

Lincoln County Schools

2018-19 Differentiated Pay Plan

| | |
|-----------------------------|-------------------------------------|
| Hard-to-Staff | <input checked="" type="checkbox"/> |
| Instructional Roles | <input checked="" type="checkbox"/> |
| Performance | <input checked="" type="checkbox"/> |
| Alternative Salary Schedule | <input checked="" type="checkbox"/> |

| Hard to Staff (School, Subject, or Placement) | |
|---|---|
| Description | <p>Hard to Staff is identified as a position that has 5 or fewer certified applicancts and is in one of the accountability courses or subjects, Special Education or Fine Arts. Hard to staff will be determined annually by July 1. The award will be a stipend and payout will be based on the educator's LOE.</p> <p>Priority Areas: K-4 (Special Education), 5-8 (Special Education), 9-12 (Math, Science, Fine Arts, Special Education)</p> |
| Eligibility Criteria | <p>Level of Overall Effectiveness (LOE), Certified in content/grade area</p> <p>There must be no more than 5 qualified applicants for the open position.</p> <p>Employee must be employed with the district at the time of payout.</p> <p>Current teachers and new hires can only receive the hard to staff payout once during their tenure.</p> <p>Hard to staff positions are paid in two payouts. A teacher receives half of the payout the first year and then the second half the following year as long as they are still employed with the district.</p> <p>A teacher must have a 3, 4, or 5 LOE to receive the payout.</p> <p>A teacher must have an observation score of 4 or 5 to receive the payout.</p> <p>Current teachers & New hires</p> |
| Compensation Type and Size | <p>Compensation Type: Bonus</p> <p>Bonus Type: Signing/Recruitment</p> <p>Compensation Amount: The district will budget for 10 positions based on need each each year.</p> <p>Possible positions are: High School Science and Math, SPED, Fine Arts</p> <p>LOE of 3 = \$2,000 (\$1,000 paid for two consecutive years)</p> <p>LOE of 4 = \$3,000 (\$1,500 paid for two consecutive years)</p> <p>LOE of 5 = \$4,000 (\$2,000 paid for two consecutive years)</p> |
| Reach | 3 |
| Estimated Cost | \$12,000 |

| Instructional Roles or Responsibilities | |
|---|--|
| Description | <p>Technology Lead - supports one to one initiative for grades 2-12</p> <p>Mentor - Works with first, second, and third year teachers to support culture and climate acclimation as well as support instructional best practice.</p> <p>K-2 Literacy Lead - supports implementation of Read to Be Ready, ACCESS training, and LIFT training.</p> <p>Math Content/PD Lead - works with district supervisors and administrators to develop and present PD based on ACCESS training and Visible Learning training; Lead PLC work at schools and CFA implementation and data review.</p> <p>ELA Content/PD Lead - works with district supervisors and administrators</p> |

to develop and present PD based on ACCESS training and Visible Learning training; Lead PLC work at schools and CFA implementation and data review.

District SPED Lead - works with the district SPED supervisor to develop and present training to SPED teachers based on the district's strategic plan

Number of Unique Roles: 5 or more

| | |
|-----------------------------|---|
| Eligibility Criteria | Level of Overall Effectiveness (LOE), Individual TVAAS, Years of experience Teachers in tested areas are considered over nontested teachers. |
|-----------------------------|---|

| | |
|-----------------------------------|---------|
| Compensation Type and Size | \$1,250 |
|-----------------------------------|---------|

| | |
|--------------|----|
| Reach | 35 |
|--------------|----|

| | |
|-----------------------|----------|
| Estimated Cost | \$43,750 |
|-----------------------|----------|

Performance

| | |
|--------------------|--|
| Description | All educators are eligible for a base pay increase that utilizes level of overall effectiveness. |
|--------------------|--|

| | |
|-----------------------------|---|
| Eligibility Criteria | Eligible Teachers: Tested teachers, non-tested teachers, portfolio teachers Eligibility Criteria: Educators must have an LOE and be employed at the district at the time of the payout. Level of overall effectiveness of 3 or higher earns \$954 or three steps on the salary schedule. |
|-----------------------------|---|

| | |
|-----------------------------------|---|
| Compensation Type and Size | Level of overall effectiveness of three or higher earns \$954 or three steps. |
|-----------------------------------|---|

| | |
|--------------|-----|
| Reach | 300 |
|--------------|-----|

| | |
|-----------------------|-----------|
| Estimated Cost | \$270,000 |
|-----------------------|-----------|

Alternative Salary Schedule

Is the district implementing an alternative salary schedule? Yes

Annual base pay increases determined using evaluation criteria

Education*

The salary schedule is based on 5 categories which can be identified for, but is not limited to use for advanced degrees.

Other

N/A

**Education is not a differentiated pay element and does not count toward the mandated criteria.*

Lincoln County Department of Education

One for All; All for LC

#onelc



RISE: Rewarding Instruction for Student Excellence

A Guide for Lincoln County Educators

1. Recruit, reward, and retain in hard to staff positions
2. Grow staff through focused professional development
3. Increase district performance and results
4. Increase teacher leadership opportunities

Revised: June 3, 2018

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Desired Outcomes

Recruit, reward, and retain staff in hard-to-staff positions

As there are many employment options in the county/region for individuals in specific fields, Lincoln County Schools (LCS) believes that the ability to award individuals in hard-to-staff positions is necessary in order to recruit, hire, and retain quality staff. We anticipate these awards will lead to measurable improvement in student learning by increasing students' access to effective teachers.

Grow staff through focused professional development

LCS believes that all children deserve access to highly qualified teachers. To achieve this end, all teachers need access to high-quality professional development that is tailored to their individual needs. Therefore, the district has developed a process by which value added and observation data are used to personalize the professional growth opportunities provided to teachers.

Increase district performance and results

Our model incorporates TEAM scores and student growth and achievement data. This effort is to ensure a consistent focus on state-approved, quantifiable measures of effectiveness.

Recruit, reward, and retain highly performing building leaders

Great teachers have great leaders. Just as teachers will be rewarded for achieving great results, so will be principals, assistant principals, and curriculum coordinators. LCS hopes that this model will ensure the district is able to recruit and retain the excellent leaders.

Increase teacher leadership opportunities

LCS believe compensating high-performing teachers for stepping into newly defined roles, both inside and outside of the classroom, will increase collaboration, teacher effectiveness, and overall building performance.

Work completed in these roles will be above and beyond the regular teacher's role for improving student progress, exclusive of already compensated duties. Teachers that assume these new roles will have opportunities to expand their knowledge of working with adults and leading PLCs by participating in training and conducting site visits with other high-performing districts in the state.

LC will establish a learning network that serves to improve educator effectiveness and create a systemic framework to support district and school level instructional leadership. This framework will also improve the pipeline for aspiring leaders by building capacity among existing staff.

Compensation Model: Eligibility Rules

To receive additional compensation under RISE, all principals, assistant principals, curriculum coordinators, and teachers must meet the following minimum requirements:

1. Must have a TEAM LOE score.¹
2. Must be an employee of the district at the time of payout

Additionally, the following rules apply for teachers:

- Non-renewed teachers who are not hired back will not receive a stipend.
- Teachers who retire will not receive a stipend.
- Teachers identified as PYE cannot receive a stipend because they have not completed all requirements to receive a full evaluation score.

Guidelines for Newly Employed Teachers Who Begin Their Contract in the Spring Semester:

1. A teacher hired with 0 years of experience who begins their contract in the month of January will have two evaluations (one announced planning/instruction and one unannounced environment/instruction). If the teacher is rehired, they will move to the next step on the salary scale.
2. A teacher who begins their contract with 0 years of experience on/after February 1st will have two evaluations (one announced planning/instruction and one unannounced environment/instruction) but will remain on step 0 on the salary scale if rehired the following school year.
3. An out-of-state or non-public school teacher with previous experience who begins their contract in the Spring semester will be placed on the salary scale in accordance to procedure already in place in the RISE manual. They will have two evaluations (one announced planning/instruction and one unannounced environment/instruction). If the teacher is rehired, they would earn steps in accordance with the initial placement determination on the payscale.
4. A TN public school teacher hired anytime during the school year will have their LOE generated from their evaluations at their previous school along with observation scores generated by the LC school/district. The LOE will be used to determine the teacher's placement on the salary scale the following school year if rehired.

¹ Staff members without TEAM scores are not eligible for compensation under this model.

Teacher Model at a Glance

| | Excellence | Hard to Staff | Lead Teachers |
|-----------------------------|--|---|---|
| Performance Criteria | Earn overall level of effectiveness (LOE) score | Observation score of 4 or 5 and overall level of effectiveness score of 3 or higher | Facilitate duties required of each position |
| Award Amount | Overall level of effectiveness (LOE) score: Level 1 = One Step Level 2 = One Step Level 3 = Three Steps Level 4 = Three Steps Level 5 = Three Steps | Up to \$4,000 | \$1,250 |
| Number of Awards | N/A | 10 | 45 |
| Award Type | Base Pay Increase | Stipend | Stipend |
| Award Dispersed | Upon receipt of available data | Upon receipt of available data | Upon successful completion of Teacher Leader responsibilities and at the end of the school year |
| Max Value | Three Steps | \$4,000 | \$1,250 per role |

Teacher Model: Hard to Staff Positions

Hard to staff positions are determined based on recruitment needs (5 or fewer applications of certified applicants). A maximum of 10 positions will be budgeted annually for recruitment purposes. The Human Resource Supervisor, the Evaluation Programs Supervisor, and the Instructional Supervisors, working with the Director of Schools, will identify and post hard-to staff positions no later than June 1.

Acceptable Applicants

Acceptable applicants are individuals with appropriate certification and endorsement. Since this portion of the RISE Framework is for **recruitment**, current employees of the system will not be considered “acceptable applicants”.

Current Staff

Only current teachers who teach in the school where the position was advertised and who teach in a comparable position of the job posted will be eligible.

If a question arises regarding what is a “comparable position” – District Supervisors will assist the HR Supervisor in making this determination.)

*Existing teachers are eligible to receive a one-time payment over the life of the grant.

Performance Requirements

- Teachers must receive a TEAM observation score of a 4 or higher and an overall TEAM effectiveness score of a 3 or higher.
- The individual must also continue to demonstrate value to the faculty and meet expectations of the administration.

| TEAM Observation Score | Overall level of effectiveness score | Stipend |
|------------------------|--------------------------------------|----------|
| 4 or 5 | 3 | \$2,000* |
| 4 or 5 | 4 | \$3,000* |
| 4 or 5 | 5 | \$4,000* |

*The first payment will be made pending satisfactory performance (3, 4, or 5) at the end of the year when the hard to staff position was identified. The second payment will be made in the following school year when continuing satisfactory performance is available. The second payout will be based on the same score as the first payout. (Actual payouts will occur at the time of the district's payouts.)

Hard to Staff Position for Principals

The performance requirements and procedures listed above for hard to staff teachers apply as well to the position of principal which has been declared hard to staff. No principal currently employed can share in this particular payment.

Teacher Model: Teacher Leaders

Lead Teacher Roles & Responsibilities

Number of Positions: 35

Payment form: Stipend (\$1,250)

Position Assignments: All positions will be identified with consideration to grade spans, content area, and existing roles. Each building will receive positions based on these roles: PD Lead, Content Lead, K-2 Literacy Lead, Technology Lead, and Mentor. Designation of number of positions will be based on building needs.

Position Timing: Duties will occur both during and outside the school day.

Purpose: To act as leaders of professional development activities, technology, content, K-2 Literacy, portfolio, and mentoring for other teachers in the district. Annual areas of focus will be determined with input from the principals in this process. All activities will be aligned to the approved professional development, accountability measures, improving teacher effectiveness and strategic plans.

Selection: Lead teachers will be identified by an approved process designed by a district level advisory team.

Qualifications:

- Individuals must have received a 3, 4 or 5 on their TEAM score from the previous year
- At least one year of experience in the building for building roles and one year in the district for district roles
- Flexible, self-motivated, collaborative and able to work with diverse teams
- Life-long learner with knowledge of or willingness to learn about current research-based best practices that improve student learning
- Shows proficiencies in standards crossing all domains of the TEAM evaluation framework
- Ability to interpret disaggregated student data and work to design instructional strategies to support student achievement gains
- Shows proficiency in communicating instructional strategies and skills to other teachers
- Ability to use processes to assess teacher professional development needs and assist with strategies
- Demonstrates skills in organization, leadership, communication and collaboration
- Understanding of Tennessee State Standards
- (Preferred) Experience and training in a wide range of instructional and student management strategies

Length of Contract: Lead Teacher contracts will run from July 1st through June 30th of each school year.

- o Lead teachers will negotiate their contract with their building principal/supervisor/director.
- o Each contract will be based on the **NEEDS** of the school as determined by the principal/supervisor/director.

LCS will establish a learning network that serves to improve educator effectiveness and create a systemic framework to support district and school level instructional leadership. This framework will also improve the pipeline for aspiring leaders by building capacity in existing staff.



Technology Lead

- Facilitate district one-to-one initiative
- well versed in technology integrated lesson planning
- Effectively model the implementation of integrated technology
- Willing to research appropriate apps, programs, and online curriculum needs
- Be innovative
- May require PD presentations
- Serve as a model classroom



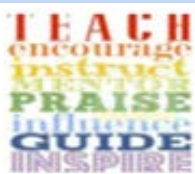
ELA Content and PD Lead

- Analyze academic/non-academic data
- Align instruction and assessments to meeting the learning intention of the standards
- Work collaboratively with school administrators and district instructional supervisors to deliver effective professional development
- Be available for both school and district level professional development opportunities



Math Content and PD Lead

- Analyze academic/non-academic data
- Align instruction and assessments to meeting the learning intention of the standards
- Work collaboratively with school administrators and district instructional supervisors to deliver effective professional development
- Be available for both school and district level professional development opportunities



Mentor

- 5 year program
- Support new teachers and teachers new to the school
- Model pedagogy and best practice for new teachers
- Observe classroom practices and offer feedback
- Serve as a model classroom



Early Literacy Lead

- Facilitate the needs of the K-2 Curriculum
- Incorporate the use of technology in the K-2 curriculum
- Use data to guide instructional best practices
- Serve as a model classroom



SPED Lead

- Facilitate Implementation SPED district Initiatives
- Works well with supporting new initiatives for instruction
- Serves as a model classroom

Teacher Model

Existing teachers

- All teachers who were not previously TIF participants will be placed on the salary schedule (see appendix) at the step closest to their current salary².
- All teachers who were TIF participants will continue using the Post TIF salary schedule as they have in the past.
- It is important to remember that steps are not equivalent to years as they are in a traditional salary schedule. In LCS's system, steps are earned through the individual's performance, not years of service.

Additional Degrees

- Teachers who obtain advanced degrees will be compensated based on the appropriate category on the current pay scale.

Educator Awards

- Teachers who receives a state recognized regional award will receive a step increase on the current pay scale.

New teachers

- New teachers hired to the district are placed on the salary schedule based on their years of experience.
- Teachers with In-state experience will be placed on the scale according to favorable references and TEAM LOE scores for the past four years, and years of experience.
- Teachers with out-of-state experience will be placed on the scale according to favorable references and years of experience.

Teacher Model: Base Pay Increase

In the RISE salary schedule, the number of steps a teacher moves each year is dependent on that teacher's overall level of effectiveness. The following is applicable to all teachers:

| Overall level of effectiveness | Performance | Number of Steps on RISE salary schedule |
|--------------------------------|----------------------------------|---|
| 5 | Significantly Above Expectations | 3 |
| 4 | Above Expectations | 3 |
| 3 | At Expectations | 3 |
| 2 | Below Expectations | 1 |
| 1 | Significantly Below Expectations | 1 |

² Tennessee state law asserts that a teacher's compensation cannot be decreased; thus, individuals will be placed on the step at or above their current pay.

RISE Salary Schedule (2018-19)

| STEPS | Category 1 | Category 2 | Category 3 | Category 4 | Category 5 |
|-----------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Year 0 Teachers | \$ 36,641 | \$ 39,885 | \$ 42,535 | \$ 43,514 | \$ 47,274 |
| Year 1 Teachers | \$ 38,016 | \$ 41,325 | \$ 44,003 | \$ 44,931 | \$ 47,500 |
| STEP | Category 1 | Category 2 | Category 3 | Category 4 | Category 5 |
| 1 | \$ 38,334 | \$ 41,643 | \$ 44,321 | \$ 45,249 | \$ 47,818 |
| 2 | \$ 38,652 | \$ 41,961 | \$ 44,639 | \$ 45,567 | \$ 48,136 |
| 3 | \$ 38,970 | \$ 42,279 | \$ 44,957 | \$ 45,885 | \$ 48,454 |
| 4 | \$ 39,288 | \$ 42,597 | \$ 45,275 | \$ 46,203 | \$ 48,772 |
| 5 | \$ 39,606 | \$ 42,915 | \$ 45,593 | \$ 46,521 | \$ 49,090 |
| 6 | \$ 39,924 | \$ 43,233 | \$ 45,911 | \$ 46,839 | \$ 49,408 |
| 7 | \$ 40,242 | \$ 43,551 | \$ 46,229 | \$ 47,157 | \$ 49,726 |
| 8 | \$ 40,560 | \$ 43,869 | \$ 46,547 | \$ 47,475 | \$ 50,044 |
| 9 | \$ 40,878 | \$ 44,187 | \$ 46,865 | \$ 47,793 | \$ 50,362 |
| 10 | \$ 41,196 | \$ 44,505 | \$ 47,183 | \$ 48,111 | \$ 50,680 |
| 11 | \$ 41,514 | \$ 44,823 | \$ 47,501 | \$ 48,429 | \$ 50,998 |
| 12 | \$ 41,832 | \$ 45,141 | \$ 47,819 | \$ 48,747 | \$ 51,316 |
| 13 | \$ 42,150 | \$ 45,459 | \$ 48,137 | \$ 49,065 | \$ 51,634 |
| 14 | \$ 42,468 | \$ 45,777 | \$ 48,455 | \$ 49,383 | \$ 51,952 |
| 15 | \$ 42,786 | \$ 46,095 | \$ 48,773 | \$ 49,701 | \$ 52,270 |
| 16 | \$ 43,104 | \$ 46,413 | \$ 49,091 | \$ 50,019 | \$ 52,588 |
| 17 | \$ 43,422 | \$ 46,731 | \$ 49,409 | \$ 50,337 | \$ 52,906 |
| 18 | \$ 43,740 | \$ 47,049 | \$ 49,727 | \$ 50,655 | \$ 53,224 |
| 19 | \$ 44,058 | \$ 47,367 | \$ 50,045 | \$ 50,973 | \$ 53,542 |
| 20 | \$ 44,376 | \$ 47,685 | \$ 50,363 | \$ 51,291 | \$ 53,860 |
| 21 | \$ 44,694 | \$ 48,003 | \$ 50,681 | \$ 51,609 | \$ 54,178 |
| 22 | \$ 45,012 | \$ 48,321 | \$ 50,999 | \$ 51,927 | \$ 54,496 |
| 23 | \$ 45,330 | \$ 48,639 | \$ 51,317 | \$ 52,245 | \$ 54,814 |
| 24 | \$ 45,648 | \$ 48,957 | \$ 51,635 | \$ 52,563 | \$ 55,132 |
| 25 | \$ 45,966 | \$ 49,275 | \$ 51,953 | \$ 52,881 | \$ 55,450 |
| 26 | \$ 46,284 | \$ 49,593 | \$ 52,271 | \$ 53,199 | \$ 55,768 |
| 27 | \$ 46,602 | \$ 49,911 | \$ 52,589 | \$ 53,517 | \$ 56,086 |
| 28 | \$ 46,920 | \$ 50,229 | \$ 52,907 | \$ 53,835 | \$ 56,404 |
| 29 | \$ 47,238 | \$ 50,547 | \$ 53,225 | \$ 54,153 | \$ 56,722 |
| 30 | \$ 47,556 | \$ 50,865 | \$ 53,543 | \$ 54,471 | \$ 57,040 |
| 31 | \$ 47,874 | \$ 51,183 | \$ 53,861 | \$ 54,789 | \$ 57,358 |
| 32 | \$ 48,192 | \$ 51,501 | \$ 54,179 | \$ 55,107 | \$ 57,676 |
| 33 | \$ 48,510 | \$ 51,819 | \$ 54,497 | \$ 55,425 | \$ 57,994 |

| | | | | | |
|----|-----------|-----------|-----------|-----------|-----------|
| 34 | \$ 48,828 | \$ 52,137 | \$ 54,815 | \$ 55,743 | \$ 58,312 |
| 35 | \$ 49,146 | \$ 52,455 | \$ 55,133 | \$ 56,061 | \$ 58,630 |
| 36 | \$ 49,464 | \$ 52,773 | \$ 55,451 | \$ 56,379 | \$ 58,948 |
| 37 | \$ 49,782 | \$ 53,091 | \$ 55,769 | \$ 56,697 | \$ 59,266 |
| 38 | \$ 50,100 | \$ 53,409 | \$ 56,087 | \$ 57,015 | \$ 59,584 |
| 39 | \$ 50,418 | \$ 53,727 | \$ 56,405 | \$ 57,333 | \$ 59,902 |
| 40 | \$ 50,736 | \$ 54,045 | \$ 56,723 | \$ 57,651 | \$ 60,220 |
| 41 | \$ 51,054 | \$ 54,363 | \$ 57,041 | \$ 57,969 | \$ 60,538 |
| 42 | \$ 51,372 | \$ 54,681 | \$ 57,359 | \$ 58,287 | \$ 60,856 |
| 43 | \$ 51,690 | \$ 54,999 | \$ 57,677 | \$ 58,605 | \$ 61,174 |
| 44 | \$ 52,008 | \$ 55,317 | \$ 57,995 | \$ 58,923 | \$ 61,492 |
| 45 | \$ 52,326 | \$ 55,635 | \$ 58,313 | \$ 59,241 | \$ 61,810 |
| 46 | \$ 52,644 | \$ 55,953 | \$ 58,631 | \$ 59,559 | \$ 62,128 |
| 47 | \$ 52,962 | \$ 56,271 | \$ 58,949 | \$ 59,877 | \$ 62,446 |
| 48 | \$ 53,280 | \$ 56,589 | \$ 59,267 | \$ 60,195 | \$ 62,764 |
| 49 | \$ 53,598 | \$ 56,907 | \$ 59,585 | \$ 60,513 | \$ 63,082 |
| 50 | \$ 53,916 | \$ 57,225 | \$ 59,903 | \$ 60,831 | \$ 63,400 |
| 51 | \$ 54,234 | \$ 57,543 | \$ 60,221 | \$ 61,149 | \$ 63,718 |
| 52 | \$ 54,552 | \$ 57,861 | \$ 60,539 | \$ 61,467 | \$ 64,036 |
| 53 | \$ 54,870 | \$ 58,179 | \$ 60,857 | \$ 61,785 | \$ 64,354 |
| 54 | \$ 55,188 | \$ 58,497 | \$ 61,175 | \$ 62,103 | \$ 64,672 |
| 55 | \$ 55,506 | \$ 58,815 | \$ 61,493 | \$ 62,421 | \$ 64,990 |
| 56 | \$ 55,824 | \$ 59,133 | \$ 61,811 | \$ 62,739 | \$ 65,308 |
| 57 | \$ 56,142 | \$ 59,451 | \$ 62,129 | \$ 63,057 | \$ 65,626 |
| 58 | \$ 56,460 | \$ 59,769 | \$ 62,447 | \$ 63,375 | \$ 65,944 |
| 59 | \$ 56,778 | \$ 60,087 | \$ 62,765 | \$ 63,693 | \$ 66,262 |
| 60 | \$ 57,096 | \$ 60,405 | \$ 63,083 | \$ 64,011 | \$ 66,580 |
| 61 | \$ 57,414 | \$ 60,723 | \$ 63,401 | \$ 64,329 | \$ 66,898 |
| 62 | \$ 57,732 | \$ 61,041 | \$ 63,719 | \$ 64,647 | \$ 67,216 |
| 63 | \$ 58,050 | \$ 61,359 | \$ 64,037 | \$ 64,965 | \$ 67,534 |
| 64 | \$ 58,368 | \$ 61,677 | \$ 64,355 | \$ 65,283 | \$ 67,852 |
| 65 | \$ 58,686 | \$ 61,995 | \$ 64,673 | \$ 65,601 | \$ 68,170 |
| 66 | \$ 59,004 | \$ 62,313 | \$ 64,991 | \$ 65,919 | \$ 68,488 |
| 67 | \$ 59,322 | \$ 62,631 | \$ 65,309 | \$ 66,237 | \$ 68,806 |
| 68 | \$ 59,640 | \$ 62,949 | \$ 65,627 | \$ 66,555 | \$ 69,124 |
| 69 | \$ 59,958 | \$ 63,267 | \$ 65,945 | \$ 66,873 | \$ 69,442 |
| 70 | \$ 60,276 | \$ 63,585 | \$ 66,263 | \$ 67,191 | \$ 69,760 |
| 71 | \$ 60,594 | \$ 63,903 | \$ 66,581 | \$ 67,509 | \$ 70,078 |
| 72 | \$ 60,912 | \$ 64,221 | \$ 66,899 | \$ 67,827 | \$ 70,396 |
| 73 | \$ 61,230 | \$ 64,539 | \$ 67,217 | \$ 68,145 | \$ 70,714 |
| 74 | \$ 61,548 | \$ 64,857 | \$ 67,535 | \$ 68,463 | \$ 71,032 |
| 75 | \$ 61,866 | \$ 65,175 | \$ 67,853 | \$ 68,781 | \$ 71,350 |

Salary Determinants for New Teachers

Without Experience

New teachers who have 0 years of experience prior to coming to LCS shall be placed as a YEAR 0 Teacher. LCS wants new teachers to focus on their classrooms. Therefore, after the first year, all new teachers will move to year one on the salary schedule. After this, they will be part of the system progressing based on their TEAM Scores as described above.

With Experience

The salary for experienced teachers new to Lincoln County will be calculated as follows:

In-State

1. Determine years of experience up to 20 years.
2. If the teacher has one year of experience, he/she will be placed on year one of the LCS salary schedule.
3. If the teacher has two to four years of experience, he/she will begin on year one for the first year credit, then use their TEAM LOE score to move steps on the scale for all other years: "3" will equal 1 step; "4" will equal 2 steps; and, "5" will equal 3 steps.
4. Teachers with five or more years of experience will use the table below to determine their placement on the salary schedule except the last four years. Subtract the last four years from the number of years of experience, find that number on the table below to find the initial step on the salary schedule. Then, on the salary schedule in the chart above, use the TEAM LOE score to move steps on the schedule for the last four years: "3" will equal 1 step; "4" will equal 2 steps; and "5" will equal 3 steps.

| Years of Experience | Placement on Scale |
|---------------------|--------------------|
| 1 | Year 1 Teachers |
| 2 | 1 / 2 |
| 3 | 3 / 4 |
| 4 | 5 / 6 |
| 5 | 7 / 8 |
| 6 | 9 / 10 |
| 7 | 11 / 12 |
| 8 | 13 / 14 |
| 9 | 15 / 16 |
| 10 | 17 / 18 |
| 11 | 19 / 20 |
| 12 | 21 / 22 |
| 13 | 23 / 24 |
| 14 | 25 / 26 |
| 15 | 27 / 28 |
| 16 | 29 / 30 |
| 17 | 31 / 32 |
| 18 | 33 / 34 |
| 19 | 35 / 36 |
| 20 | 37 / 38 |

5. Reference appropriate number on salary schedule chart

6. Individual compensation can be that amount OR the dollar figure in any adjacent box. (This means that the district has the flexibility to adjust an individual's starting base pay.)

Out of State

1. Use the table on page twelve to determine the years of experience up to twenty years.
2. Based on recommendations from prior employment, place the teacher on the step that corresponds to the years of experience that best represents the nature of the reference.

Professional Development Contracts

For All Teachers

- Teachers who receive an LOE or 1 or 2 will have the option to complete a Professional Development Contract with their administration.
- PD Contract:
 1. Will reflect the area of refinements that have been addressed in observation documentation
 2. Will be designed to offer support to the teacher in areas that have been identified as areas of focus
 3. Will be individualized and intentional to ensure focus on strategies, activities, and programs that will support better teacher and student outcomes
- Once the contract is completed, the teacher may regain the steps on the salary schedule that were not obtained in the year prior to completing the contract.
 1. Score must be at least a three to receive the appropriate steps on the salary schedule
 2. PD contracts may only be completed once every five (5) years.
 3. If the teacher feels that special circumstances has caused a repeat LOE of 1 or 2 within five years, the situation may be appealed through the Appeals Committee.

Issue Resolution Process

1. Submit inquiry
2. RISE Director Reviews Inquiries
3. Investigation
4. Response Given
5. Educator can appeal decision
6. Decision Appeals Reviewed by RISE Appeals Committee
7. RISE Appeals Committee ruling given
8. Educator can appeal decision
9. Director reviews appeal
10. Director makes final decision
11. Rules then updated to reflect ruling/interpretation if needed

Further Information

The RISE Appeals committee consists of the RISE Director, the HR representative, and three members of the RISE committee.

Team members may not be individuals from the building of the person who has brought forward an issue and they may not be associated through friendship/relationship.

Lincoln County RISE Committee

| Name | Job Title |
|-----------------|---|
| Cindy Mefford | Fifth Grade, Highland Rim |
| Amber Lindsey | Fourth Grade, Flintville |
| Tracy Durham | Algebra 1, Ninth Grade Academy |
| Sidney Ogle | Intervention and Curriculum Coordinator, South Lincoln |
| Nickie Tucker | Fifth Grade, Blanche |
| Emily Pierce | Principal, Unity |
| Veronica King | School Board Member |
| Tommy Stevenson | School Board Member |
| Johnny Collins | School Board Member |
| Renee Pryor | Supervisor of Evaluation Programs |
| John Fanning | Supervisor of Instruction and Assistant to the Director |
| Bill Heath | Director of Schools |