

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)	The district will continue to offer a signing bonus in the hard to staff areas of ELL and secondary science.	The award will be given as a \$2,000 bonus upon hire.	The award will continue to be available to new teachers to the district should the hard to staff areas be manifested. Since the inception of the plan in 2009 no awards have been made.	The amount of \$6,000 in salary will be budgeted.	This represents .035 % of teaching salaries.
Performance					

Additional Instructional Roles or Responsibilities	The district will further the ORS Keys to College and Career Readiness (attached) through the creation of: 18 PLC Coaches. 1 in PreK (1 total) 1 in each EL (4 total) 2 in each MS (4 total) 1 for each HS core area 8 School Data Analysts 1 in each EL & MS (total of 6) 2 in HS (total of 2) 8 STEM Coaches 1 in each EL & MS (total of 6) 2 in HS (total of 2) 1 Program Coordinator	The award will be given in the form of \$1750 stipends for the 34 new roles and \$4500 for the Program Coordinator.	All teachers will be eligible to apply for the new roles (job descriptions attached). The Program Coordinator will be named by the Assistant Superintendent for Curriculum. All will serve on the district wide Strategic Improvement and Innovation Committee.	The estimated salary cost of this element is \$64,000 per year.	This will comprise .32% of the teacher salary expenditure.
Education	The district does not plan to change the current Salary Schedule. The FY'14 Salary Schedule is attached. No determination of increase for FY'15 has yet been made.	Each teacher will be paid according to documentation on record.	All teachers are eligible.	The estimated salary cost of this element is \$20,004,378 per year.	This comprises 64% of all district salary expenditures.
Experience	The district will continue to award step increases for each year of experience. The attached salary schedule contains amounts for FY'14. FY'15 amounts are yet to be determined.	Each teacher will earn a yearly step increase for years of experience.	All teachers are eligible.	The average teacher step increase in the district is \$1,494 per year. The estimated salary cost is \$276,807.	The experience payment makes up 1.38% of the teacher's salary expenditure.
Other	The district will continue to offer a one time bonus to all licensed staff who achieve National Board Certification.	The award will continue to be given as a \$5000 bonus payable upon documentation of achievement.	The award is available to all licensed staff. In FY'14 two staff members received the bonus.	The estimated salary cost for this element is \$10,000 per year.	This will comprise .05% of the teacher's salary expenditure.

II. Salary Schedule (Required Section)

1. Please include below or attach a copy of the district's proposed 2014-15 salary schedule.

We are including the FY'14 salary schedule. The FY'15 structure will not change but may be increased based upon available funds.

III. Eligibility and Stakeholder Engagement (Optional Section)

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.

All licensed staff will be notified of the availability of additional roles/responsibilities for the PLC Coaches, School Data Analysts and STEM Coaches by Principals. A district wide application procedure has been established. Selection will be based upon criteria stated in job descriptions which are attached. Interviews with central office staff, school principals and school staff will be held to determine selections. Stipends for service will be paid in December and May.

2. Include a description of how the district engaged teachers or other stakeholders in the development of the differentiated pay plan.
 1. **Executive Committee Review (November, December 2013)**
 2. **Informational Presentation to Board of Education (11/4/2013)**
 3. **Meeting of District Wide Committee for input (12/9/2013). Committee list is attached.**
 4. **Informational Presentation with requested suggestions from all licensed staff (1/7/2014)**
 5. **Follow-up meeting of District Wide Committee for finalization (1/13/2014)**



THE SEVEN KEYS TO COLLEGE AND CAREER READINESS

Improving the college and career readiness of all Oak Ridge students will provide them with a better foundation of knowledge and skills, allowing them to be prepared for a more technologically sophisticated and internationally competitive working world.



KEY 1: All students' Reading proficiency at or above grade level by the end of the third grade



KEY 2: All students' Math proficiency at or above grade level by the end of the fourth grade



KEY 3: All students Math and English proficiency at or above grade level by the end of the sixth grade



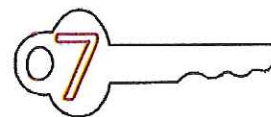
KEY 4: All students meeting EXPLORE's "College Readiness" benchmarks by the end of the eighth grade



KEY 5: All students scoring an ACT composite of 27 or higher



KEY 6: All students are fluent in financial literacy by high school graduation



KEY 7: All students participate in AP coursework, dual enrollment, industry certification, or military preparation program by graduation

The Seven Keys will open the door to college and career success for our students...

- They are significantly more demanding than the state requirements for earning a high school diploma. This is intentional.
- There will be situations where a student may not attain one Key or several Keys for any number of reasons.
- Our children are unique, and how quickly or how much they progress will vary.
- Attaining all Seven Keys will increase the likelihood of a student being ready for college. But, missing a Key does not close the doors to college or having a successful career for any student.
- It's important to look at all of a student's strengths, as well as the student's motivation to succeed.

Oak Ridge Schools

POSITION DESCRIPTION:

TITLE: Professional Learning Community Coach (PLCC)

MINIMUM QUALIFICATIONS:

- Experienced and/or knowledgeable in planning and organizing building and/or district continuous Improvement efforts.
- Knowledgeable and experienced with the broad spectrum of programs and curriculum offered to K-4, 5-8, and/or 6-12 students.
- Knowledge and understanding of student achievement data.
- Communication skills with staff, students, and community, in the form of writing, speaking, and listening skills
- Strong interpersonal skills.
- Understanding of current research on equitable best practice(s) related to teaching, learning, and leadership.
- Proven experience in motivating colleagues to maximize their potential, an excellent facilitator.
- Demonstrated leadership in staff development and consensus building.
- Understanding of technology and its applications in education.
- Understanding of equity issues and cultural competency, as well as current research related to the achievement gap (race, culture/language, ability, and income).

REPORTS TO: Building Principal and Assistant Superintendent of Curriculum and Instruction

POSITION SUMMARY: The PLCC facilitates the completion of the PLC organizational tasks.

DUTIES AND RESPONSIBILITIES:

1. Facilitate the completion of the organizational components of the PLC
 - Administer and share Professional Learning Communities Assessment (PLCA) on a yearly basis
 - Assist with setting PLC norms
 - Assist PLCs in formulating the common Mission, Vision, and Beliefs/Collective Commitments
 - Assist PLCs in the completion of PLC Deliverables for the school year
 - Assist PLCs with assistance in writing of student, teacher, and building SMART Goals linked to district goals
 - Coordinate staff development and skill acquisition opportunities with building administrators and the Director of Special Projects (Beckendorf)
 - Oversee progress of PLCs and recommend strategies to increase PLC effectiveness
 - Communicating building-wide PLC activities through building/district PLC website

- Work collaboratively with the achievement analyst and building supports to identify students who need intervention
 - Support teachers in analyzing common assessments results (through dialogue) and altering SMART goals based on formative and summative assessment data
2. Collaborate with the building administrator once a month (minimum) regarding the work of the PLCs.
 3. Coordinate (with administrative approval) 2-5 minute "PLC Quick Shares" at staff meetings, etc. The PLCC will be responsible for coordinating individual PLCs contributions to this event.
 4. Help PLCs focus on developing teacher expertise in implementing a guaranteed viable curriculum, administering common (formative and summative) assessments, and using student data to refine teaching practice.
 5. Meet with other PLCCs from other sites, at least, once a month (minimum) to support improvement efforts district-wide.

Oak Ridge Schools

POSITION DESCRIPTION:

TITLE: School Based Data Analyst

MINIMUM QUALIFICATIONS:

- Demonstrated strong quantitative and statistical analysis skills to effectively contribute to the continuous improvement efforts of the building and/or district.
- Ability to synthesize data from multiple sources and present findings to a variety of audiences using appropriate presentation strategies.
- Understanding of how to effectively communicate the strengths, weaknesses, and limitations of given data.
- Knowledgeable of how to work with school staff to establish a positive learning environment that promotes a high level of achievement for a diverse population of students;
- Ability to articulate a consistent vision for district-level support of school improvement;
- Knowledgeable and experienced with the broad spectrum of programs and curriculum offered to elementary and secondary students.
- Understanding of current research on equitable best practice(s) related to teaching, learning and leadership.
- Understanding of designing and implementing delivery of effective professional development.
- Excellent interpersonal and communication skills with staff, parents and patrons.
- Demonstrated excellence in written communication.
- Demonstrated success at designing and maintaining a positive, collaborative culture.
- Minimum of three years of successful teaching experience.
- Experienced in building and/or district continuous improvement effort.
- Proficient in the use of MS Excel, and MS PowerPoint; working knowledge of MS Sharepoint and MS Access preferred.
- Possess ability to interact in a positive manner with different "client" groups.

REPORTS TO: Building Principal and District Administrator for Data

POSITION SUMMARY: The Data Analyst analyzes data (at the appropriate level: elementary, middle, or high school) and prepares reports for the: Principal, Coordinator of Testing, Professional Learning Community Coaches (PLCCs), and others as requested. A primary function of this position includes organizing and analyzing building/student achievement data. In addition, this position will support the integration of data-driven decision-making and continuous improvement as it relates to the Oak Ridge School District mission, vision, core values and strategic directions.

DUTIES AND RESPONSIBILITIES:

1. Develop and maintain effective relationships with district and school staff and the public.
2. Analyze student achievement data and prepare reports for the Principal, Coordinator of Testing, Professional Learning Community Coaches (PLCCs), and others as requested.
3. Lead in the analysis of demographic, achievement and performance (dashboard) data
4. Ensure that data is provided in an appropriate format and accompanied by an effective analysis
5. Update and maintain the district data dashboard for the school district and building site.
6. Support and train PLCC's and other appropriate staff in analyzing common assessments and other relevant district/student achievement data using appropriate technology tools.
7. Design, develop and deliver reports and presentations on key achievement findings.
8. Contribute to the development, implementation, and follow through of the building Continuous Improvement Plan.
9. Work with PLCC's and administrators to provide support as needed and as requested.
10. Facilitates data analysis staff development workshops in conjunction with the Supervisor of Professional Development.
11. Participate in appropriate professional organizations.
12. Participate on various district-wide committees as requested.
13. Provide the Coordinator of Testing with support documents and materials and assist in campus level testing for budget preparation.
14. Perform other responsibilities assigned by the Coordinator of Testing, Principal, and District Administrator for Data.

Oak Ridge Schools

POSITION DESCRIPTION:

TITLE: STEM Coach

MINIMUM QUALIFICATIONS:

- Knowledgeable and articulate in issues and findings of PreK-STEM educational research.
- Demonstrated ability to organize, plan, and implement initiatives.
- Knowledgeable of whole school reform.
- Ability to serve as a leader in school improvement.
- Demonstrated understanding of the role and context of science, technology, engineering and mathematics in PreK-12 education
- Possess excellent written and oral communication skills.
- Demonstrated experience in using data to drive organizational decision making.
- Possess skill in problem solving.
- Demonstrated experiences of successfully working with students and staff of differing ethnicities, cultures, and socioeconomic status.
- Demonstrated success in improving student achievement in a school.
- Possess skill as a team member and with motivating others to higher levels of performance.
- Possess highly effective organizational, interpersonal, and leadership skills.
- Knowledgeable of the community familiarity with local STEM industries.

REPORTS TO: Building Principal and Supervisor of Staff Development and Special Projects

POSITION SUMMARY: The STEM Coach is a position of leadership, planning, project management, and marketing that serves as a cornerstone of the Oak Ridge Schools' evolution to a STEM-focused district. This position is critical to the district's transformation and to the continued growth of advanced STEM education in the community. The primary focus areas are:

1. To provide leadership, support, and technical assistance in the design, implementation and assessment of an innovative and comprehensive inquiry-based Science, Technology, Engineering and Mathematics (STEM) programs in either elementary or secondary levels;
2. To develop and oversee high quality experiential learning opportunities for students in an accelerated STEM education program;
3. To support and contribute to the crystallization of a STEM-focused education for all students of the Oak Ridge City Schools.

DUTIES AND RESPONSIBILITIES:

1. Provide leadership for the planning and implementation of a STEM-focused school by working collaboratively with school staff and administrators.
2. Work to develop partnerships with local and regional STEM industries for the purpose of creating experiential learning opportunities for advanced high school students.
3. Engage local support by skillfully presenting and representing the vision of the Oak Ridge PreK-12 STEM education initiative to the community and other stakeholders and constituencies.
4. Serve as liaison between teachers/departments and STEM businesses to ensure interns are participating in quality experiences.
5. Research STEM-focused grants and assist in the development of proposals for operations.
6. Be knowledgeable of current trends, best practices, and innovations in STEM education.
7. Generate active parent involvement in elementary STEM activities.
8. Present information and respond effectively to special interest groups, community organizations, STEM industry professionals, school administrators and teachers, higher education professionals, parents, and other key stakeholders.
9. Monitor classroom implementation of the STEM curricula through direct observation, lesson plans, and meetings with teachers and principal.
10. Support teachers in providing hands on, inquiry-based STEM curricula.
11. Assist in development of flexible STEM activities.
12. Research, plan, and oversee the STEM schools' professional development program for both certified and non-certified staff.
13. Conduct community outreach activities to engage community stakeholders who have significant interest in the success of STEM in the district.
14. Report progress monthly, in writing, to the Building Principal and district Strategic Improvement Innovation Committee.
15. Assist in developing a vertically integrated STEM program for grades PreK-12.
16. Provide support and insights for the design of a rigorous evaluation of the STEM program.
17. Perform other duties as directed by the Building Principal and the district Strategic Improvement Innovation Committee.

Oak Ridge Schools

POSITION DESCRIPTION:

TITLE: Program Coordinator for Strategic Improvement and Innovation

MINIMUM QUALIFICATIONS:

- Demonstrated strong quantitative and statistical analysis skills to effectively contribute to the continuous improvement efforts of the building and/or district.
- Ability to synthesize data from multiple sources and present findings to a variety of audiences using appropriate presentation strategies.
- Understanding of how to effectively communicate the strengths, weaknesses, and limitations of given data.
- Knowledgeable of how to work with adults to establish a positive learning environment that promotes a high level of achievement for a diverse population of students;
- Ability to articulate a consistent vision for district-level support of school improvement;
- Knowledgeable and experienced with the broad spectrum of programs and curriculum offered to elementary and secondary students.
- Understanding of current research on equitable best practice(s) related to teaching, learning and leadership.
- Understanding of designing and implementing delivery of effective professional development.
- Excellent interpersonal and communication and leadership skills with adults.
- Demonstrated excellence in written communication.
- Demonstrated excellence in meeting expected deadlines.
- Demonstrated success at designing and maintaining a positive, collaborative culture.
- Experienced in building and/or district continuous improvement effort.
- Proficient in the use of MS Excel, and MS PowerPoint; working knowledge of MS Sharepoint and MS Access preferred.
- Possess ability to interact in a positive manner with different "client" groups.

REPORTS TO: Assistant Superintendent

POSITION SUMMARY: The Program Coordinator for Strategic Improvement and Innovation is the leader of the Oak Ridge Keys to College and Career Readiness teacher leaders. The PC prepares reports and collaborates with the Assistant Superintendent and works closely with the positions of Professional Learning Community Coaches (PLCCs), school-based Data Analysts, school-based STEM coaches, and others as requested. A primary function of this position includes leading the Strategic Improvement and Innovation committee, organizing monthly meetings, meeting with coaches, making recommendations for adjustment of the teacher leader program, and analyzing outcomes of the committee. In addition, this position will support the integration of data-driven decision-making and continuous improvement as it relates to the Oak Ridge School District mission, vision, core values and strategic directions.

DUTIES AND RESPONSIBILITIES:

1. Develop and maintain effective relationships with district and school staff and the public.
2. Lead in the analysis of demographic, achievement and performance (dashboard) data.
3. Ensure that data is provided in an appropriate format and accompanied by an effective analysis.
4. Lead, at least, monthly meetings of PLCCs, Data Analysts, and STEM coaches.
5. Support in training PLCC's, Data Analysts, and STEM coaches, and other appropriate staff in analyzing common assessments and other relevant district/student achievement data using appropriate technology tools.
6. Design, develop and deliver reports and presentations on key achievement findings.
7. Contribute to the development, implementation, and follow through of the building Continuous Improvement Plans.
8. Work with building-level administrators to provide support as needed and as requested.
9. Participate in appropriate professional organizations.
10. Participate on various district-wide committees as requested.
11. Provide the Assistant Superintendent with support documents and materials and assist in campus level information for budget preparation.
12. Perform other responsibilities assigned by the Assistant Superintendent.

TEACHER AND LIBRARIAN SALARY INDEX AND SCHEDULE -- 206 DAYS

TRAINING AND EXPERIENCE FACTOR TABLE

FY'14

STEP	BS	BS+10	BS+20	MS	MS+10	MS+20	MS+30	ED.S	DR.
1	1.00			1.10					
2	1.05	1.07	1.10	1.15	1.16				
3	1.10	1.12	1.15	1.20	1.21	1.22			
4	1.15	1.17	1.20	1.25	1.26	1.27	1.30	1.32	
5	1.20	1.22	1.25	1.30	1.31	1.32	1.35	1.37	1.40
6	1.25	1.27	1.30	1.35	1.36	1.37	1.40	1.42	1.45
7	1.29	1.31	1.34	1.40	1.41	1.42	1.45	1.47	1.50
8	1.32	1.35	1.38	1.45	1.46	1.47	1.50	1.52	1.55
9	1.35	1.38	1.42	1.49	1.50	1.52	1.55	1.57	1.60
10	1.38	1.41	1.45	1.53	1.54	1.56	1.60	1.62	1.65
11	1.41	1.44	1.48	1.56	1.58	1.60	1.64	1.67	1.70
12	1.44	1.47	1.51	1.59	1.61	1.64	1.68	1.71	1.75
13	1.46	1.49	1.54	1.62	1.64	1.68	1.72	1.75	1.80
14	1.48	1.51	1.57	1.65	1.67	1.71	1.76	1.79	1.85
15	1.50	1.53	1.59	1.68	1.70	1.74	1.80	1.83	1.90
16	--	--	--	--	--	--	--	--	--
17	--	--	--	--	--	--	--	--	--
18	--	--	--	--	--	--	--	--	--
19	--	--	--	--	--	--	--	--	--
20	1.54	1.57	1.63	1.72	1.74	1.78	1.84	1.87	1.94

TEACHER AND LIBRARIAN SALARY SCHEDULE

FY'14

STEP	BS	BS+10	BS+20	MS	MS+10	MS+20	MS+30	ED.S	DR.
1	\$36,407			\$40,048					
2	\$38,227	\$38,955	\$40,048	\$41,868	\$42,232				
3	\$40,048	\$40,776	\$41,868	\$43,688	\$44,052	\$44,417			
4	\$41,868	\$42,596	\$43,688	\$45,509	\$45,873	\$46,237	\$47,329	\$48,057	
5	\$43,688	\$44,417	\$45,509	\$47,329	\$47,693	\$48,057	\$49,149	\$49,878	\$50,970
6	\$45,509	\$46,237	\$47,329	\$49,149	\$49,513	\$49,878	\$50,970	\$51,698	\$52,790
7	\$46,965	\$47,693	\$48,785	\$50,970	\$51,334	\$51,698	\$52,790	\$53,518	\$54,610
8	\$48,057	\$49,149	\$50,242	\$52,790	\$53,154	\$53,518	\$54,610	\$55,339	\$56,431
9	\$49,149	\$50,242	\$51,698	\$54,246	\$54,610	\$55,339	\$56,431	\$57,159	\$58,251
10	\$50,242	\$51,334	\$52,790	\$55,703	\$56,067	\$56,795	\$58,251	\$58,979	\$60,072
11	\$51,334	\$52,426	\$53,882	\$56,795	\$57,523	\$58,251	\$59,707	\$60,800	\$61,892
12	\$52,426	\$53,518	\$54,975	\$57,887	\$58,615	\$59,707	\$61,164	\$62,256	\$63,712
13	\$53,154	\$54,246	\$56,067	\$58,979	\$59,707	\$61,164	\$62,620	\$63,712	\$65,533
14	\$53,882	\$54,975	\$57,159	\$60,072	\$60,800	\$62,256	\$64,076	\$65,168	\$67,353
15	\$54,610	\$55,703	\$57,887	\$61,164	\$61,892	\$63,348	\$65,533	\$66,625	\$69,173
16	---	--	--	--	--	--	--	--	--
17	---	--	--	--	--	--	--	--	--
18	----	--	--	--	--	--	--	--	--
19	----	--	--	--	--	--	--	--	--
20	\$56,067	\$57,159	\$59,343	\$62,620	\$63,348	\$64,804	\$66,989	\$68,081	\$70,630

Oak Ridge Schools Differentiated Pay Committee

Dr. Bruce Borchers, Superintendent of Schools

Dr. Christopher Marczak, Assistant Superintendent for Curriculum & Instruction

Dr. Tracey Beckendorf-Edou, Supervisor of Staff Development

Ms. Karen Gagliano, Director of Business & Support Services

Dr. Christine Lee, Director of Human Resources

Ms. Katelyn Olvey, Elementary Teacher, Woodland Elementary School

Mr. Chris Layton, PE Teacher, Robertsville Middle School

Ms. Leah Bailey, World Language Teacher, ORHS

Ms. Nancy West, Principal, Woodland Elementary School

Mr. Phil Cox, Principal, Jefferson Middle School

Mr. David Bryant, Principal, ORHS

Mr. Steve Reddick, OREA Co-President and Social Studies Teacher, Jefferson Middle School