

I. Description of Differentiated Elements (Required Section)

Directions: For each element of the district's differentiated pay plan, use the table below to provide a description of how the district will differentiate pay. The plan must include **at least one** of the elements listed below in the left-hand column, in addition to education and experience.

Many plans may include a combination of several elements; therefore, please add rows or repeat differentiated elements as needed. For example, the plan may include two different types of additional instructional roles. Also, please feel free to delete from the table or leave blank any differentiated elements that will not be used in your plan.

[Appendix B](#) of this document contains an example of each type of differentiated element. Please review that example prior to completing the table below.

Differentiated Element	Description	Compensation Type and Size	Reach	Estimated Cost	Estimated Salary Expenditures
	<i>Describe how the district will differentiate for this element.</i> <i>Include the criteria for receiving the award.</i>	<i>Will the compensation be given as a bonus or a base pay increase?</i> <i>How much will qualifying teachers receive?</i>	<i>Eligibility: How many teachers are eligible for this type of compensation?</i> <i>Forecasted participation: How many teachers do you estimate will receive the award?</i>	<i>How much does the district estimate it will pay out for this differentiated pay element?</i>	<i>What percentage of salary expenditures (excluding benefit costs) does this element cover?</i>
Hard-to-Staff (School, Subject, or Placement)					
Performance					
Additional Instructional Roles or Responsibilities	<i>Henry County has established a compensated pay plan for additional instructional roles and or responsibilities. Henry County has established additional roles and responsibilities to meet the following goals:</i> <i>1) To establish continuous</i>	<i>The compensation for additional roles and responsibilities will be a part of the teacher's contract. The teachers filling these roles will receive \$500 to \$1,000 each depending upon approval of our budget.</i>	<i>Currently, we plan to fill 54 positions that are identified as additional roles and responsibilities. We anticipate all 54 will receive compensation.</i>	<i>We plan to budget \$43,200 within our salary line items for additional roles and responsibilities</i>	<i>This represents .5% of our salary expenditures.</i>

	<i>improvement for student learning outcomes.</i> <i>2) To develop the growth capacity for professional educators by enhancing professionalism, leadership opportunities, collaboration, and use of research based practices.</i> <i>Henry County will compensate the following areas:</i> <i>Instructional Leadership Team Members, Department Chairs, Grade Level Leaders and Cluster Leaders. (Currently, our district would compensate 54 positions.) The compensation would range from \$500 to \$1,000 depending upon available funds.</i> <i>Identified additional roles and responsibilities:</i> <i>1. Instructional Leadership Team Members – Selected from each school’s certified teachers. Each school will have from five to eight members on the Instructional Leadership Team. This team meets a minimum of one time per month. Their main duties are to analyze school-wide data, monitor the Action Steps of school, plan for school level</i>				
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	<i>professional development, and solicit input on teaching and learning practices from the faculty as a whole</i> <i>2. Grade Level Leaders, Department Chairs, and Cluster Leaders – Teachers are identified for these roles by the Administrative Team. These roles are active in organizing and driving the work of Professional Learning Communities. This work entails organizing pacing guides, leading focused PLC Teams, and using weekly data to inform.</i>				
Education	<i>Henry County will recognize the following levels of education for our salary schedule:</i> <i>Bachelors, Master's, Master's plus 30 hours above, and Advanced Degree. Teachers will receive additional pay for each level of education achieved upon documentation of their degree level. For anyone receiving compensation for any degree level above the Master's, prior approval must be obtained by a committee appointed by the Director.</i>	<i>Compensation for levels of education will be given as part of the teacher's annual salary. Our schedule was adjusted to reflect where the majority of our teachers fall currently.</i> <i>Levels of Pay for Education differ as follows:</i> <i>Master's Degree - \$3600 over Bachelor's</i> <i>Master's Plus 30 – Pre-approved. \$2,200 above Master's</i> <i>Advanced Degree – Pre-approved. \$2,800 above Master's Plus 30.</i>	<i>All of our teachers are eligible.</i> <i>Currently 58% of our teachers earn additional pay for degrees.</i> <i>We anticipate 10 to 15 teachers earning Master's or higher each year.</i>	<i>Currently we pay \$630,000 for additional levels of education.</i> <i>We feel this will remain about the same due to retirement of current staff.</i>	<i>This represents 8.4% of our salary expenditures.</i>

Experience	<i>Our proposed salary schedule awards step increases for each year of experience up to year eighteen. Our salary schedule is attached. We hope to be able to add one year to our step increases as we move forward.</i>	<i>See attached salary schedule. The steps are figured as a 1.35% increase on their base.</i>	<i>All teachers are eligible.</i>	<i>The step increase is 1.35% for each step. The cost to adjust our steps this year is estimated to be \$190,000. Moving forward the cost to maintain our steps should be between \$105,000 and \$120,000 depending on where personnel fall.</i>	<i>The step payments represent approximately 2.3% of our salary line item.</i>
Other					

II. Salary Schedule (Required Section)

1. Please include below or attach a copy of the district's proposed 2014-15 salary schedule. **See attached**
2. Describe how you will allocate any future state funding increases (i.e., FY13 1.5% increase in the BEP instructional component). Will increases be: 1) applied across-the-board, 2) allocated towards differentiated pay, or 3) a combination of both?
If future increases occur, we will make a decision based upon the state of our fund balance. If this occurred today, we would use a combination of both.

III. Eligibility and Stakeholder Engagement (Optional Section)

While this section is optional, the information provided will help the department to be able to provide continued support and assistance to districts in implementing their differentiated pay plans.

1. Provide a list of eligibility rules (i.e., attendance requirements, retirement or transfer policies, etc.) for the differentiated pay plan elements or additional roles/responsibilities outlined in the plan. **Refer to template**
2. Include a description of how the district engaged teachers or other stakeholders in the development of the differentiated pay plan.
Our district formed a Differentiated Pay Committee composed of teacher representatives from each of our schools. We also included representatives from school level administration and the Director of Schools. Our committee met and based our work on culture, sustainability, and fairness. Data regarding our present plan was presented and data on where our teachers ranked in performance, experience, and education was studied. Our committee's final report was presented to our board. The plan was adopted by our school board based on availability of funds. The salary schedule recommended by the pay committee was presented during our PECCA negotiations with our local teachers' association. An MOU was reached regarding our salary schedule and presented to our board. Our budget has been approved by our board and we are now in the process of presenting it to our County Budget Committee and then presenting it to our County Commission.
3. Does the district plan to expand or grow its differentiated pay plan in future years? If so, what types of changes or expansions are you considering to your differentiated pay plan or salary schedule? **We will look at our needs in the future with an emphasis on growing teachers as leaders. With the loss of FTTT funds, we anticipate having to increase funds for teachers to work in the summer on curriculum.**