

Advanced Teacher Compensation Proposal

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Wilson County Schools
Advanced Teacher Compensation Proposal Narrative

Background

The following proposal is designed to assist with increasing student achievement in our lowest performing schools. The proposal request is to create a *School Improvement Specialist* position to assist with coaching teachers and monitoring school improvement efforts in our lowest performing schools. As of the 2016 – 2017 school year, Wilson County Schools in one of 10 low performing districts in the state. We are requesting a School Improvement Specialist in our lowest performing schools (**Vick ES, Barnes ES, and Darden MS**). The School Improvement Specialist will employ research based best practices to increase teacher effectiveness and student achievement in each of these schools. This school improvement process has been modeled after several turnaround schools across the nation.

Wilson County Schools provides a comprehensive educational program with opportunities for students at all grade levels. The district, which is the 32nd largest in the state, serves 12,300 students in 26 schools (14 elementary, 6 middle, 3 comprehensive high schools, 2 early colleges and 1 alternative school). Wilson County Schools is the third largest employer in Wilson with more than 1,400 employees.

Student Demographic Information

Race	Percentage
Black	46%
White	32%
Hispanic	18%
Other	4%

Free or Reduced Meals	Non Free or Reduced Meals
47%	53%

Our students speak 30 different languages.

Top languages spoken:

- English
- Spanish
- Arabic

Strategic Plan Alignment

The strategic priorities in our plan begin with our most important mission; to prepare students for success in college and careers by providing a personalized education. Our second priority is to ensure we build the capacity of our employees, particularly our teachers, to have the skills necessary to deliver a world class academic program to our students. Our third priority recognizes the importance of running an efficient, effective, and transparent organization. In our fourth priority we focus on ensuring the wellbeing of our students by promoting health, safety, and responsibility. Our fifth priority addresses the importance of involving parents and community in our work because so much of what makes students successful occurs outside the school day. And finally, our sixth priority focuses on the importance of ensuring we have safe and up-to-date facilities that contribute to the success of our instructional programs.

Strategic Priorities

Priority 1

Every WCS student receives a personalized education in order to graduate from high school prepared for work, further education and citizenship.

Priority 2

Every WCS student, every day has excellent educators.

Priority 3

WCS will establish and maintain up-to-date financial, business, and technology systems to serve our students, parents and educators

Priority 4

WCS will promote student health, safety, and responsibility

Priority 5

WCS families, businesses, and community stakeholders are engaged and valued partners with our schools

Our proposal is focused on four outcomes that align with our strategic plan. A summary of each of our outcomes with the corresponding strategic planning area follows.

Program Outcomes

- **Increased teacher effectiveness - WCS Strategic Plan Priority 2**

The School Improvement Specialist will facilitate on-site professional development in the areas of **Standard 1: Teachers Demonstrate Leadership** – **Standard 2: Teacher Establish a Respectful Environment for a Diverse Population of Students** – **Standard 4: Teachers Facilitate Learning for Their Students**

The standards noted above are the areas where percentages of teachers received a rating of “Developing” on the summative evaluation in 2015-2016. By building capacity in those areas, teachers will improve their instructional delivery and student learning will improve.

Barnes ES

	<i>Developing</i>	<i>Proficient</i>	<i>Accomplished</i>	<i>Distinguished</i>
Standard I		92%	8%	
Standard II	8%	84%	8%	
Standard III		92%	8%	
Standard IV		92%	8%	
Standard V		92%	8%	

Darden MS

	<i>Developing</i>	<i>Proficient</i>	<i>Accomplished</i>	<i>Distinguished</i>
Standard I	6%	56%	31%	6%
Standard II		44%	50%	6%
Standard III		75%	19%	6%
Standard IV		75%	19%	6%
Standard V		63%	38%	

Vick ES

	<i>Developing</i>	<i>Proficient</i>	<i>Accomplished</i>	<i>Distinguished</i>
Standard I	5%	79%	16%	
Standard II	5%	79%	16%	
Standard III		84%	16%	
Standard IV	5%	95%		
Standard V		89%	11%	

In order to see marked improvement in this area, the 2017 – 2018 summative evaluation percentages should have more percentages of teachers rated in the *Proficient, Accomplished, and Distinguished*. A goal of five percent gain in the *Proficient, Accomplished, and Distinguished* areas will be expected.

Monitoring Check Points:

- October 2017
- January 2018
- March 2018

- **School performance increases in proficiency and growth WCS Strategic Plan Priority 2**

The School Improvement Specialist will work very closely with teachers to monitor individual student performance data and set goals for improvement. Instructional practices will be enhanced for all classroom teachers and focused intervention processes will developed for students.

<u>Schools</u>	School Acct. Growth	Educator Effect. Growth	Performance (% proficient)		Grade	Grade %	Participation Targets	
			CCR (Federal)	GLP (State)			Targets	%
Barnes	1.19	2.36	24.8	35.7	D	45.0%	11 of 11	100.0%
Vick	-0.88	-3.25	14.2	20.6	F	32.0%	11 of 11	100.0%
Darden	-6.39	-10.08	17.5	26.2	F	32.0%	13 of 13	100.0%

- In order to address this outcome, a goal of each of these schools will be to *'Exceed Expected Growth'* for the 2017-2018 school year. If each of these schools Exceed Expected Growth, they will be out of Low Performing Status.

For the 2017-2018 school year, each school will increase overall grade level proficiency in Reading, Math and Science by 5%.

Monitoring Check Points:

- October 2017
- January 2018
- March 2018

- **Build Teacher Leadership Capacity WCS Strategic Plan Priority 2**

The School Improvement Specialist will develop teacher leadership capacity by facilitating an *Achievement Steering Committee* with sub-committees of school improvement initiatives to meet targets.

This process requires teachers to lead school improvement initiatives with central office support and give monthly updates on the progress that has been made in his/her area. A measurable goal for this area will be improved percentages on **Question 6: Section D** on the Teacher Working Conditions Survey (TWC)
Q6: Section D: *Teachers are encouraged to participate in school leadership roles.*



Monitoring Check Points:

- October 2017
- January 2018
- March 2018

- **Develop consistent processes for planning and vertical articulation WCS Strategic Plan Priority 2**

The School Improvement Specialist will develop and lead school-wide instructional walkthrough teams of representatives from different grade levels to build collaboration and knowledge among all grade levels. Evidence of success will be consistent lesson plans, essential questions, and themes throughout school.

Instructional Walk-through Sample Team – Led by School Improvement Specialist

Teacher	Grade Level
(1) Representative	Kindergarten
(1) Representative	First Grade
(1) Representative	Second Grade

Draft Schedule

Activity
Meeting to discuss Instructional <i>Walk-through expectations</i>
Instructional Walk-throughs in different grade level classrooms
Debrief and discuss best practices and areas of focus

Monitoring Check Points:

- October 2017
- January 2018
- March 2018

School Improvement Specialist – Qualifications

Qualifications	Score	Theory of Action
<ul style="list-style-type: none"> • Previous successful evaluations w/ positive growth data 	6	If the teacher has successful evaluations and positive growth data, this means they know what good instruction looks like.
<ul style="list-style-type: none"> • Deep understanding of school improvement planning and implementation 	5	If the teacher has a deep knowledge of school improvement processes, they should be very familiar with best practices to increase student achievement.
<ul style="list-style-type: none"> • Advanced certifications, such as National Board Certification, or Master’s degree in the area which the teacher is licensed 	4	If the teacher has advanced certifications, they have a deep commitment to their profession and their content.
<ul style="list-style-type: none"> • Deep knowledge and understanding of data-driven decision making 	3	If a teacher has a deep knowledge of data-driven decision-making, they understand how to monitor formative assessments and make decisions in the best interest of students.
<ul style="list-style-type: none"> • Excellent communication and presentation skills 	2	If the teacher has good communication skills, they are able to effectively articulate the school’s vision to all stakeholders.
<ul style="list-style-type: none"> • A minimum of five years teaching experience 	1	If a teacher has a minimum of five years teaching experience, they have built a repertoire of instructional practices.
Total Possible Points	21	

Job Description

- Design instructional interventions for classroom teachers
- Provide professional development and model lessons for grade level teams
- Organize and assist with facilitation of school improvement meetings
- Create data notebooks for grade level teams
- Attend grade level PLCs
- Lead a school-wide effort to implement data-driven instructional models that include blended learning environments, utilizing digital learning and resources, and focusing on methods of improvement for school-wide performance issues.

***This position will be evaluated on the Abbreviated teacher evaluation cycle.**

- Number of teachers eligible for the position: **205**

Plan Design Committee

Lane Mills Superintendent	Eric Davis Chief Operations Officer	Susan Bullock Assistant Superintendent	Kelvin Cyrus Assistant Superintendent
Amber Lynch Director of Public Relations	Rick Walthall Executive Director Human Resources	Melissa Eddy Executive Director Federal Programs	Scott Sage Executive Director of Testing and Accountability
Wanda Humphrey Instructional Coordinator	Robin Gasque Executive Director, Organizational Development	Debra Simons Instructional Coordinator	David Lyndon Executive Director, Secondary Education

Communication Timeline

January 2017 - Advertise opportunities
<ul style="list-style-type: none">• January 10 - Post advertisement on WCS website, Facebook, Twitter.• January 11 - Send advertisement flyers to each school.• January 12 - Send advertisements to neighboring districts
February 2017 – Conduct Interest meetings at 3 schools
<ul style="list-style-type: none">•• February 6 – 4:00 PM Interest Meeting - Darden MS• February 7 – 4:00 PM Interest Meeting – Vick ES• February 8 – 4:00 PM Interest Meeting – Barnes ES
May 2017 – Select candidates for interviews
<ul style="list-style-type: none">• May 9 – Form a multi-stakeholder team together to score applicants 2:00 – 4:00 PM (Central Office Board Room)• May 10 – Select and contact candidates for interviews• May 17 – Interview Candidates – 8:00 – 5:00 PM (Central Office Board Room)
June 2017 – Select candidates
<ul style="list-style-type: none">• June 6 – Contact the three selected candidates to offer the position.
August 2017 – School Improvement Specialists begin at schools

Attachment A

Budget Summary

We are requesting a **1.0 FTE** teaching position at each school to back fill vacant teaching position left from person assuming the role of School Improvement Specialist, or to accommodate an added position to the school if there is no one from the school to assume the position. Below is a summary of the cost analysis. The initial cost section is for the addition of a teacher to the school including benefits. The supplemental cost section highlights the additional funds that would be added to the base salary of the *School Improvement Specialist*.

Initial Cost

- Allocate **\$70,000.00** – 1 teacher including benefits
- Allocate **\$70,000.00** – 1 teacher including benefit
- Allocate **\$70,000.00** – 1 teacher including benefits

Supplemental Cost

- Pay selected teachers 30% of state salary schedule – **\$15,000** – This salary will not be included in the average salary calculation used for budgeting state allotments.
- 3 teachers - **\$45,000** in supplements

If a classroom teacher serving in the advanced teaching role fails to meet minimum criteria established for the position, is not successfully performing the duties associated with the advanced teaching roles, or voluntarily relinquishes the advanced teaching role, the teacher shall only be paid the applicable salary on the state salary scale, along with any other local supplements normally given by the district.

Grand Total of Proposal Request– \$255,000

***It is our intent to expand this program district-wide based on available funds from the legislature.**