



2014-15 Differentiated Pay Plan Submission Template

In June 2013, the State Board of Education passed a revised set of guidelines pursuant to Tenn. Code Ann. §49-3-306(h), which requires districts to create and implement differentiated pay plans. The intent of the differentiated pay plans is to give local control to districts in regard to salary schedule, and to create another lever for districts to attract and retain teachers based on a flexible set of potential criteria. A complete copy of the policy can be found [here](#).

Structure of this Document

The document includes two required sections where districts will describe their proposed 2014-15 differentiated pay plans and salary schedules. An optional section is also included on stakeholder engagement and eligibility. Finally, districts that choose to propose an [alternative salary schedule](#) as their differentiated pay plan, or part of their plan, will need to complete a short [addendum](#). A list of the common differentiated pay terms used throughout this document can be found in [Appendix A](#).

Timeline

The department has created a flexible timeline for differentiated pay plan submission to better meet the various deadlines of each district's local school board and budget processes. The table below outlines this timeline:

General Differentiated Pay Plan Submission Timeline	
Prior to submission	Local school boards are informed of and/or approve differentiated pay plans that will be submitted to TDOE
Jan. 2, 2014	TDOE begins accepting differentiated pay plan submissions
Ongoing	Districts submit differentiated pay plans to TDOE
Three weeks after date of submission	TDOE communicates approval decision to school districts
Following TDOE approval notification but no later than June 30, 2014	Local school boards approve final differentiated pay plans and any associated budget items

For those districts that choose to implement an [alternative salary schedule](#) as their differentiated pay plan (see page 5 for more detailed information on this option) the following timeline will be used in order to meet the necessary State Board of Education (SBE) deadlines.

Alternative Salary Schedule Submission Timeline	
Prior to submission	Local school boards are informed of the alternative salary schedule that will be submitted to TDOE
Jan. 2, 2014	TDOE begins accepting differentiated pay plan submissions
Jan. 31, 2014	Districts submit alternative salary schedules to TDOE
By Feb. 21, 2014	TDOE communicates approval decision of the alternative salary schedule to school districts
By March 8, 2014	Local school boards approve the alternative salary schedule
March 8, 2014	TDOE submits alternative salary schedule documents to the SBE
April 18, 2014	SBE Meeting

All differentiated pay plans and alternative salary schedules should be submitted to Laura.Encalade@tn.gov. The department also plans to post the final differentiated pay plans on its website.

Note that while the differentiated pay plan must be implemented in the 2014-15 school year, the first payouts from those plans could occur, particularly for those plans which include performance related criteria, at the completion of the 2014-15 school year when all relevant student achievement data is available. Following the 2014-15 school year, the department will collect evidence of implementation, including information regarding the number of awards that were paid out.

Contact Laura Encalade at Laura.Encalade@tn.gov or (615) 253-2119 for additional questions or guidance on creating your differentiated pay plan or on the submission and approval processes.

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)	Teachers who are hired into the i-Zone will receive a signing bonus. Teachers currently in the i-Zone who decide to stay are eligible for a retention bonus. There is also an opportunity for a performance bonus based on the Tennessee Department of Education stipulations outlined in the attached document titled, "Bonus Application Final."	Please see attached document titled, " iZone Bonuses " for a breakdown of how teachers are compensated in the i-Zone.		Performance bonus total – \$1,278,360 Signing/Retention bonus total – \$317,580 This amount was for 11 schools. If a school received a performance bonus based on the previous	

				year's TCAP scores, then the staff receiving the performance bonus were not eligible for a retention bonus. Any new staff to a school who received a performance bonus were eligible for the signing bonus only. If a school did not receive a performance bonus, returning teachers, (who were a level 3,4, or 5) assistant principal, and principal were eligible for a retention bonus if they were a returning staff member or a signing bonus if they were newly hired to the school. All teachers that were not a level	
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				3,4, or 5 were exceeded from the school and where not eligible for the retention bonus.	
Performance	The district has a TIF Grant (Project AIM) that outlines pay for performance based on a number of criteria. The specific criteria are included as a supplemental document to this submission. The district has a second TIF Grant (In the Zone) that outlines pay for performance based on a number of criteria. The specific criteria are included as a supplemental document to this submission. Additionally, the district is paying teachers a bonus based on their TEM score.	Please see attached documents, “Project AIM TIF Matrix”, “General Eligibility Requirements for TIF3” and “SCS teacher Incentive Fund Grants” for more details. Please see attached documents “In the Zone Parameters,” “SCS Teacher Incentive Fund Grants” and “FAQ-Teacher Incentive Fund – In the Zone” for details. Please see attached document, “SCS Compensation Bonuses 2013-14” for more information on the bonuses.	For TIF Grant – Project AIM, teachers at the 14 participating schools are eligible. For TIF Grant – In the Zone, teachers at the 26 participating schools are eligible.	TIF Grant – Project AIM 2013-14 Cost: \$698,745 2014-15: N/A TIF Grant – In the Zone 2013-14 Cost: \$4,889.856	
Additional Instructional Roles or Responsibilities	Coaches within the district will be compensated for taking on additional responsibilities in the form of a stipend. Please see the attached document, “ Teacher Support Information ” for details on each support position.	Compensation for coaching positions will be provided as follows: PIT Crew and PAR are both paid on teacher salary schedule as 10 month employees but receive an additional \$6,000 that covers	All teachers are eligible but must meet the qualifications outlined in the attached job descriptions. The following are the coaching/support positions currently in SCS:	PIT Crew 2013-14 Cost: \$192,000 2014-15 Cost: \$180,000 PAR 2013-14 Cost: \$36,000	

		summer training and 60 additional hours of off-contract work during the school year. Master Teachers are full-time classroom teachers, though the district recommends release-time for them, and they receive a \$4,000 stipend that covers summer training and 60 additional hours of off-contract work during the school year. Learning Coaches are full-time classroom teachers, though the district recommends release-time for them, and they receive a \$3,000 stipend that covers summer training and 60 additional hours of off-contract work during the school year. Professional Learning Community Coaches receive \$6,000 and support the work of the principal in ensuring a focus on and commitment to student learning. They are required to perform 240 hours of additional work.	Pit Crew: 32 current (30 budgeted for FY 14-15), 221 schools this year/164 next year PAR: 6 current and future, 17 schools Master Teachers: 150 current (up to 181 for FY 14-15)--one per school, pilot this year, possibly to scale next year Learning Coaches: 434 current (414 for FY 14-15)--generally more than one LC per school, since they're allocated on a mentee: coach ratio of 5:1 Professional Learning Community Coaches: 174 current coaches (151 FY 14-15)	2014-15 Cost: \$36,000 Master Teachers 2013-14 Cost: \$600,000 2014-15 Cost: \$724,000 Learning Coach 2013-14 Cost: \$1,302,000 2014-15 Cost: \$1,242,000 Professional Learning Community Coaches: 2013-14 Cost: \$1,044,000 2014-15 Cost: \$906,000	
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Education	In April 2013, the school board approved recommendations to not pay for advanced degrees, except in math and science, with the understanding that a more formal compensation and career pathways would be created with a focus on pay for performance. Advanced degrees, across all content areas, were paid for during the 13-14 school year, but, starting in 14-15, only advanced degrees in math and science will be paid additional compensation.				
Experience					
Other					

II. Salary Schedule (Required Section)

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

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.
2. Include a description of how the district engaged teachers or other stakeholders in the development of the differentiated pay plan.

IV. Alternative Salary Schedule (Optional Section)

An alternative salary schedule uses some other component, often performance criteria, in addition to or in place of education and experience to determine base pay and is subject to State Board of Education (SBE) approval. If you are unsure whether your plan qualifies as an alternative salary schedule or for additional resources for developing such a plan, contact Laura Encalade at Laura.Encalade@tn.gov for more information. Please review the [specific submission timeline](#) for alternative salary schedules on page 2.

Those districts proposing an alternative salary schedule as part of their differentiated pay plan, must complete this addendum to provide the department with the additional information needed to present the salary schedule to the SBE on behalf of the LEA. Those districts which already have SBE approved alternative salary schedules need only to submit a current copy of that plan.

a. Salary Schedule

Include both the proposed salary schedule and a description of the following:

- How will base pay changes be determined?
- Will existing employees have an opt-out provision for the alternative salary schedule? If so, when will all employees transition to the alternative salary schedule?
- How will the following groups be placed on the alternative salary schedule?:
 - Existing district employees
 - Educators new to teaching with zero years of experience
 - Educators new to the district but with prior experience

b. Eligibility Criteria

If not already included in Section IV on the previous page, describe below or include in an attachment a copy of any eligibility rules for the alternative salary schedule.

c. Feasibility Analysis

Attach evidence using 2012-13 data (at a minimum) that the alternative salary schedule is financially feasible. Please reach out to Laura.Encalade@tn.gov for additional information or support in meeting this requirement.

d. Stakeholder Engagement

Include a description of how the district engaged teachers or other stakeholders in the development of the differentiated pay plan.

Appendix A: Common Differentiated Pay Definitions

1. Base pay (base salary): An individual's salary excluding any additional compensation in the form of bonuses, stipends, or supplements for additional work or responsibilities.
2. Bonus/stipend: Additional compensation for a pre-defined set of criteria. Bonus and stipend pay are awarded in addition to or "on top of" an individual's base pay. Bonuses/stipends are one-time payments awarded for a specific role, additional responsibility, or achievement of particular criteria. Bonuses and stipends are not a part of base salary and do not become a reoccurring part of an individual's compensation.
3. Traditional salary schedule (or step and lane schedule): A salary schedule that uses years of experience and education levels exclusively to determine educator's increases in base pay. Traditional schedules may follow the same structure as the state minimum salary schedule. Salary schedules that modify the amount of the step increases given for experience or change the structure of the education lanes may still be considered a traditional schedule as long as they meet or exceed the relevant state minimums.
4. Alternative salary schedule¹: A salary schedule that uses some other component, often a performance measure, in addition to or in place of education and experience to determine base pay. A schedule where an educator's evaluation score is used to determine the amount of his or her yearly base pay increase is an example of an alternative salary schedule. Alternative salary schedules are subject to State Board of Education approval.
5. Opt-in/opt-out provision: Individuals are provided with the choice to participate in a program. This provision is most often associated with alternative salary schedules and is not a required provision.

¹ If you are unsure as to whether your plan is a traditional salary schedule or an alternative salary schedule, please contact Laura.Encalade@tn.gov.

Appendix B: Sample Differentiated Pay Plan Table

Note that these examples are for purposes of explaining HOW TO complete each of the table criteria. These examples are NOT intended to be recommendations or endorsements for specific differentiated pay elements. Districts are required to differentiate pay for **at least one element** in addition to **education and experience**. Because plans may include a combination of several elements, please add rows or repeat differentiated elements as needed. Please feel free to delete from the table any differentiated elements that will not be used in the district's plan.

Differentiated Element	Description	Compensation Type and Size	Reach	Estimated Cost	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, stipend, 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 payout 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 offer a signing bonus and retention bonus in the hard-to-staff area of secondary math. This will include positions in Algebra II, Pre-Calculus, and Calculus.	The award will be given as a two-part bonus. \$1,000 at the time of signing and an additional \$2,000 at end of the school year when evidence of satisfactory evaluation results are also available.	This award will be available to new teachers to the district. The district typically hires 2 positions per school year in the areas defined. Existing teachers (3) in the subjects defined will also be eligible for the same bonus as a retention incentive.	The estimated total for this is \$15,000 (5 teachers at \$3,000 each).	This award makes up less than 2% of the district's annual salary costs.
Performance	The district will incorporate a new salary schedule that uses evaluation criteria to determine base pay changes ² . A full description of the new schedule is attached in the addendum.	Teachers who receive a 3 will receive a base pay increase of 3-\$300, 4-\$500, 5-\$700. Those teachers receiving a 1 or 2 will not increase their base pay.	All teachers (150) are eligible to receive the award. A copy of the complete eligibility rules is attached. Based on the last two years of evaluation data, the district anticipates between 80-85% of	The district anticipates the total cost to be \$40,000 based on last year's evaluation data. The district will sustain this cost by removing base pay	These payouts will form close to 100% percent of salary costs, with the exception of some career ladder and other supplements.

² This differentiated element would qualify as an alternative salary schedule, and the district would need to complete the [Alternative Salary Schedule section](#) on page 5.

			teachers will receive a base pay change.	increases for Level 1 and 2 teachers.	
Additional Instructional Roles or Responsibilities	The district will further its implementation of PLCs through the creation of a PLC leadership role. Highly effective teachers (scores of 4 or 5) will receive a stipend to lead and facilitate the monthly PLC meetings.	The award will be given yearly in the form of a \$1,000 stipend.	Any teacher who receives a 4 or 5 on their evaluation would be eligible to apply for the position. District and school leaders will then screen for additional qualities like leadership and facilitation skills. (Draft job description is attached.) There will be a total of 20 PLC leaders in the district: - 6 at the high school, - 4 at the middle school, - 5 at each of the 2 elementary schools.	The estimated cost of these awards is \$20,000.	This will compromise about 2% of district salary expenditures.
Education	The district will include Bachelor's and Master's degrees for eligible base pay compensation as shown in the attached 2014-15 salary schedule. Degrees above a Master's will no longer be compensated in base pay. Advanced degrees above Master's degree will be eligible for tuition reimbursement with district pre-approval.	Master's degrees will be awarded with a base pay increase. Tuition reimbursement stipends of \$4,000 per year per individual for advanced degrees above Master's. The district must be notified in advance of the start of a program by the educator in order to receive the stipend. Those teachers currently enrolled in programs prior to July 1, 2014 will be eligible for base pay increases on the previous year's schedule, provided that those programs are completed by July 1, 2016.	The district currently has 15% of its teachers with an advanced degree above the Master's Level. We anticipate based on previous data that approximately 10-12 teachers will qualify for tuition reimbursement stipends each year.	This estimated total cost of this element is \$40,000-48,000 per year. The district expects to fund this cost by limiting permanent base pay increases to Master's degrees only.	This will comprise about 8% of district salary expenditures.
Experience	The district will continue to award step increases for each	Each teacher will earn a yearly step increase for years of	All teachers are eligible.	The average step increase in the	This experience payment makes up

	year of experience. The attached salary schedule contains proposed amounts.	experience.		district is \$400 per year. The estimated cost is \$100,000	20% of the districts expenditures on salary.
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In the Zone Glossary

In the Zone Incentive Program

The In the Zone Program is an incentive program that provides group incentive awards and individual stipends to educators and other personnel as a part of the legendary Memphis City Schools (MCS) overall comprehensive approach to improve the effectiveness of teachers, school leaders and other school personnel.

Teacher Incentive Fund (TIF)

The Teacher Incentive Fund is a United States Department of Education program that supports the efforts of school districts that are willing to develop and implement a program that compensate teachers and school leaders based on student achievement gains and effectiveness in high need schools.

Tennessee Value Added Assessment System (TVAAS)

Tennessee Value-Added Assessment System (TVAAS) is a statistical analysis of achievement data that reveals academic growth over time for students and groups of students, such as those in a grade level or in a school. TVAAS is a tool that provides feedback to school leaders and teacher on student progress and assesses the influence of schooling on that progress.

Teacher Effectiveness Measure (TEM 3)

The Teacher Effectiveness Measure (TEM 3) will serve as the new teacher evaluation system for Shelby County Schools using the following measures: Student Value-Added Growth, Observations, Teacher Knowledge and Stakeholder Perceptions.

Contact:

Jada Askew, School Operations Manager
askewjb@scsk12.org

or

Janet Denton, Grant Associate
dentonjt@scsk12.org

Eligible Schools

Elementary

Alcy
Caldwell
Cherokee
Dunbar
Egypt
Evans
Fairley*
Getwell
Ross
Vollentine*

Middle

Cypress
Fairview
Hamilton*
Raleigh-Egypt
Lester

High

B. T. Washington
Craigmont
Frayser
Hamilton
Hillcrest
Kingsbury
Manassas
Northside
Sheffield
Trezevant
Wooddale

*I-Zone Schools

2011-2012 Awarded Schools

B.T. Washington High
Cypress Middle
Evans Elementary
Georgian Hills Elementary
Lester School
Raleigh-Egypt Middle
Vollentine Elementary

2012-2013 Awarded Schools

B.T. Washington High
Caldwell-Guthrie Elementary
Fairview Middle
Vollentine Elementary

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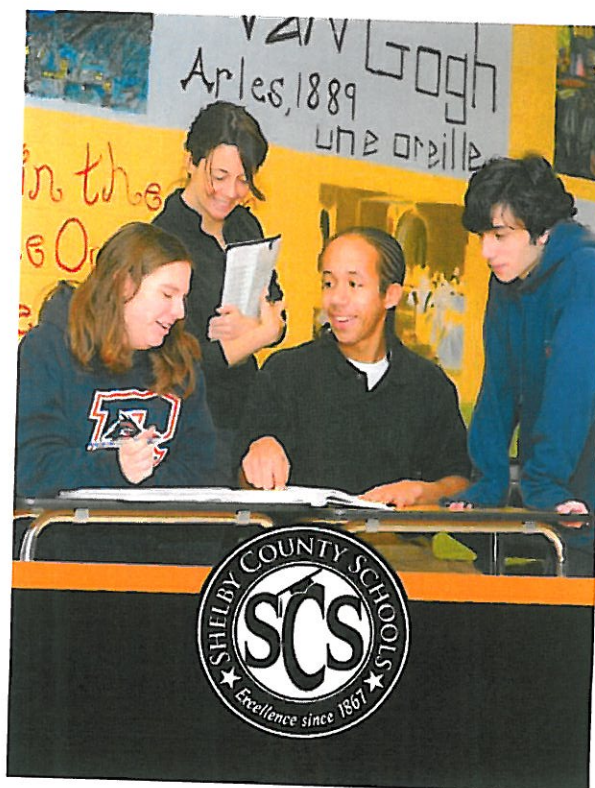
FAQs

Teacher Incentive Fund



In the Zone TEACHER INCENTIVE PROGRAM

Results. Recognition. Rewards. Retain.



FREQUENTLY ASKED QUESTIONS

What is the purpose of In the Zone?

In the Zone links group incentive pay at select schools that make significant achievement gain to the sharing of effective practices that are making those schools successful. By sharing their effective practices, schools making achievement gains can help other schools move forward in the drive to increase student achievement.

Which schools are eligible to participate?

The In the Zone Program will serve twenty-six of the most fragile schools within the legacy Memphis City Schools District. However, all schools in the district can benefit from the program once documentation of effective practices are published and shared through a district media resource tool.

How are award-winning schools selected?

Schools are identified based on the results of school-wide student achievement gains determined by the Tennessee Value Added Assessment System (TVAAS). To qualify for the 2013-14 school awards, schools must have made the highest student achievement gains in the 2012-2013 school year and the 2013-2014 school year. The top seven schools will be awarded.

What is the percentage of student achievement gains necessary to receive the awards?

There is no predetermined benchmark set to identify awarded schools. Schools are ranked according to their overall composite value added score based on Literacy, Numeracy, Science, and History. Schools are required to make positive gains in all content areas with respect to the range of gains among the schools. This is a competitive program based on annual performance.

How can I receive an award if my school is not one of the award winning schools?

The TIF office has made a request to the United States Department of Education beginning 2013-2014 SY to award teachers and principals who are level 5 at non-rewarded schools to encourage them to remain at those schools and continue to work for academic success. This is contingent upon approval.

Is this incentive based only on school-wide gains or individual teacher gains?

The In the Zone Incentives are based only on school-wide student achievement gains.

Who qualifies to receive a financial award at an awarded school?

All certificated and non-certificated personnel who work in the school during the year the student achievement gains were achieved. However, award parameters apply to award recipients that have transferred, been surplus, or promoted to another location; on leave of absence, have been terminated or resigned from the school district, or work as an itinerate teacher. Personnel contracted outside of SCS are not eligible to receive the award.

Am I eligible to receive an incentive if I'm no longer an employee of Shelby County Schools?

No, you must be an employee of Shelby County Schools in order to receive an incentive.

Do retired employees still qualify for the incentive, if they worked the year the gains were achieved?

Yes, retirees will receive 100% of the school-wide incentive award. Shelby County Schools' Incentive office will notify the retired award recipient. However, retirees **DO NOT** qualify for the individual stipends.

What are the award amounts for certificated personnel and school leaders?

The In the Zone Program offers school-wide group incentives and individual stipends to educators and other personnel in the selected schools. In an effort to show levels of effectiveness the district is required to differentiate the award amounts for teachers and principals. The school-wide group incentive award amounts for the 2013-2014 school year are as follows:

Level of Effectiveness	Instructional (Certificated)	Assistant Principals	Principals
TEM3/TEAM Composite Score 5	\$3,000	\$4,000	\$6,000
TEM 3/TEAM Composite Score 4	\$2,500	\$3,500	\$5,500
TEM 3/TEAM Composite Score 3	\$2,000	\$3,000	\$5,000

Educators receiving a composite score of a 1 or 2 are NOT eligible to receive a financial incentive funded by the United States Department of Education.

Certified educators will have an opportunity to receive individual stipends if he/she agrees to facilitate or participate in district-wide professional development activities, or serve as a peer mentor/coach, or assist school leaders by accepting additional leadership roles and responsibilities within the school.

How much does a non-instructional staff person receive?

The In the Zone Program offers school-wide incentives to non-instructional staff persons in an amount up to \$1,500 and support staff receives up to \$1,000.

Does the monetary award affect my MCS base salary?

No. The In the Zone awards are incentive awards acknowledging the outstanding work demonstrated by the awarded school's faculty and staff. However, the incentive award will be reported to the Internal Revenue Service's as income.

How will educators be selected to receive individual stipends?

Certified educators from all participating schools will be eligible to receive an individual stipend based upon the results of teacher-to-student achievement gains and/or teacher/principal evaluations.

Will the In the Zone Program align teacher effectiveness with the new teacher/principal evaluation tool?

Yes. The In the Zone Program will use the results of the Teacher Effectiveness Measure (TEM 3) as a source for identifying educators eligible to receive individual stipends and to determine professional development needs.

If your school is closing at the end of the school year, what happens if your school is selected as an awarded school?

The In the Zone Program will locate and award all eligible school personnel that were working in the school the year of the gains. The school will receive recognition for the work performed that school year and incentives will be distributed to eligible educators and supporting staff.

Does the Shelby County Education Association (SCEA) support the In the Zone Program?

Yes. The SCEA has worked in partnership with the In the Zone task force with the planning and building of a program that will help to better support and recognize teacher and leader effectiveness in challenging schools.



Shelby County Schools
Project Achievement in Motion (AIM)/ Teacher Incentive Fund (TIF)
2013-2014 General Eligibility Requirements

To be eligible to participate in the award program, employees must meet all of the following general eligibility requirements:

1. Current employees who are eligible to be a part of the Project AIM/TIF program are listed in the section labeled "Award Participant Groups." Central office staff, substitute, homebound, student teachers and staff in positions *not* listed below are *not* eligible for Project AIM/TIF award payments. *(long term subs who become an employee of the district are eligible)*

Award Participant Groups

- a. Elementary Principals
 - b. Middle School Principals ~~c~~ High School Principals
 - d. Elementary Assistant Principals
 - e. Middle School Assistant Principals ~~f~~ High School Assistant Principals
 - g. Elementary School Teachers without TVAAS
 - h. Middle School Teachers without TVAAS
 - i. High School Teachers without TVAAS
 - j. Elementary School Teachers with TVAAS (TCAP/SAT 10)
 - k. Middle School Teachers with TVAAS
 - l. High School Teachers with TVAAS
 - m. High School Teachers who teach ONLY AP
2. Employees must have credentials for the position in which they function to be eligible under that category. *For example: A ninth-grade math teacher must be certified or on wavier to teach ninth-grade math to be eligible as a tested 9–12 teacher*
 3. The Project AIM/TIF award for an employee who transfers from a Project AIM/TIF award eligible position to a non-eligible position during the eligibility period will be voided.
 4. The award for an employee, who voluntarily transfers from one Project AIM/TIF award eligible position to another Project AIM/TIF award eligible position, will be determined by the greatest percentage of time spent in one of the positions during the school year. (based on 190 contract days).
 5. New hires must be employed in a position for a minimum period of 120 days to be eligible for a Project AIM/TIF award for that school year. Employees must be continuously employed in an eligible position in a Project AIM/TIF Award School through the last day of school and remain employed in a Project AIM/TIF eligible school for the following school year.

SCS Project AIM/TIF Award Schools (2013-2014)

Dexter Elementary
Highland Oaks Elementary
Lowrance Elementary
Lucy Elementary
Northaven Elementary
Rivercrest Elementary
Southwind Elementary

Dexter Middle
Highland Oaks Middle
Millington Middle
Shadowlawn Middle
Woodstock Middle

Millington High
Southwind High

6. Teachers who move from a Project AIM/TIF school to a non-Project AIM/TIF school are not eligible to receive their payouts. (This requirement does not apply (for this year- 2013-2014 only) to teachers moving into either the **Millington** or **Bartlett** Municipal School District) If you move anywhere other than these schools, you will not be eligible to receive the award. The goal of this award is to retain teachers at these TIF schools. Teachers may move to "In the Zone" TIF Project Awarded Schools and be eligible to receive an award under that project's guidelines.

7. **Employees cannot be absent for more than 10 instructional days within a contracted year.**
Employees must be present at work for at least 95% of the time.
The following types of leave will be held *harmless* (not count as days absent) and match the Board's current policies and term definitions: *FMLA - family medical leave (must be authorized and approved through Human Resources), personal days, military leave, assault leave, jury duty, religious holidays and off-campus duty (such as professional development opportunities or activities approved by the District).*
For more information on FMLA see Policy #4038 (http://www.scsk12.org/Policy_Manual/pm/4000/4038.html)
8. Employees must be supervised and evaluated by the principal, or designee, of the campus where they are serving students.
9. Employees who teach a subject for which value-added is generated must complete the instructional-linkage process. It is recommended that employees review instructional-linkage information for accuracy. Employees for whom TVAAS information is produced will use the Composite (up to three years) value-added TVAAS→ data to determine individual payout amounts.
10. The Project AIM/TIF award for employees who function in multiple categories will be determined on the basis of the job in which they function the majority of their workday.
11. The Project AIM/TIF award for employees who work on multiple Project AIM/TIF eligible campuses in the same participation category will be determined on the basis of the percentage of time in which they function at each campus.

For example: If an ELL teacher is at Campus A $\frac{3}{4}$ of the day and Campus B for $\frac{1}{4}$ of the day, his or her school level award will be based $\frac{3}{4}$ on Campus A's results and $\frac{1}{4}$ of Campus B's results.
12. The Project AIM/TIF award for employees who work on multiple campuses, a participating campus and non-participating campus, in the same participation category will be determined on the basis of the percentage of time in which they function at the Project AIM/TIF participating campus.
For example: If an ELL teacher is at Campus A (non-participating) $\frac{3}{4}$ of the day and Campus B (participating) for $\frac{1}{4}$ of the day, his or her school level award will be based only on $\frac{1}{4}$ of Campus B's (participating) results.
13. For employees who meet the criteria of a tested teacher and for whom a value-added report is produced, the position categorization will be where direct growth can be measured.
For example: If a teacher teaches kindergarten and fourth grade reading, and a value-added report is obtained for fourth grade, the teacher would be eligible as a tested fourth grade teacher.
14. School Level Measure Eligibility: If an employee receives a **qualitative** observation score of "1" or "2", that employee will not be eligible to receive any award amounts.
15. Teachers who leave the district at their own will or are non-renewed will not be eligible for their awards.
Teachers who move from a Project AIM/TIF school to a non-Project AIM/TIF school are not eligible to receive their payouts. *After the 2013-2014 awards year schools in the Bartlett and Millington Municipal Districts will no longer be eligible. (Millington Middle, Millington High, Shadowlawn Middle and Rivercrest Elementary)*
16. Retiring teachers are eligible for the payout if all general eligibility requirements are met for the last year of service. Retirees must provide the TIF Supervisor/school Instructional Facilitator a **forwarding address** to insure receipt of the Project AIM/TIF award the following year.

Please read these general eligibility requirements carefully, and sign below to indicate your acceptance of the requirements. Keep a copy for your records and give the other to your Instructional Facilitator or principal designee to turn in to the TIF office.

** I understand that all awards are subject to **available funding**. Any reductions in the award amount will be made proportionally across all award participant groups.*

Print Name: _____ Signature: _____
School Assignment: _____ Date: _____

2013-2014 Shelby County Schools - Project A.I.M./TIF Award Model

Position	Measures			
All Elementary Teachers without Value-Added	Composite Overall Single Year School Level Effect Level 5 or 4: \$500	TIF Elementary Schools Rank Based on Composite Literacy and Numeracy from previous year Ranked #1: \$500 Ranked #2: \$300	TEM Qualitative Observation Score Score 5 or 4: \$700	
All Elementary Teachers with -TCAP/SAT10	*Composite TCAP Value-Added Level 5: \$1400 Level 4: \$700 *may include up to 3 years data			
All Middle School Teachers without Value-Added	Composite Overall Single Year School Level Effect Level 5 or 4: \$500	TIF Middle Schools Rank Based on Composite Literacy and Numeracy from previous year Ranked #1: \$500 Ranked #2: \$300		
All Middle School Teachers with TVAAS	*Composite TCAP Value-Added Level 5: \$1400 Level 4: \$700 *may include up to 3 years data			
High School EOC Tested Teacher	Composite EOC Value-Added Level 5: \$1400 Level 4: \$700 *May include up to 3 years data	Graduation Rate: 85.5: \$250 88.5: \$500		
High School Tested Teachers without Value-Added (AP Only Teachers)	% of students who earn a 3, 4, or 5 on AP Exam Tier 1, 25.8%+: \$1400 Tier 2, 24.8%-25.7%: \$700			
High School Teachers without Value-Added	Composite Overall Single Year School Level Effect Level 5 or 4: \$500			
Elementary & Middle School Principals & Assistant Principals	Composite Overall Single Year School Level Effect Level 5 or 4: \$750	TIF Ranked #1: \$700 Ranked #2: \$500 (Rank based on composite literacy and numeracy from previous year)		
High School Principals, Vice Principals & Assistant Principals	Composite Overall Single Year School EOC Level 5 or 4: \$750	Graduation Rate: 85.5: \$250 88.5: \$500		

All awards are subject to available funding. Any reductions in the award amount will be made proportionally across all awards.



Specific
Preapproved
Professional
Development
10 hours paid
at \$25/hour
(\$250)
Next Meeting -
maximum number of
PD Video Hours

Book Studies

5 hours of Online PD

5 hours of Real-time PD

TEAM Evaluation
Score Level 5 or 4:
\$1400

ss all award partici

"In the Zone"

Award Parameters Chart

Guiding Principles for Awards

- Compensating for/and Recognizing Student Achievement Gains: *"In the Zone"* recognizes the contributions of all school personnel for the achievements gains

	Principals	Assistant Principals	Certificated	Non-Certificated Staff
Retired	100% of the award	100% of the award	100% of the award	100% of the award
Leave (Paid vs . Unpaid) ▪ Maternity ▪ Sick ▪ Military	Would be eligible to receive ½ the award if worked at least 90 days (instructional time with students).	Would be eligible to receive ½ the award if worked at least 90 days (instructional time with students).	Would be eligible to receive ½ the award if worked at least 90 days (instructional time with students).	Would be eligible to receive ½ if worked 90 days.
Transferred (Voluntary, Suplused, Administrative)	Would be eligible to receive ½ of the award.	Would be eligible to receive ½ of the award.	Would be eligible to receive ½ of the award.	Would be eligible to receive ½ of the award.
Promoted	Would be eligible to receive ½ of the award.	Would be eligible to receive ½ of the award.	Would be eligible to receive ½ of the award.	Would be eligible to receive ½ of the award.
Time Split b/w Schools or Part-time	Award would be prorated	Award would be prorated	Award would be prorated	Award would be prorated
New to Awarded School	Would not be eligible to receive the award.	Would not be eligible to receive the award.	Would not be eligible to receive the award.	Would not be eligible to receive the award.
Leaves the District	Would not be eligible to receive the award.	Would not be eligible to receive the award.	Would not be eligible to receive the award.	Would not be eligible to receive the award.
Terminated	Would not be eligible to receive the award.	Would not be eligible to receive the award.	Would not be eligible to receive the award.	Would not be eligible to receive the award.

Additional Guidelines for Awardees:

- Attendance Requirements:
 - Must have at least 90 days of instructional time with students.
- Proportional Representation Across Grade Levels:
 - According to ranking (data driven).

Results. Recognition. Rewards.

IZone Bonuses 2013 -2014

Cohort II & III

Position	Performance	Retention	Signing
Principal	\$6,000	\$4,000	\$4,000
Assistant Principal	\$4,000	\$3,000	\$3,000
Teacher	\$3,000	\$1,000	\$1,000
Paraprofessional	\$1,500		
Non-Instructional support and other personnel in the building	\$1,000		
	1 payment	2 payments	2 payments

Ford Road, Chickasaw, and Lucie E. Campbell – Eligibility – 2012/2013 - All staff – Performance Bonus, 2013/2014 New teachers to these schools are eligible for signing bonus

Fairley, Geeter, Magnolia, Hamilton MS – Eligibly - 2013/2014 – New principal, AP, and teachers receive signing bonus, and returning teachers receive a retention bonus

Treadwell MS, Riverview MS, Douglas K – 8 and Sherwood MS – Eligibly – 2013-2014 – Principal, AP, and teachers receive a signing bonus

Cherokee and Treadwell – Principals, AP, and teachers are eligible for signing or retention bonus

SCS Teacher Incentive Fund Grants

2013-2014

Legacy SCS- Project AIM

What: Project AIM stands for Project Achievement in Motion. This TIF 3 grant was awarded to Legacy SCS by the Tennessee Department of Education/US Department of Education as a part of the Race to the Top Initiative. The purpose of the TIF grant is to develop Performance Based Compensation System that will align student achievement goals with educator compensation. TIF Funds provide individual stipends/bonuses to effective teachers and administrators in 14 of the districts Title I schools. There are 7 elementary, 5 middle and 2 high schools. This school year (2013-2014) will be the last year that four of these schools will be a part of the grant.

Grant Details: To qualify for the TIF stipend, teachers and administrators must meet all General Eligibility requirements. The amount of the stipend is determined by the SCS/TIF Award Matrix, which includes individual and school level TVAAS data, TEM and TEAM evaluation scores, composite literacy and numeracy ranking, graduation rate and TIF eligible Professional Development. Money awarded for the grant is limited to only the schools participating in the project.

Budget: The award amount is set by the State of Tennessee and any monies not used are carried over to the next award year. Within the budget are not only stipends for teachers and principals, but 2 salaried positions (1- manager has not been filled, since the previous manager left to take another position in October.) The total amount awarded for this year (FY 14) is **\$597,965.00** **received award letter on 4/24/14**

Expenditures: The district just received on April 24, 2014, our award letter, but our budget for this year has not been approved. The amount of the award is adjusted every year due to the amount of teachers and principals that are awarded.

Fund Balance: (TITLE 1)

Legacy MCS- In the Zone

What: “In the Zone”- Funds were awarded by the US Department of Education to develop a Performance based Compensation system that would provide Group Incentives and Individual Stipends to effective teachers, principals and other personnel in the Legacy MCS’s Districts 28 lowest performing schools (which were identified from the 2009-2010 NCLB Data) Group Incentives will be awarded in the same manner as other incentive programs in the district based on student growth. However, personnel will be identified for Individual stipends based on the TEM and TEAM rubric.

Grant Details: The “In the Zone” Grant links group incentive pay at select schools that make significant achievement gains and are willing to share those effective practices that are making those schools successful. To qualify for the award, schools are identified based on the results of school-wide student achievement gains as determined by the TVASS. Schools must have made the highest student achievement gains in the previous school year and during the award year. The top seven schools will be awarded. This year we have 26 schools that will qualify for the award.

Budget/Expenditures: The award amount was set by the United States Department of Education for the 5 years of the grant. We are now in Year 4 and we will complete our 3rd payout this coming school year, (December 2014), once test results are in and have been calculated. Along with award amounts given to schools and staff, there are 4 salaries in the grant. 1 position, the manager position has not been filled, since the previous manager left in August to take another position. There is also Professional Development for Level 5 teachers through NAATE- (stipends, travel and sub pay are a part of the grant for these teachers). We currently have 4 schools (3 cohorts of teachers participating in this PD).

Fund Balance- (Title 1)



Teacher Salary Increases for 2014-15

- Differentiated Bonuses for Teachers employed during 2014-15 school year

Category	Bonus Amount
TEM 1 or 2	\$250
TEM 3	\$650
TEM 4	\$800
TEM 5	\$1,250

- Strategy allows every teacher to receive bonus pay, with modest differentiation between TEM 1-4, with bulk of bonus dollars rewarding TEM 5
- Payable to teachers actively employed after 20th day of 2014-15 school year (teacher must also have worked and been evaluated during 2013-14 school)
- No COLA (State did not provide COLA funding for teachers for 2014-15 budget year)
- Total Estimated Cost = \$6.5M

Shelby County Schools provides teachers with a variety of support and professional development (PD) offerings aligned to performance and different styles of learning. The four main categories of support include:

- Independent Study – Available to all teachers individually throughout the school year
- Team-Based Support – Available to all teachers in PLC and small-group formats within the school
- One-on-One Support – An intensive coaching resource to new and struggling teachers and as a leadership opportunity for top-performing teachers
- Formal Support – PD programs in large-group settings to provide all teachers with foundational knowledge, such as TEM and Common Core training

Independent Study

Independent study includes all resources that are available for teachers to access at any time. These opportunities can also provide TEM-specific support to teachers to improve and enhance performance within or outside of the observation & Professional Learning Plan (PLP) process. They include:

- PD360/Common Core 360 – An online resource available for all teachers at any time; courses are available on a wide variety of topics that teachers can view to improve their practice including teachers presenting lessons aligned to TEM indicators and/or based on CCSS
- Teachscape and Reflective Practice Technology – The Teachscape platform is a password-protected environment where teachers can share and view videos with trusted colleagues to reflect on and adjust teaching strategies. Reflective Practice technology is the equipment used to capture videos of practice for a variety of purposes.
- Learning Loop – An online resource that is triggered based upon real time evaluation data; During an observation post-conference, the observer and teacher can review available resources in MLP to decide what type of learning is most appropriate for improving a teacher's practice

Team-Based Support

All schools have access to team-based support in the form of Professional Learning Communities (PLCs) and other structured small-group collaboration within a school or content area. All Title I schools have a trained, full-time PLC Coach to facilitate team-based learning while all other schools have a PLC Lead Teacher who facilitates this learning in addition to regular classroom teaching responsibilities. As with Independent Study, all teachers have regular access to team-based learning to support ongoing learning and reach collaborative goals through common formative assessments and student data exploration.

One-on-One Support

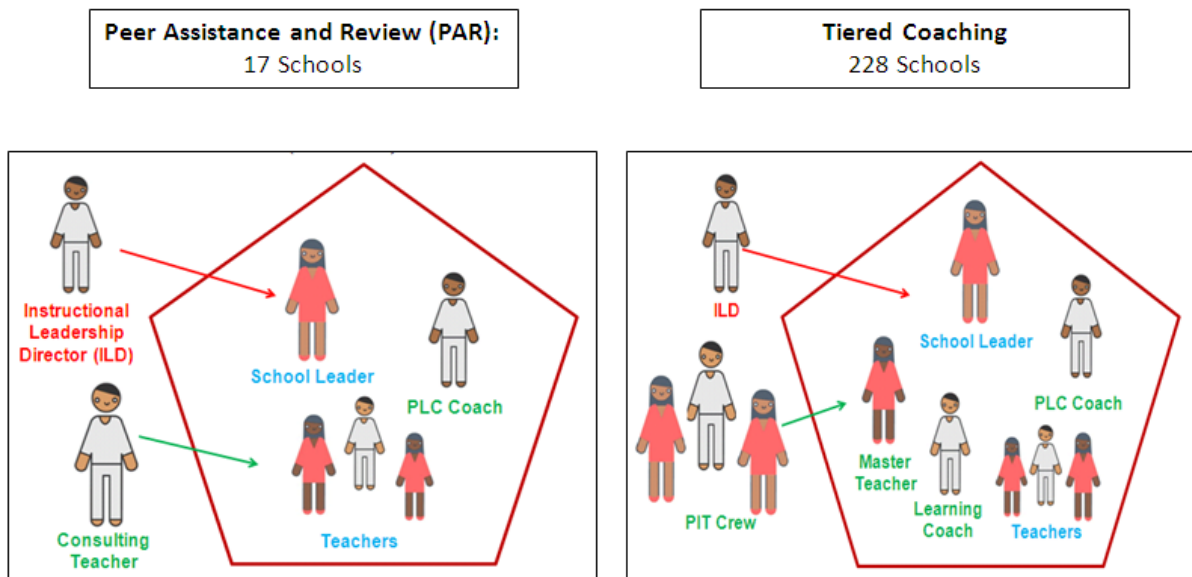
All schools have at least one assigned instructional coach to provide intensive support to new and struggling teachers through one of two coaching models: Tiered Coaching or Peer Assistance and Review

(PAR). Beyond these resources targeted for new and struggling teachers, every teacher receives regular one-on-one feedback in the form of the TEM observation post-conference with an observer.

Tiered Coaching is offered in the majority of Shelby County Schools and includes leadership roles for full-time teachers in each of these schools as well as support and oversight from external, full release coaches. These roles include:

- Learning Coaches – Full-time teachers within the school who provide no-fault coaching to new and struggling teachers in their building
- Master Teachers – Full-time teachers within the school who provide coaching to new and struggling teachers as well as formal observation feedback for other peers in their building
- PIT Crew – Full release coaches who work with multiple assigned schools to provide coaching, formal observations, and school-wide PD in partnership with principals; PIT Crew members also assist with coaching and evaluating Learning Coaches and Master Teachers to ensure teachers receive a consistent level of support.

PAR is offered in all schools that are not on the Tiered Coaching model. PAR schools are assigned a Consulting Teacher who serves as a full release coach for multiple buildings. The Consulting Teacher provides coaching for new and struggling teachers as well as formal observation feedback for these and other teachers in the building. Like PIT Crew members, Consulting Teachers may also assist with school-wide PD in partnership with principals.



Formal Support

So that all teachers and schools have common understanding of the district's most important academic priorities and expectations, a variety of formal support opportunities are provided throughout the year in large-group settings. These sessions can be delivered by teacher leaders outlined in the one-on-one

support section above, school administrators, or even district administrators from various departments. Some examples include TEM evaluation training and Common Core curriculum training.