to grow as a leader through improved professional practice (via professional development, professional reading, training, etc.) 	<ol style="list-style-type: none"> 1. Leads team and district initiatives 2. Provides leadership to the curriculum renewal and design process 3. Viewed as a key resource by peers and supervisors 4. Leads collaborative efforts at the school and district and regional level
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