

 Minnesota Department of Education	School Improvement Division 1500 Highway 36 West Roseville, MN 55113-4266	Q Comp Application	ED # 0 2382-01
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QCOMP & Teacher Growth, Development, and Evaluation

Windom Area Schools District #177

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These processes and guidelines were developed in conjunction with representatives from Education Minnesota Windom (EMW) Teacher's Union, Administration, and District 177 School Board Members. The information denotes compliance with Minn. Stat §122A.40 (2012).

Q-Comp Committee

Jeff Huska	Teacher/PLC leader
Ashley Schmit	Teacher/PLC leader
Jenn Huska	Teacher/PLC leader
Betsy Harwood	Teacher/PLC leader
James Burton	Teacher/PLC leader
Melissa Dardis	Teacher/PLC leader
Jaci Riordan	Teacher/PLC leader
Cindy Walen	Instructional Coach
Julie Diemer	Paraprofessional
Rachel Hernandez-Sanchez	Paraprofessional
Mary Klosterbuer	Community Representative
Brianne Miller	School Board Representative
Kris Krafka	Principal
Dane Nielsen	Principal
Bryan Joyce	Principal
Jamie Frank	Superintendent

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A table of contents could then be added like is in the TDE Plan

General Information: The Quality Compensation (Q Comp) Aid application is authorized under First Special Session Laws 2005, Chapter 5, Article 2, Sections 39-46; Minn. Stat. § 122A.413, 414, and 415. Submit the completed application (per instructions in the Guidelines available on the MDE Website) to the above address, attention: Kristie Anderson.		
DISTRICT IDENTIFICATION INFORMATION		
District Name and Number: Windom Area Schools, District 177		
Superintendent: Jaime Frank	Phone: (507) 831-6901 Ext. 502	
E-mail: jfrank@isd177.com	Fax: (507) 831-6919	
SCHOOL IDENTIFICATION INFORMATION		
School Name and Number: Windom Area Schools, District 177		
Principal: Kristine Flohrs Krafka (PreK-4), Dane Nielsen (5-8), Bryan Joyce (9-12)	Phone: (507) 831-6925, (507) 831-6910	
E-mail: kkrafka@isd177.com , dnielsen@isd177.com , bjoyce@isd177.com	Fax: (507) 831-6919	
ADDITIONAL CONTACT INFORMATION		
Contact Person's Name: Ashley Schmit	Phone: (507) 831-6910 ext. 412	
E-mail: aschmit@isd177.com	Fax: (507) 831-6919	
Street Address: 1400 W. 17 th Street		
City: Windom Windom	State: MN MN	Zip Code: 56101 56101
ASSURANCE OF AUTHENTIC WORK		
This Q Comp application is authentic and is written by the applying entity. Sources are cited appropriately on any material that is paraphrased or copied. Language taken from a template should be customized sufficiently to meet the needs of the entity that is applying. It is to be understood that failure to comply may result in denial of the application.		

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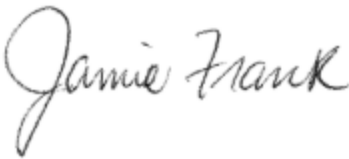
EDUCATIONAL IMPROVEMENT PLAN (EIP) AND Q COMP ASSURANCES

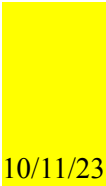
1. The district and each of its sites have developed an aligned Educational Improvement Plan (EIP) based on student achievement needs.
2. The district's World's Best Workforce has been approved by the School Board.
3. Teachers were involved in the process for developing the World's Best Workforce. The World's Best Workforce includes measurable goals and objectives for improving school district performance, school site performance, teacher performance and individual student performance.
4. The World's Best Workforce program includes measures of student, family and community involvement and satisfaction.
5. The World's Best Workforce includes measures of student attendance and completion rates.
6. The Q Comp program includes an objective and comprehensive teacher evaluation system, based on the World's Best Workforce plan and multiple evaluations of a teacher's instructional performance that include classroom observations by a locally selected evaluation team during the school year.
7. The Q Comp program includes career advancement options for teachers who will be responsible for implementing professional development activities.
8. The World's Best Workforce and the Q Comp program clearly identify the assessment that will be used to measure school wide achievement gains (Minnesota Comprehensive Assessments, Series II or locally selected standardized assessments or both) and student achievement gains, where applicable, that will be used to measure student performance and progress.
9. The World's Best Workforce and Q Comp program include an integrated, ongoing, site-based professional development plan with activities held during the individual employment contract day that are aligned with the goals and objectives.
10. The World's Best Workforce and Q Comp program include a data system with information about students and their academic progress.
11. The World's Best Workforce and Q Comp program include a teacher induction and mentoring program for probationary teachers that provides for continuous learning and sustained teacher support.

The undersigned hereby certifies on behalf of the school, intermediate site, district or charter school that all of the above statements of assurances and the requirements of Minn. Stat. § 122A.413, Subd. 3 are true.

The undersigned further certifies the World's Best Workforce documents required to meet the standards of Minn. Stat. § 122A.413 Subd. 2 are on file in the district for review at request.

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10/11/23

Signature
District Superintendent or Charter Board Chair
Date



Signature
District Exclusive Representative of the Teachers
Charter Authorizer/ Liaison for Charter Schools

10-10-2023
Date

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Q COMP PROGRAM

To qualify for Q Comp Aid under Minn. Stat. § 122A.413, district, school site, charter school or intermediate district (entity) must have an alternative teacher professional pay system as described in Minn. Stat. § 122A.414. All components of the Q Comp Program must meet the state requirements. To apply, complete the following sections (1-6) describing the applicant’s design of a Q Comp Program. Each entity may reference specific sections of the master agreement, if appropriate, and may attach additional pages as supplements if needed. Incomplete applications or applications stating “see attached” will not be accepted.

Open the Q Comp Guidelines located on the MDE Website, which explains each component and provides examples of how to design and implement plans (http://education.state.mn.us/MDE/Teacher_Support/QCOMP/QCOMP_Application_Process/index.html).

Q Comp Application – Components 1-5

Component 1

Career Ladder/Advancement Options

Teachers holding career ladder positions are referred to as teacher leaders in this application. (Teacher leaders are expected to retain primary roles in student instruction and facilitate site-focused professional development that helps other teachers improve their skills.)

1.1 Provide a comprehensive overview of the district that describes the demographics and other vital information.

Available by contacting the District Office for the EOY Check-Off Comparison Report.

1.2 Describe how teacher leaders and instructional coach will support individual teacher growth in instructional practices and promote student achievement gains district wide.

Our most important goal for all teachers is the elevation of comfortable acceptance for peer observation/evaluation and collaboration to improve instruction for all students. We will support individual teacher growth in instructional practices and promote student achievement gains district wide; establish collaboration time for teachers which improve instruction and student learning by engaging in professional dialogue through PLC’s; build professional capacity to adapt to change and methods in education, observation feedback, and job embedded professional development; provide additional support to probationary teachers; and provide field tested and research based strategies to focus on improved instruction and increased long-lasting student achievement.

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1.3 In the table below, please identify the position title, qualifications, responsibilities and teacher ratios for each teacher leader position. (Insert additional rows as needed in order to identify teacher leaders who will support the Q Comp program. This table will expand as needed.)

Position Title	Qualifications (bulleted list)	Responsibilities (bulleted list)	Ratio
	Identify the specific qualifications needed for this position.	Identify the specific responsibilities for the person in this position.	
Q COMP Committee: The committee will be made up of: 1 Board of Education member, Superintendent (Ex-officio), High School Principal /Middle School Principal, Elementary Principal, 3 elementary teachers, 3 middle/high school teachers, 1 ELL Teacher, 1 Special Education Teacher, Instructional Coach, 2 support staff (1 MSHS/1 Elementary), and 1 community representative. QCOMP Committee positions will serve the terms stated below and may reapply for election up to two times, unless there are no other qualified applicants. - Board of Education-1 year term - At least 2 Elementary, 2 Middle and 2 High School Teachers-3 year terms - Support Staff (1	- Teachers must be members of district's bargaining unit for a minimum of one year - Must be organized and possess good leadership, planning and communication skills. - Must have a proficient understanding of the district's goals, mission and vision. - Must be willing to attend training (which may occur outside of the district and outside of the school year).	- Attend and participate in monthly meetings which may occur outside contract time (i.e. summer or school breaks) - Use district, MCA, and/or any other standardized data to develop school and district wide goals. - Provide oversight recommendations for Q COMP sustainability and improvement. Develop and facilitate a K-12 professional development plan through World's Best Workforce and Qcomp initiatives needs according to district data and using input from the Instructional Coach. - Monitor and update all components of Q COMP within the district. - The QComp Committee Chairperson, Vice-Chairperson, Secretary and Treasurer, along with a Principal will serve as the Executive Council.	Ten teaching members representing 100 teaching staff.

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Elementary/1 MS/HS)-2 year term - Community Representative-2 year voluntary term - Superintendent, Elementary Principal, Middle School Principal, High School Principal			
.75 Instructional Coach One teacher will be hired as a preK-12 instructional coach. This position would have a three-year term limit. The person holding this position may reapply up to two times, unless there are no other qualified applicants. If there are no applicants, the QComp Executive Board and administration will determine a list of potential candidates and meet with those individuals.	- Must be a tenured teacher in the district. - Must have a Master's Degree or BA + 45 if no person with Master's is available. - Must be organized and possess good leadership, planning and communication skills. - Must have a proficient understanding of the district's goals, mission and vision. - Must be willing to attend trainings (which may occur outside of the district and outside of the school year).	- Provide input to QCOMP committee. - Conduct pre- and post-observation conferences with teachers. - Conduct teachers' evaluations according to the 2022 Charlotte Danielson Framework The observation will last for a full lesson). - Maintain all documentation from peer observations in district's evaluation system within a month from the date of observation. - Coach teachers (as needed) between observations on individual teacher's areas of growth, coordinating with mentors and administration. - Coordinate evaluation schedules with teachers and principal (Observation Cycle). - Serve as a main resource in professional development (i.e., train the trainer). - Recommend professional development	.75 FTE Instructional coach/100 Teachers

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		needs to the Q COMP committee and administration. - Organize and facilitate staff induction days with administration. 1 time during the school year for each tenured teacher. 1 time during the school year for each probationary teacher for the coaching purposes. - Attend QCOMP & Observation Team meetings	
PLC Leader: There will be a maximum of six PLC leaders within our district chosen from the QCOMP committee. They will have the responsibility of leading their PLC groups for the school year using the PLC DuFours Model. These leader positions have a three-year term. The person holding the position may re-apply one time, unless there are no other qualified applicants. Effort will be made to have a balanced representation of elementary, middle/high school teachers.	- Teacher with a minimum of two years teaching experience. - Must be willing to attend trainings (which may occur outside of the district and outside of the school year). - Good communicator. - Good organization and planning skills. - Must be willing to lead PLC trainings throughout the school year.	- Confirm logistics with PLC group members (e.g., day, time, meeting materials). - Ensure PLC groups follow established protocol for PLC meetings; set and review group norms; start and end meetings on time while keeping the PLC focused. - Facilitate PLC group goal setting (SMART goals). - Ensure professional development within the PLC. - Research and/or field test best practice strategies that can be modeled and shared within the PLC. - Ensure that the PLC meeting Agenda and Minutes Form is completed electronically. - Check the Agenda and Minutes Form from the prior meeting to confirm what the focus of the meeting will be. - Oversee storing and filing of all PLC documentation. - Attend QCOMP &	6 PLC Leaders for 100 teachers. Each PLC leader will lead approximately 18 teachers.

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		PLC Leadership Team meetings	
Mentor Teacher: Mentor teachers will work with probationary teachers in the district. Each mentor will meet with the probationary teacher at varying frequency: weekly with the teacher during the first year and monthly during the second or third year. More frequent meetings will be scheduled if there is a need. Mentor teachers will have three year term limits. This term limit will ensure they can work with a probationary teacher from year one through year three (or until they reach continuing contract status).	• Tenured teacher in the district or as determined by overall experience on a case by case basis with approval from QCOMP council • Knowledge and understanding of district procedures and guidelines. • Work well in one-on-one settings. • Good communication skills. • Trained mentor (through attendance at a mentor training program).	• Discuss district procedures and techniques for various activities such as grade reporting and parent-teacher conferences. • Serve as a professional resource for the probationary teacher. • Observe mentee and provide growth coaching and feedback. • Allow the mentee to observe the mentor.	• One mentor for every probationary teacher. 1:1 Ratio.
Data Team (Principals, Instructional Coach, & District Assessment Coordinator)	• Member of district's bargaining unit (Instructional Coach & Assessment Coordinator) • Tenured teacher in the district (Instructional Coach & Assessment Coordinator) • Must be organized and possess good leadership, planning, and communication skills • Must have a proficient understanding of district goals, vision, and mission • Must be willing to attend meetings/trainings which may occur outside contract time and outside the school year	• Compile student achievement data, analyze it, and use the data to help impact instructional decision making • Format data from assessments into an easy-to-read, manipulative document which includes trend data by grade level and graduation year • Share and explain data to staff • Break down data information to help teachers use the data for instructional planning that will have a positive impact on student learning • Monitor and provide	• 2 data team members for 100 teachers

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		data needed to create district and site QComp goals • Review end-of-year data to determine if district and site QComp goals have been met • Report findings to QComp Committee • Oversee STAR (create classes, enroll students, troubleshoot, monitor capacity, etc.) and MCA Assessments	
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1.4 In the table below, please identify the student and teacher/licensed staff count as of October 1, 2023.

Total Student Count October 1, 2023	Teachers/Licensed Staff Count October 1, 2023
Pre-K to 12: 1,262	100

1.5 Describe the hiring process for each teacher leader position in the following areas:

- a) Describe how teachers will be made aware the teacher leader positions are available; b) Describe how teachers express interest in the various teacher leader positions., c) Describe how the candidates will be selected to fill each teacher leader position.

All staff will have the opportunity to apply and quality will be assured by the superintendent and QCOMP Executive Board making sure they meet the requirements listed above. These positions will be identified to teachers through e-mail and on site postings by March 1st each year. Eligible teachers interested in these positions will submit their name via e-mail to the QComp Committee chairperson; the application window will be open for two weeks. The superintendent and QComp Executive Board will review these applications to identify qualified candidates, and the candidates will then be up for election by staff in the area they would represent. Within two weeks after the qualified candidates have been identified, an electronic ballot will be sent and all teachers will vote to fill the open positions.

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1.6 Specify the amount of release time and/or salary augmentation each identified teacher leader will earn as compensation for completing the extra duties of the position.

INSTRUCTIONAL COACH:

- .75 release time
- \$1500 annual salary augmentation (this amount will be used for additional summer hours in training or additional days outside of the contract time to coordinate with building principals).

Q COMP COMMITTEE:

- o QCOMP committee member - \$500 annual salary augmentation
- o Chairperson, Vice-Chairperson, Treasurer, and Secretary \$500 + an additional \$250 annual salary augmentation
- o Qcomp member with additional PLC duties - \$500 + an additional \$600 annual salary augmentation. PLC leaders' time may be built within the contract day; additionally, PLC leaders work with smaller groups of teachers and have protocols to assist them during PLC meetings.
- o QCOMP committee members who miss more than three meetings, and/or do not sufficiently complete committee duties, may be subject to proration of QCOMP stipend. In the event that a QCOMP committee member takes an extended leave (i.e. maternity/paternity), a replacement may be recommended to fulfill the duties of the committee member during the leave so as to ensure representation on the QCOMP committee. Any decisions regarding proration and filling vacancies due to leave will be recommended by the Executive Council and voted on by the QCOMP committee.

MENTOR TEACHERS:

- \$400 salary augmentation for year one; \$300 salary augmentation for year two; \$200 salary augmentation for year three.
- Tenured teachers who are transitioning to a new position will have the option of having a Mentor teacher. These teachers will receive \$150.00 salary augmentation for one year.

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DATA TEAM MEMBERS:

- \$500 salary augmentation for each data team member (\$1,500 total)

1.7 Describe the evaluation process for each teacher leader position in the following areas:

- a) Describe how the evaluation is based on the fulfillment of the position's responsibilities.

As described above, the Windom compensation plan provides a variety of opportunities for teacher leadership positions. All teachers will be trained in the district's teacher observation process in accordance with the Danielson framework. This will allow professional dialogue to occur between principals, instructional coach, and classroom teachers. PLC leaders will work with their teams to provide field- tested and research based strategies to focus on improved instruction and student achievement. The mentor program will provide additional support to probationary teachers in the Windom district.

The teachers in these career ladder positions will receive full pay in one lump sum by June 30th when their duties have been fulfilled according to the job descriptions and position requirements. Evaluations will be shared with these teachers and they will be given a chance for self-reflection. Positions can be terminated at the end of the year for evaluations with an average rating of two (2) or lower on the survey completed by staff.

INSTRUCTIONAL COACH:

- The evaluation of the Instructional Coach will be done in May, via Survey Monkey (Rating Scale of 1-5 with 1 being the lowest and 5 being the highest), by the staff with whom they work.
- The Q COMP Committee will receive and review the data collected from the May survey.
- The Q COMP Committee Chairperson will share the evaluation data with the Instructional Coach within two weeks of survey completion.
- Each leader will also have time for personal reflection of their practices on their evaluation.

QCOMP COMMITTEE Members & PLC Leaders:

- The QCOMP Council & PLC Leaders will be evaluated in May using Survey Monkey by the staff they represent.
- The evaluation will be done on Survey Monkey and will focus on the responsibilities of the QCOMP Council.
- The superintendent, Committee Chairperson & QCOMP committee will review these evaluations to determine proficiency level.

MENTOR TEACHERS:

- Principals will be responsible for evaluations.

DATA TEAM:

- The QComp Committee will be responsible for evaluating the data team members in May using SurveyMonkey.
- These evaluations will be shared with QComp Committee.
- The QComp Committee Chairperson will share evaluation data with data team members within two weeks of survey completion.

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- b) Describe how the results of the evaluation will be used to determine salary augmentation.

The QCOMP Committee will review the data from the evaluations and determine the level of proficiency. This data is collected through the online survey site, SurveyMonkey, which compiles the data into summary form with ratings of 1-5 (5 being the highest). Each position must have an average rating of 3 to indicate fulfillment of assigned duties.

If a leader in any one of these career ladder positions is not fulfilling the assigned duties as determined by the QCOMP Committee, and no reasonable solution can be reached, the position will be re-opened, and the outgoing leader will receive a pro-rated amount.

If members of the QCOMP Committee are not attending meetings regularly, are not participating in developing district goals, are not developing and updating the professional development plans, and updating QCOMP components within the district as documented in the QCOMP Council monthly minutes, the chairperson and superintendent will meet with the QCOMP Committee member and review their performance and give them a one month improvement plan. At the end of the month, a second review meeting will be held and performance reviewed. The QCOMP Committee member will then remain or be removed.

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Component 2

Job-Embedded Professional Development

Each district or Charter school is required to select one district student achievement goal from their educational improvement plan (EIP) as the achievement focus for this Q Comp application. Additional goals may be selected with the understanding that each goal must link student achievement to teacher instruction, professional development and teacher evaluation.

Once the district student achievement goal is determined, each site (organizational unit) within the district is required to develop a schoolwide SMART goal based on the district goal. Once a schoolwide SMART goal is identified, each implementing site (organizational unit) within the district must complete sections 2.3–2.6 and identify the job-embedded professional development activities to be implemented to meet the schoolwide SMART goal.

Schoolwide goals must be updated annually, no later than October 31, based on new student achievement data. Site and district goals must align with each other.

2.1 Identify the district student achievement goal for Q Comp focus:

SEE SITE GOAL UPDATE FORMS AT THE END OF THIS DOCUMENT

2.2 In the table below, identify each site (organizational unit) within the district: (This table will expand as needed.)

Site (organizational unit) Name
Early Childhood Learning Center: PreK
Windom Elementary: Grades K-4
Windom Area Middle School: Grades 5-8
Windom Area High School: Grades 9-12

Replicate sections 2.3 – 2.6 for each site listed in section 2.2 above.

2.3 Identify the student achievement school-wide SMART goal as the focus of job-embedded professional development for (organizational unit) Windom, MN. (Examples of SMART goals can be found in the Q Comp Guidelines. Note that the starting value should match with the trend data of the current year found in 2.4c.)

SEE SITE GOAL UPDATE FORMS AT THE END OF THIS DOCUMENT

2.4 Provide the rationale and supporting data used to determine the student achievement school wide SMART goal as the focus of job-embedded professional development by completing the following:

- a) Rationale for this goal: (Explain the reasoning behind choosing the content area and how the amount of increase is strategic and fits into a larger context.)

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- b) Outcome Statement: (Complete this statement based on the best forecast of students tested.)
- c) Aligned Supporting Data: (The chart must include the trend data for the same assessment, grade levels and valid measure as identified in the school wide SMART goal.)
- d) Add any additional supporting data needed to explain your rationale (as needed):

In alignment with this, each site has chosen the following goals from the site EIP as the focus for student improvement:

SEE SITE GOAL UPDATE FORMS AT THE END OF THIS DOCUMENT

In order to improve instruction and help students meet the school-wide goals, each site has developed an action plan. The action plan for each site is as follows:

- District Wide (PreK-12)
 - All teachers participate in school-wide DuFour's Model PLC using the Four Corollary Questions as a guide for conversations.
 - Teachers within each PLC will set a PLC SMART goal based on the district improvement plan.
 - Teachers within each PLC will work to improve core instruction as well as utilize current progress monitoring data to determine students' need for intervention, as well as additional practice and enrichment. Star CBM Benchmarking is used as a universal screener and progress monitoring tool to measure student learning. STAR Reading/Math, STAR Early Literacy and Oral Reading Records are used as formative data as well to help teachers drive their instruction.
 - Within each PLC, teams examine data and focus on students' current performance in relation to the expectations identified in the MN Academic Standards. Then an action plan is created to fill in instructional gaps and help each child achieve grade level standards.
 - Rationale for PLCs: Teachers PreK-12 are examining data and focusing on students in need of remediation as well as students ready for enrichment. Teachers set goals, examine their instructional practices, review Essential Learnings, and create "living" curriculum map documents. They will use this information to improve their instruction of reading comprehension, math strategies, and science. Teachers will research proven instructional strategies for the improvement of reading, specifically in areas of comprehension, math, and science.
 - The QComp Committee, along with individual PLC members, will find and provide resources by utilizing the latest research as provided by professional research journals in an effort to promote learning for the staff.
 - Teachers are encouraged to complete mini action-research projects using research-based instructional strategies to increase reading and math skills. They will report back and share

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student work within their PLC and/or the staff as a whole.

- o Teachers will use research based best practices.
- o Teachers also frequently discuss reading and math interventions including their effectiveness and whether to continue or discontinue each intervention.
- o Teachers work to learn and implement AVID Strategies.
- o Trauma-Informed Schools strategies will be explored and implemented to strengthen social and emotional well-being of the students.

Overall description of the site's job-embedded professional development plan:

2.5 Describe the site's job-embedded professional development plan to meet the school wide goal, including how the plan will be implemented under the leadership of the teacher leader positions to improve classroom instruction and increase student achievement.

1. The Teacher Development and Evaluation will be aligned with the Domains and Components within the 2022 Charlotte Danielson Framework for Effective Teaching. Through PLCs we will develop site-based, content-specific strategies. The student learning needs are aligned with statewide standards and district/site goals. Each teacher must contribute to attainment of site goals. Use of a PLC team model to identify research and implement strategies such as Communicating Clearly and Accurately, Questioning and Discussion Techniques, Student Engagement in Learning, Providing Feedback to Students, and Demonstrating Flexibility and Responsiveness to increase student performance. To identify a starting point for teams to determine needed strategies, PLCs will analyze the latest available and relevant district assessment data & MCA data to identify sub strand areas of concern within the larger topics already identified at the district level. Teachers will be divided into grade level/department level teams and will meet for approximately a total of 60 minutes every week using job-embedded PLC time.

Specific description of the site's job-embedded professional development plan:

2.6 Describe the following elements in the job-embedded professional development action plan to reach the school wide SMART goal.

- a) Provide a list of specific instructional strategies that will be implemented to meet the school wide SMART goal.
 1. WINDOM ELEMENTARY GRADES PREK-4: Teachers will focus on improving performance in order to impact student learning needs stated by their PLC team goal. The student learning needs are aligned with statewide standards and district/site goals. Each teacher must contribute to attainment of site goals. The research based practices used are:
 - a. Science of Reading Strategies (based on BEST practices research) Accelerated Reader: STAR Test is taken to determine reading level and students are able to take comprehension quizzes on books in their level.
 - b. IXL, is a standards based math practice application.
 - c. AVID strategies will be used to increase engagement of lessons. These will be used and assessed for effectiveness as they relate to achievement of SMART Goal.

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2. WINDOM MIDDLE GRADES 5-8: Teachers will focus on improving performance in order to impact student learning needs stated by their PLC team goal. The student learning needs are aligned with statewide standards and district/site goals. Each teacher must contribute to attainment of site goals. The research based practices used are:
 - a. Science of Reading Strategies: (based on BEST practices research), Accelerated Reader: STAR Test is taken to determine reading level and students are able to take comprehension quizzes on books in their level.
 - b. IXL, is a standards based math practice application.
 - c. AVID strategies will be used to increase engagement of lessons. The reading interventionist also uses research based BEST practices. These will be used and assessed for effectiveness as they relate to achievement of SMART goal.
3. WINDOM HIGH SCHOOL GRADES 9-12: Through PLCs research based best practices will be used and assessed for effectiveness as they relate to the achievement of the SMART goal. AVID strategies will be used to increase engagement of lessons.

- b) Describe the teacher learning team or Professional Learning Community (PLC) composition (e.g., grade level teams, department teams) and identify the average number of teachers on each team.

PreK-4 PLCs will be built using grade level and large group.

Grade 5-12 PLCs will be built by grade level and department.

Each team has an average of 5 members. All licensed staff members will be included in PLCs and placed according to where they may have an interest across school sites.

- c) Identify WHO is responsible for WHAT activities, including time frames, to assist in reaching the stated school wide SMART goal.

The QCOMP Committee will plan in-services, training, and professional development time focusing on the goals outlined in the World's Best Workforce plan.

The Instructional Coach will provide input to the QCOMP Committee on what training is needed for staff and provide coaching to staff.

The PLC leaders will facilitate team goal setting, field-test BEST practice strategies, organize PLC discussion topics, and oversee PLC groups.

The Mentor Teachers will serve as professional resources for probationary teachers.

Teachers will focus on improving performance in order to impact student learning needs stated by their PLC team goal. The student learning needs are aligned with statewide standards and district/site goals. Each teacher must contribute to attainment of site goals. Research-based practices will be used and assessed for effectiveness as they relate to achievement of SMART Goal.

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- d) Describe the meeting frequency and length for all teacher teams. (All team meetings must take place during either the student-contact or teacher-contract day and must occur either weekly (at least 60 minutes) or every other week (at least 90 minutes).

PLCs will meet during the teacher contract day for 60 minutes every week using job-embedded PLC time.

- e) Provide a comprehensive schedule, including dates, for all job-embedded professional development plan activities. Please include the following:
- i. Teacher team meetings/PLC meetings. A total of 60 minutes every week using job-embedded PLC time.
 - ii. Introduction of Specific Instructional Strategies may occur during PLC time or on designated Professional Development Days. PLC members will continue to revise their curriculum, including essential learnings, learning targets, and assessments during scheduled professional development time. Observation cycles: posted on the Employee Evaluation tab of the District Website.
 - iii. Occurrence of any other professional development activities to Be Determined by QCOMP Council.

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Component 3:

Teacher Evaluation/Observation

Teacher Evaluation/Observation Plan in Accordance with [Windom's Teacher Development and Evaluation Plan](#)

An objective and comprehensive teacher evaluation/observation system includes all of the following:

- Aligned with the district educational improvement plan and the staff development plan;
- Implemented by a locally selected and trained evaluation team; and
- Based on classroom observations of instructional practice.

Overall description of the teacher evaluation/observation system:

3.1 Describe the overall teacher evaluation/observation process and how it is implemented under the guidance of the teacher leaders and supported by the job-embedded professional development plan.

Each observation will include a pre & post-observation conference.

- The Instructional Coach will be trained in the 2022 Charlotte Danielson Framework for Effective Teaching.
- The Instructional Coach will engage in practice observations, followed by thorough discussions of ratings given with rationale.
- For tenured staff:
Summative Year: 1 observation by administration, 2 observations by Instructional Coach or Peer engagement coach

Non-Summative Year: 2 observations by Instructional Coach or Peer engagement coach

For Probationary Staff: 3 observations by administration, 2 mentor/mentee observations

- Teachers will prepare a pre-observation form to be submitted to the observer no later than one day prior to the scheduled observation.
- Teachers will conduct a self-assessment only for post-observation conferences held with an administrator.
- A teacher who is judged to be below district standards (proficient) will be referred to the teacher improvement plan until performance is brought up to standard. If the district authorizes to implement an improvement plan, a mentor teacher will be assigned. The mentor must document in writing dates/months that they are assisting the teacher and by May 20th of each year submit this documentation to administration. Administration will then review, approve, and submit the documentation to the payroll office for payment in June of that year.

Funds will come from the Supt Staff Development funds. Maximum of 10 months/year.

- Teachers will have the option of an additional observation with a different observer if the inter-rater reliability is questioned. This optional fourth observation will be conducted by an administrator and the results of the entire fourth observation can replace the comprehensive results of an earlier observation.
- Annual training will be planned and implemented by the Observation Team.

Detailed description of the teacher evaluation/observation rubric and system:

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3.2 Provide a description of the teacher evaluation/observation rubric and process for all staff in these areas:

- a) Describe how all teachers will be informed of and trained on the teacher evaluation/observation rubric and process.

All teachers will be informed of and trained on the teacher evaluation/observation rubric and process during Professional Development Days at the beginning of the year. Ongoing training will be provided for any person conducting observations.

- b) Describe when the following components are conducted during the evaluation/observation cycle:

- i. Pre- and post-observation conferences.

Each teacher must schedule pre- and post-observation conferences for all observations. Pre-observation conferences will take place when the teacher being observed submits the pre-observation form to the appropriate observer no later than one day prior to the scheduled observation. The pre-observation conference will be held during a prep period or before/after school within two school days before the observation. The post-observation conference will occur within the one-week time span so that the events can remain fresh in the teacher's mind and prevent confusion as to the events of the lesson or components of the evaluation.

- ii. Self-assessment and reflection. Each teacher is expected to provide self-reflection information as part of the evaluation process for observations held with administrators.

3.3 Describe the process that will be used to instruct all evaluators/observers in their duties to ensure integrity and sustainability of the process. Please include the following elements of the process:

- a) Prevention of score inflation or deflation through the use of co-observations and a rotating observation/evaluation system to ensure inter-rater reliability.
- b) Adherence to formal observation cycles. All evaluation timelines will be followed by teachers, instructional coaches, and administrators. If observations/evaluations are not conducted in the time frame agreed upon by the designated evaluator, a formal complaint must be submitted to a member of the QCOMP Council by the teacher affected no later than 2 days after the time that the evaluation/observation should have happened. The format of the complaint can be emailed or a written letter with specific dates/times/names involved listed.
- c) Initial training and ongoing training to all evaluators/observers. The initial training will be conducted at an agreed-upon date prior to the start of teacher in-service week. The training will be for a minimum of one day in length. No less than 2 more training sessions will be held during the school year. The first of these will be held after the first evaluation/observation cycle ends and the second will take place between the 2nd and 3rd observation/evaluation. To ensure inter-rater reliability, the observation/evaluation team will participate in joint observation exercises at all trainings. During the Summer training, the team will observe a video-taped or mock lesson. During the 2 training sessions held during the school year, the team will participate in observing a classroom lesson of a teacher who volunteers. At the conclusion of the co-observation, the team will discuss scores and reach consensus on scores.
- d) Ensuring inter-rater reliability.
The instructional coach that is responsible for teacher observation will be trained using the 2022 Danielson Framework. Prior to the start of observations, the administration will meet with the instructional coach to examine the rubric and discuss its merits. Additionally, practice evaluations will take place followed by thorough discussions of ratings given with rationales. As these evaluations are completed, the administration and

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instructional coach will meet to discuss the ratings given, and compare discrepancies and alignments. The meeting between administration and the Instructional Coach will occur within one week following each coordinated evaluation. This checks and balances system will ensure inter-rater reliability and prevent score inflation. All staff who conduct observations/evaluations will meet prior to the first round of observations, at the conclusion of the first round, prior to the second round, after the second round, and after the third round.

3.4 Describe the evaluation/observation process designed for licensed staff not assigned to direct classroom instruction (e.g., nurses, school counselors, psychologists) and explain how all staff will be provided with initial and ongoing training in the differences.

Since some licensed staff are not assigned to direct classroom instruction, their evaluations will be conducted through observation of them in their work environment either through interaction with students, staff, and/or parents. All staff will be provided with initial and ongoing training in the differences during Professional Development Days at the beginning of the year. All licensed staff not assigned to direct classroom instruction will complete a reflection to ensure understanding of the evaluation/observation process. Rubrics that provide adequate feedback will be implemented for all licensed staff, including those licensed staff who do not provide direct classroom instruction on a daily basis.

3.5 Describe any differences in the evaluation/observation process between probationary and tenured teachers (if applicable) and explain how all staff will be provided with initial and ongoing training.

For tenured staff:

Summative Year: 1 observation by administration, 1 observation by Instructional Coach and 1 Peer engagement coach observation

Non-Summative Year: 1 observation by Instructional Coach and 1 Peer engagement coach observation

For Probationary Staff: 3 observations by administration, 2 mentor/mentee observations

Teachers will be expected to achieve an average score of 2.8 or higher after all evaluations have been conducted.

3.6 In the table below, please identify each teacher evaluation/observation position title and identify their responsibilities. NOTE: There must be at least two different individuals assigned to evaluate/observe each teacher each year.

Position Title	Number of teachers this person will observe	Number of times per year this teacher will observe each teacher	If applicable, other evaluation/observation responsibilities
.75 Instructional Coach	100	1 time during the school year for each tenured teacher. 1 time during the school year for each probationary teacher for coaching purposes. This	These are listed above under Position Title Responsibilities Model best practice instruction

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		meeting is to discuss the Danielson Rubric and does not have to be a full observation.	
Elementary Principal	Approximately 50	3 times for each probationary teacher and one time during their summative year for tenured teachers.	Same as Instructional Coach
Middle School Principal	Approximately 25	3 times for each probationary teacher and one time during their summative year for tenured teachers.	Same as Instructional Coach
High School Principal	Approximately 25	3 times for each probationary teacher and one time during their summative year for tenured teachers.	Same as Instructional Coach

3.7 We use the [2022 Charlotte Danielson Framework](#) as referenced by the book, “Teacher Evaluation: to Enhance Professional Practice.” This is a standard evaluation system. We use Frontline software to track our data (Evaluation/observation rubrics, Pre-observation conference forms, Post-observation conference forms, Self-analysis and reflection forms.

3.8 Describe the appeals process for teachers who have concerns with the reliability/accuracy of their formative evaluations.

Any teacher with a concern about an evaluation session is encouraged to first work with the evaluator/observer who conducted the observation to address the concerns. If this informal process does not resolve the issue, the teacher may file an appeal of the results of the initial observation. The written appeal request should outline the nature of the concern and provide supporting evidence as appropriate. The appeal will be made to the QCOMP Committee if it concerns peer evaluation, and it must be submitted within the same observation cycle as the original observation occurred. When the QCOMP Committee receives the request it will have a meeting and decide if it is necessary to bring in the evaluator/observer and the teacher. If a conference is deemed to be warranted, the QCOMP Committee will conduct the conference. At the conclusion of the conference, the QCOMP Committee will meet and decide on a course of action in the matter and explain this to all parties involved. Course of actions include: a second evaluation by an administrator, and coaching on a specific area of concern. This will occur within two weeks of the QCOMP Committee decision. If the evaluation was done by administration, the appeal may be submitted using the grievance procedures as outlined in the Windom Teacher Master Agreement.

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Component 4:
Performance Pay

A performance pay system rewards teachers for demonstrated student and teacher performance and aligns with the professional development plan and teacher evaluation/observation process described in the previous components.

The performance pay system must include the following:

- Meeting school wide student achievement goals on standardized assessments.
- Demonstrating attainment of measure(s) of student achievement such as a grade level, team or classroom student achievement goal based on a measurable assessment that does not need to be standardized.
- Earning a set performance standard through the teacher evaluation/observation process.

4.1 Describe how the performance pay system is based on student and teacher growth through the implementation of the professional development and successful completion of the teacher evaluation/observation processes. (This should include the total amount of performance pay for which each teacher is eligible if all student and teacher performance standards are met.)

The pay for performance plan is available to all Windom teachers regardless of FTE. As long as they complete all of the criteria in school goals, evaluations, the PLC goal and the completion of PLC duties, they will be eligible for full pay. Each teacher is eligible to earn \$1350.

1. The World's Best Workforce plan will encompass the district goals as set forth by the administration and board of education. The Q-Comp Committee will then set site goals for PreK, K-4, 5-8, and 9-12 levels. These goals will be in relation to the overall district goal and will use data from the MCA III assessments and/or STAR Reading and Math assessments. For teachers to earn the \$270 for the site goal, the students will have to demonstrate growth on the universal screener used to measure student growth. This amount will be prorated based on the number of site goals met (i.e 1 of 2 site goals met will equal ½ pay).
 - \$270 is earned by each teacher if the school wide site goal is met. 20 % is how much of the total performance pay this dollar amount represents. This amount may be prorated based on the number of site goals met.
2. Each PLC will align itself with a site goal, either PreK, K-4, 5-8, or 9-12. Each PLC will then set a SMART goal. The SMART goal will be set using protocol and will use formative and may use locally created summative assessments to measure the outcome. Each PLC will report to the QCOMP Committee the outcome of their SMART goal to earn the \$270. All PLC SMART goals must be approved by PLC Leaders.
 - \$270 is earned by each teacher if the PLC goal is met. 20 % is how much of the total performance pay this dollar amount represents. There will be no proration for this goal.
 - Early Childhood Learning Center; PreK; Windom Elementary; K-4, Windom Middle School; 5-8, Windom High School; 9-12
 - Each PLC Team will set a SMART Goal based on the District Improvement Plan (EIP)

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- o PLC Leaders will approve the goal
- o Teams will implement research-based instructional strategies and collect data throughout the school year
- o Teams will submit finalized data in May and PLC leaders will determine if the goal has been reached.

3. Each tenured teacher will receive one observation each year by an instructional coach and a peer engagement coach. The tenured teacher will receive an observation by an administrator on their summative year cycle. Non-tenured teachers will receive three observations and a peer/instructional coach observation. Upon successful completion of required evaluations, individuals receiving a score of at least 2.8 will qualify them for the full \$270 and a score of basic (2) will qualify them for ½ or \$135. The instructional performance tool used is the rubric based on Danielson's 2022 Framework.

Each teacher will be evaluated using the 2022 Observation Rubric based on the Charlotte Danielson Framework for Effective Teaching. The focus will be on all elements of Domain 3 and elements 2c and 2d of Domain 2 and 4c and 4e of Domain 4. Each element on the observation rubric has been given a point value. To earn the performance pay, each teacher must score at least Proficient 2.8 or higher for tenured teachers or 2.8 or higher for probationary teachers on the average score of all evaluations. In the event a teacher chooses a third observation done by an administrator, the overall results of the third observation as a whole can replace the comprehensive results of an earlier observation of the current year. The point values assigned are distinguished (4), proficient (3), basic (2), and unsatisfactory (1). Each tenured teacher's score will be based on one observation by the instructional coach every year and one observation by the administration during their summative year cycle, unless additional observations are needed. Each probationary teacher's score will be based on three observations conducted by the administration, with the option of a fourth.

\$ 270 is earned by each teacher successfully completing the evaluation/observation process. 20% is how much of the total performance pay this dollar amount represents.

4. To qualify for the \$540 related to the PLC teams:
 - Each member must:
 1. All teachers are required to attend weekly PLC meetings.
 - a. 0-3 absences - full payout of \$540
 - b. 4 absences --can be made up without penalty--retain full payout of \$540
 - c. 5 absences --\$200 reduction (regardless of if first one over was made up)--payout of \$340
 - d. 6 absences--\$400 reduction--payout of \$140
 - e. 7 absences --full reduction of \$540--no payout
 - f. Prorated pay of 50% will apply to teachers who have been on FMLA or medical leave for approximately ½ the school year
 2. FMLA absence clarification (prorated per individual case)
 - a. Individuals taking FMLA will be granted an additional 3 absences during their FMLA with no penalty/proration.

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3. Design and implement lesson plans aligned to essential learnings and assess student learning to guide instruction moving forward. This is done outside of the designated time and brought back to the PLC.
4. Share instructional and engagement strategies, student work and assessments during PLCs.
5. Study and analyze district and student data within and outside of the designated PLC time.
6. Continue to review and update curriculum maps
7. Lead PLC discussion at least 2 times per year.

40% (\$540) of potential performance compensation is based on a teacher's successful participation in the Professional Learning Community activities including: team participation, attendance, sharing of student work, application of research strategies, data analysis, and evaluation of student work. The focus on student learning is driven by the PLCs of teachers working towards four essential questions: 1) What do we want all students to learn; 2) How will we know they have learned it; 3) What will we do if they do not learn it; and 4) What will we do if they already know it? The evidence used to determine this will be submitted to and monitored by the PLC Leader along with the PLC Leaders. Evidence used will include student work and assessments, which are implemented, analyzed, and collected outside of the PLC time. Individuals will collect, prepare, & analyze student data outside given time. All PLC work will be tied to the District SMART goal. PLC leaders will advise the QCOMP Committee on successful participation or non-compliance.

PLCs will meet for approximately 60 minutes every week using job-embedded PLC time. PLC meetings and minutes will be logged electronically. Teachers are expected to meet 100% of the PLC requirements:

- Teachers will lead the PLC discussions at least 2 times during the school year. When leading, teachers will facilitate a research-based discussion about best practices.
- Study and analyze district and student data outside of the designated PLC time.
- Based on data analysis and discussion, teachers will differentiate their teaching strategies to meet individual student needs.

In those cases where a PLC member is unable to attend, it shall be the member's responsibility to obtain and become familiar with meeting materials. The PLC team member must complete all requirements for the next meeting topic. This will be documented in the PLC Agenda and Minutes Form. This will be our basis for successful completion.

\$ 540 is earned by each teacher if this other measure of performance is met.

40 % is how much of the total performance pay this dollar amount represents.

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Component 5 Alternative Salary Schedule

A reformed salary schedule, at a minimum, determines increases to a teacher's base salary on the attainment of specific student and teacher performance indicators rather than years of service and continued employment.

5.1 Describe how the alternative salary schedule relates to the job-embedded professional development system, the teacher evaluation/observation process and the performance pay system.

JOB-EMBEDDED PROFESSIONAL DEVELOPMENT SYSTEM – Professional Learning Communities (PLCs) (Dufour's Model) allows for ongoing professional development focused on improved student achievement through improved teacher effectiveness. This is directly correlated to planning in sections 2.5 and 2.6. By effectively planning and implementing job-embedded professional development in Component 2.5, we allow for time to establish high quality PLC's focusing on student learning through teacher growth. In section 2.6 we extend this through measurable SMART goals which tie directly back to our performance pay system listed in Component 4.

TEACHER EVALUATION/OBSERVATION PROCESS – We continue work in our PLCs in section 2.5 for additional understanding of the Teacher Evaluation System using the Charlotte Danielson Framework. The elements in Domain III focus on instruction, elements of 2c and 2d focus on the classroom environment, and elements 4c and 4e focusing on professional responsibility allowing for a common scoring average to be built. In components 3.1 through 3.4, the training and process of evaluation is laid out. In component 3.5 it is clear that only through a minimum average score of 2.8 for tenured teachers or 2.8 for probationary teachers may a teacher gain a career increment advancement.

PERFORMANCE PAY SYSTEM – Is again critically linked through the formation of PLCs and job-embedded professional development. The time allowed for PLCs allows for the formation of SMART goals as required in component 2.3 related directly to our student learning. Measurable data is created in component 2 and tied directly to component 4.2. Component 4.3 establishes the measurement of student learning needed to receive performance payment. Component 4.5 establishes a minimum standard of performance through evaluation to achieve payment. Component 4.7 establishes performance payment for participation and completion of PLC goals.

THE ALTERNATIVE SALARY SCHEDULE –Is directly related by 1) PLCs (job-embedded professional development) create time to focus on improved student learning and teacher effectiveness, 2) teacher evaluation system based on growth and all elements of Domain III, 2c, 2d, 4c, and 4e of the 2013 Danielson Framework and 3) performance pay system that creates measurable SMART goals in which to focus on student learning and growing teacher effectiveness. All three of these areas are needed to continue the growth of the teacher in order to meet the minimum score of 2.8 for tenured teachers and 2.8 or higher for probationary teachers required to gain the Negotiated Salary Increase.

We have renamed Steps as Negotiated Salary Increases and Lanes as Education Increments. Additional compensation is outlined above in Component 4.

5.2 School district, school site, and intermediate district applicants:

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- a) Describe how the salary schedule has been reformed to determine a teacher’s vertical movement on indicators of student and teacher performance.

Each teacher will receive two evaluations each school year using the 2022 Charlotte Danielson Model (Component 3.1). The district has reformed the salary schedule by renaming “steps” Negotiated Salary Increases and linking movement through increments to earning an average evaluation score of 2.8 for tenured teachers and 2.8 or higher for probationary teachers on the three evaluations (COMPONENT 3.5). For tenured teachers, this determination will be based on one observation by the Instructional Coach and one observation during the tenured teachers summative year by administration. Teachers will also complete one observation by a peer engagement coach. For probationary teachers, this determination will be based on three observations by administration and one observation by a peer/instructional coach. . The scores from all three observations will be added together and divided by two to determine if a teacher’s average score is 2.8 for tenured teachers or 2.8 or higher for probationary teachers and if the negotiated salary increase has been earned (Component 3.5). A score of basic (2) will qualify teachers for ½ of the negotiated salary increase. Teachers may request a third observation. In the event a teacher requests a third observation done by an administrator, the overall results of the third observation as a whole can replace the comprehensive results of an earlier observation of the current year.

Component 4.5 references the 2022 Charlotte Danielson Framework to be used and the scoring as related to this. The tenured teachers’ evaluation scores will focus on all elements of Domain III, 2c, 2d, 4c, and 4e. This shall be used for averaging of scores (see attachment). Probationary teachers’ scores will be averaged from the three administrator evaluations using the same model. Teachers may request a replacement observation. In the event a teacher requests a replacement observation done by an administrator, the overall results of the replacement observation as a whole can replace the comprehensive results of an earlier observation of the current year.

Horizontal movement will be awarded based on earning educational credits.

- b) Provide a copy of the salary schedule grid and an example of how teachers now move through this reformed schedule.
- Teachers who have an average score of 2.8 or higher will receive a negotiated salary increase; a score of basic (2) and /or noncompletion of required observations will qualify teachers for ½ of the negotiated salary increase.

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2022-2023

3.15% per FTE, lanes at \$1,500 per lane

Hiring Schedule 0 Years of Experience

BA Degree	BA +15	BA +30	BA +45	MA Degree	MA +15	MA +30	MA +45
\$43,942	\$45,489	\$47,036	\$48,584	\$50,131	\$51,678	\$53,225	\$54,773

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Q Comp Application – Budget

Q Comp Budget

The following budget accounts for all Q Comp funding in alignment with the plan as outlined in Components 1-5. In addition, the budget adheres to all Uniform Financial Accounting and Reporting System (UFARS) requirements and restrictions.

Please complete the following charts as needed. The charts will expand to include all related expenditures:

6.1 Career Ladder Expenditures: Teacher leader salary augmentation/release time cost

6.2 Other Career Ladder Expenditures: Training, resources or other needs.

6.3 Job-Embedded Professional Development Expenditures: Resources, training, substitute teachers or other needs.

6.4 Teacher Evaluation/Observation Expenditures: Resources, training, substitute teachers (not calculated under Career Ladder)

6.5 Performance Pay Expenditures:

6.6 Other Program Expenditures:

6.7 Total Expenditures: (Add the Expenditure Subtotal column from all tables above.)

6.8 Revenues:

6.9 Total Revenue: (Add the Revenue Subtotal column from the table above.)

SEE CHART BELOW:

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Windom - ALL amounts include F		FOR 2023-2024			
protected worksheet go to review		Aid & Levy amounts may change because based on student enrollment			
		Aid	Levy	Total	
		\$197,054.00	\$106,106.00	\$303,160.00	
Aide Use				FICA = 7.65% and TRA = 8.55% for total of 16.2%	
Teacher PforP	99 staff @ 1350	\$155,569.00	(includes FICA &	Includes part time teachers	
Instructional coach	t salary/benefits	\$80,908.00	(includes all benefits)		
QCOMP council	members @750	\$3,492.00	(includes FICA & TRA)		
	4 members @500	\$2,328.00	(includes FICA & TRA)		
No stipend paid to Admin.					
PLC Leaders	6 @ 600	\$4,191.00	(includes FICA & TRA)		
Mentor teachers	9 3rd year \$200	\$12,921.00	(includes FICA &		
TIC Stipend	1 @ 500	\$582.00	(includes FICA & TRA)		
ata Coordination	Coach 3 @ \$500	\$1,746.00	(includes FICA & TRA)		
Levy Use					
Principal goals	<u>3 @1200</u>		\$4,191.00	(includes FICA & TRA)	
Admin. Support	5% of funding		\$15,158.00	Salary only	
Teacher Overload	2 overloads @ 5202/3151		\$10,210.00	(includes FICA & TRA)	
ir 360 & my IGDI	3 year subscription paid in Yr 1	\$ -			\$31,239.00 total
OASYS Program	50% of fee		\$1,680.00		\$ from Gen. Fund covered by Levy
Staff Development	SUBS for Teacher Leaders/Mentee/Mentors, Mileage and other needs				
			\$ -		
		\$261,737.00	\$31,239.00	\$10,184.00	remaining balance
		Aid Expense	Levy Expense		

Q Comp Site Goal Update Form

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2023-2024 GOALS

For Star Goals use National Unified Scores in Viewpoint
[Data Sheet](#)

DISTRICT GOALS:

[Goals 23-24](#)