

# West Allis-West Milwaukee School District Plan

## ESSA Equitable Distribution of Teachers

Winter 2017-2018



West Allis – West Milwaukee School District (WAWM)  
ESSA Equitable Distribution of Teachers 2017 – 2018 Plan

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## District Overview

**Our Mission:** The West Allis-West Milwaukee School District develops inquiry driven, independent learners through instruction that is personalized and engaging, with a focus on college/career readiness and 21st century skill development.

**Our Vision:** The West Allis-West Milwaukee School District, in partnership with family and community, will foster personal excellence and life-long learning for all students.

### **Our Core Values:**

Trust. Integrity. Respect. Teamwork. Communication.

<b>Pillar / Goal</b>	<b>Strategies</b>
<p><b>Pillar:</b> College &amp; Career Readiness</p> <p><b>Goal:</b> Our students demonstrate personal excellence in college and career readiness; across multiple measures and pathways.</p>	<ul style="list-style-type: none"><li>● Teach all students using high standards and a curriculum that provides a consistent foundation, includes differentiated/personalized learning and timely feedback for growth.</li><li>● Integrate academic and career exploration opportunities for all students (K-12) using an Academic Career Plan.</li><li>● Focus on standard 4, Assessment of and for Learning, of the Educator Effectiveness system with staff to assist them in understand the use of formative assessment to inform instruction</li></ul>

	<ul style="list-style-type: none"> <li>● Make sure all schools are using similar resource and levels of mastery by publishing curricular guides for reading and math.</li> <li>● Use a consistent measurement in all School Improvement Plans</li> <li>● Revamp the SEL curriculum to developing problem solving and character development skills.</li> <li>● Embed creativity at every grade level through a focus on project-based learning.</li> </ul>
<p><b>Pillar:</b> Employee Engagement &amp; Culture</p> <p><b>Goal:</b> We build and support our team through clear, timely, and transparent communication, effective relationships, and professional development.</p>	<ul style="list-style-type: none"> <li>● Develop a more robust and intentional mentoring program for new teachers</li> <li>● Gather feedback from staff on the mid-year survey with suggestions for improvement</li> <li>● Post employee “shout outs” on social media</li> <li>● Implement a “Showcase of Excellence” where teachers share their best practices with colleagues</li> <li>● Conduct focus group discussions on why staff would not recommend our district to a parent for their child and share findings with staff</li> <li>● Continue the implementation of Shared Leadership Teams</li> </ul>
<p><b>Pillar:</b> Service to Our Stakeholders &amp; Community</p> <p><b>Goal:</b> Students, parents, staff and our community are engaged in achieving a shared vision of excellence.</p>	<ul style="list-style-type: none"> <li>● Continue the implementation of the Parent Advisory Group</li> <li>● Use new tools in Skyward to communicate with parents more effectively</li> <li>● Implement the new Code of Conduct with fidelity</li> <li>● Continue to expand PBIS, Mindfulness, Restorative Practices, and Trauma Sensitive Schools</li> </ul>

	<ul style="list-style-type: none"> <li>● Develop a collective impact strategy to focus the larger community on goals related to improving student and family mental health and wellbeing</li> <li>● Engage teachers during collaboration time to identify strategies to improve attendance</li> </ul>
<p><b>Pillar:</b> Financial Stability &amp; Efficacy</p> <p><b>Goal:</b> We equitably align resources to our mission and vision and maintain fiscal stability. Our facilities are safe, efficient and provide 21<sup>st</sup> century learning environments.</p>	<ul style="list-style-type: none"> <li>● Use social media, brochures at grocery stores and other communication outlets regarding the 5-Year Capital Improvement Plan and the three phases of the 20-Year Facility Master Plan</li> <li>● Maintain transparent communication about district finances</li> <li>● Continue monthly school and department budget reviews</li> <li>● Analyze student performance data in high poverty, high mobility schools to target reduced class size for the 2018-2019 school year</li> </ul>

## Data Analysis

Schools that are consistently represented as inequitable:

<b>School or Site</b>	<b>Reason Identified as Inequitable</b>
Central High School	Inexperienced Teachers and 1 year license with stipulations. We do hiring by school, so the building principal hires staff that are the best fit for the students in that building. Our primary areas for 1 year license with stipulations are SPED and CTE.
Frank Lloyd Wright Intermediate School	Inexperienced Teachers and 1 year license with stipulations. Our primary areas for 1 year license with stipulations are SPED and CTE
Franklin Elementary	Inexperienced Teachers
Horace Mann Elementary	Inexperienced Teachers
West Milwaukee Intermediate School	Inexperienced Teachers
Pershing Elementary	Inexperienced Teachers
Nathan Hale High School	1 year License with Stipulations
Bridges	1 year License with Stipulations
Alternative Learning Center	1 year License with Stipulations

## Root Cause Analysis

Although we found some commonalities between sites, some schools had additional barriers to address as we move forward. The commonalities we found between sites:

- Wisconsin Legislation allowing easier access to Teaching from private sector
- Specific Licensure for specific positions that draw less applicant pool. (CTE, Science, etc.)
- Other (See Chart):

School	Root Causes
Central High School	<ul style="list-style-type: none"> <li>● Leadership turnover at building</li> <li>● Recruitment by other districts (post-ACT 10)</li> <li>● Compensation increase</li> <li>● Increase in expectations for teachers</li> <li>● CTE- staffing shortage across the state/country</li> <li>● Moving to a district closer to home</li> <li>● Shortage of math teachers across the state</li> <li>● Adding additional case managers for special education</li> </ul>
Frank Lloyd Wright Intermediate School	<ul style="list-style-type: none"> <li>● Purposeful turnover based on employing better evaluation practices for teachers</li> <li>● Recruitment by other districts</li> </ul>
Franklin Elementary	<ul style="list-style-type: none"> <li>● Purposeful turnover based on employing better evaluative practices for teachers</li> </ul>
Horace Mann Elementary	<ul style="list-style-type: none"> <li>● Child rearing</li> <li>● Recruitment by other school districts</li> </ul>
West Milwaukee Intermediate School	<ul style="list-style-type: none"> <li>● Purposeful turnover based on employing better evaluative practices for teachers</li> </ul>

Nathan Hale High School	<ul style="list-style-type: none"> <li>● Shortage of CTE</li> </ul>
Bridges	<ul style="list-style-type: none"> <li>● Extension of licensure in order to serve a broader range of students</li> </ul>
Alternative Learning Center	<ul style="list-style-type: none"> <li>● Lack of candidates with the Alt. Ed. License</li> </ul>

**Overall Root Causes for Emergency Licensure:**

- Many of the emergency licenses were for our special education staff members. These members have now received their licensure.
- We have a greater number of teachers with emergency licenses in Special Education, CTE, and Math.

**Overall Root Causes for inexperienced teachers:**

- We have a high quality professional development program for our teachers new to our district. This causes us to be a training ground for suburban districts.
- We had a very large turn over for three years due to a difficult climate and culture. This caused us to hire such a large number of teachers that many were brand new to the profession. Our teacher turnover rate reduced for the first time in three years last year due to a lot of work on climate and culture.
- Our use of interns, and the likelihood for employment for interns, creates district hiring more inexperienced staff.



## Strategies

\*\* Supporting our principals within the educator effectiveness model so that the system is being used with more of a growth mindset.

\*\* Supports for new teachers that include lower class size, more prep time, more time with the instructional coaches

\*\* Our continued focus of our District Equity work to support our Principals, which includes our monthly meetings with our focus on Equity as well as our plans to send another team to ICS Equity Institute.

\* Supports for administrators to understand the impact of placing the most effective teachers with the most needy students as well as planning together during Spring/Early Summer (see below) on student assignments to classrooms/homerooms as well as identifying the appropriate teacher for each class. This will lead to district wide impact of the right teachers in the right place to support all students.

**Summer 2017:** Sent a leadership team to Madison for the ICS Equity Institute. These staff members returned to begin our shift to an Equity focused, Equity decision driven group of leaders.

**Fall 2017:** Book Study with all Principals, Deans, Managers and District Leadership

**2017/2018 School Year:** Ongoing Leadership PD on the Equity Non-Negotiables from ICS Equity Framework. These Non-Negotiables are our goal to embed into our Strategic Plan in the years to come:

- Changing the system to eliminate inequities begins with ourselves. We have worked with our leadership team to analyze the impact of an inexperienced teacher two years in a row on the students'

long term education. The principals are doing plans by building to analyze the gap data for students of poverty, student with special needs, students who are English language learners, and students of color to ensure we are not creating a gap for those students by continuing to assign them to inexperienced teachers and teachers on 1 year licenses with stipulations.

- Since we do hire a large number of inexperienced teachers, we added a required training in Culturally Responsive Practices for all staff new to the district. This gives staff the background in understanding all learners.
- The system is responsible for the prevention of student failure.
- Students are not segregated into particular schools based on a label (such as special education, linguistically diverse). Students are assigned based on proportional representation in all environments (e.g. schools, classrooms, courses, teams, clubs, etc.).
- All staff are aligned to grade level teams (e.g., teacher-based teams) including general educators, interventionists, Title supports, special education teachers, ELL teachers, etc. Within these teams they share knowledge and expertise with each other to intentionally increase each others' capacity to better educate all learners.
- These teacher-based teams co-plan and co-serve™ through proactive instructional practices for each learner within their grade.
- Curriculum and instruction is rigorous, culturally relevant, and universally designed™ for all learners.
- Curriculum is created for all learners the first time the concept is taught versus developed for a normed-group of students and then adapted after-the-fact.
- Personalized plans are developed for all learners to assist educators in determining appropriate instructional practices and documenting progress and goals.

- All district policies, procedures, and funding are aligned with all the above Equity Non-Negotiables and federal and state legislation is leveraged to eliminate inequities.

**Late Spring / Early Summer 2018:** District Administration working collaboratively with Building Principals on the following topics:

- Have meaningful professional development and discussions on student equity, staffing purposely, recruiting and hiring staff that is needed for our students, etc.
- Student Assignments (I.E. What classroom/homeroom are students placed, why are they placed, do they match our overall equity ratios with our district, etc.)
- Purposeful Staffing - How are we assigning our teachers to classrooms/homerooms to ensure the best is in front of our most needy students. How do we determine where a new or inexperienced teacher will be placed and how do we ensure our most experienced/effective teachers are purposely distributed throughout the buildings and district (plan to create a way to monitor this).

**Summer 2018:** Planning to bring ICS Equity Institute to West Allis – West Milwaukee School District to work with all leaders in data analysis and next steps and/or sending another team to the ICS Equity Institute in another district.

- Redesign our professional development model to ensure we are meeting the needs of ALL educators and the professional goals they have set for themselves within their learning plans.
- Broaden our equity discussion to include leadership meetings
- Provide better training to our academic deans/mentor positions regarding effective coaching to create true, instructional coaches

- Supporting our school leaders in developing a professional learning community that promotes teacher empowerment and builds trust within the building.

### **Ongoing:**

- While this may appear counterproductive, continuing our extensive internship program so essentially our “first year teachers” are truly second year teachers. It puts us in a position in which we have control over the quality of our incoming teachers.
- Changing our district culture so that educators feel as though they can fail forward
- Being consistent with the implementation of a 5 year district strategic plan designed to focus our work and refrain from initiative fatigue
- Add voices to the ownership of the district strategic plan by including more principals and teacher leaders in the discussion around processes
- Develop an onboarding process for new staff that includes mentorship and supports
- Changing the professional development model to a cohort system that allows for continued growth with follow-up into the classroom
- Additional training for our instructional coaches to ensure staff have necessary supports for new teachers

### **Next Steps for Action Items:**

- Capacity to Support: Interview openings together as buildings and match to school. Meaning, if there are two matches, they give buildings tours and the teachers can pick their applicant to move forward in the process. The idea of matching teachers and buildings in a more uniform, purpose driven way.

## Evaluation

If we follow our strategies and timeline, we feel there will be multiple factors to review to indicate positive movement forward.

- **Employee Engagement Survey:** This survey has been conducted and will continue to be conducted during our Five Year Strategic Plan. This will offer us baseline and ongoing data to determine staff response to initiatives as we have conversation and see change as we move forward.
- **Monitor Professional Development:** A form will be created to show documentation related to district level and school level PD to help monitor the needs of teachers within the district.
- **Staff Turnover:** Reduce Staff Turnover by 5%, which will help with both licensure and inexperienced staff at all levels and across the district.
- **Emergency Licensure Staff:** Identify the building contact for these individuals to ensure that professional development and coaching is adequate for their continued success.
- **Educator Effectiveness:** Continued focus on My Learning Plan and the importance of consistent feedback to all staff to service all students.
- **Staff Recruiting/Hiring:** Develop a way to monitor inexperienced staff being hired, how they are being distributed (to which building) as well as next steps for a balanced distribution for throughout district. This includes identifying a way to keep track of student assignments to new/inexperienced teachers.
- **Data Analysis:** Review the number of students scoring below the 61st percentile and assign them to classes with teachers with more experience for the following year.

## Additional Resources Needed

To achieve our next steps, we need to ensure we have the right data, the right people to drive the initiatives moving forward. The following resources will assist:

- **Accurate and Current Data:** Upon leaving the ICS Equity Institute, we found that we needed to review our current data, what data is collected, how data is collected so we can better assist our discussions as a leadership team.
- **Class Size/ Equitable Pay Ideas:** Review other districts in what ways they address various factors within one district.
  - o How do they address “space issues” within buildings
  - o Educational Assistant to support classes
- **School Counselors:** How we as a school district allocate student services positions from building to building to address inequities. Do other districts do something similar?
- **Retention/Recruitment:** How do we achieve a goal of keeping our attrition and turnover to that of the State average? How do we acknowledge the idea that staff may not retire from our school district? How do we avoid the idea of becoming a “training ground” for new teachers?
  - o Feedback more often?
  - o Create a moral purpose and unification with their position and the longevity of “our” students?
  - o Larger restorative circles to make “district” sense that teachers are not alone in their thoughts