



Incentive	Principal	Asst. Principal	Core Teacher	Core TA	Non-Core Teacher	Non-Core TA	Teacher/Student support staff
Whole School	\$1,000	\$750	\$500	\$500	\$500	\$500	\$500
Grade-Level Performance	\$1,000 per grade	\$750 per grade	\$1500	\$250 per grade	\$250 per grade	\$125 per grade	
Teacher-Level Performance			\$2,000				
Leadership Roles			\$500		\$500		
Total Potential Payout	\$3,750	\$3,000	\$4,500	\$1,250	\$1,750	\$875	\$500

*Sign on bonus of \$5,000 for hard to staff- science, math, EC and ESL

Core Teacher includes **Elementary grade** level teachers (K-2 school and 3-5 school) and ESL or EC teachers in self-contained classrooms teaching core (Reading/Mathematics or 5th grade science) or in co-teaching classrooms. Core Teacher Assistants are in Core classrooms as defined above.

Non-Core Teacher includes all non-core teachers, STEAM teachers, Balanced Literacy specialists, and media coordinators. Teacher/Student support staff includes guidance counselors, media assistants, social workers, nurses, speech therapists, home-school coordinators, psychologists, pre-K teachers, pre-K assistants, technology support, secretaries, data managers, custodial staff, cafeteria managers, bus drivers, and cafeteria workers.



Incentive	Principal	Asst. Principal	Core Teacher	Non-Core Teacher	Teacher/Student support staff
Whole School	\$1500	\$1200	\$500	\$500	\$500
Grade-Level Performance	\$1000 per grade	\$750 per grade	\$1500	\$250 per grade	
Teacher-Level Performance			\$3000		
Leadership Roles			\$500	\$500	
Total Potential Payout	\$4500	\$3450	\$5500	\$2,000	\$500

*Sign on bonus of \$5,000 for hard to staff, science, Mathematics, EC and ESL.

Core Teacher includes **Middle School** level teachers (6-8) and ESL or EC teachers in self-contained classrooms teaching core (Reading, Mathematics, and Science) or in co-teaching classrooms.

Non-Core Teacher includes all non-core teachers, CTE, arts, AIG, STEAM, and PE.

Teacher/Student support staff includes teacher assistants, guidance counselors, media assistants, social workers, nurses, speech therapists, home-school coordinators, psychologists, pre-K teachers, pre-K assistants, technology support, secretaries, data managers, custodial staff, cafeteria managers, bus drivers and cafeteria workers.



Incentive	Principal	Asst. Principal	Core Teacher	Non-Core Teacher	Teacher/Student support staff
Whole School	\$2,000	\$1500	\$500	\$500	\$500
Subject Area Performance	\$1,000 per core subject	\$750 per core subject	\$2,000	\$1,000	
Graduation Rate	\$500				
ACT Composite	\$500				
Teacher-Level Performance			\$3,500		
Leadership Roles			\$500	\$500	
Total Potential Payout	\$6,000	\$4,250	\$6,500	\$2,000	\$500

*Sign on bonus of \$10,000 for hard to staff, science, Mathematics, EC and ESL.

Core Teacher includes **High School** level teachers (9-12) and ESL or EC teachers in self-contained classrooms teaching core (Reading, Mathematics, and Science) or in co-teaching classrooms.

Graduation Rate is defined as above 90%; ACT Composite must show growth over previous year's score.

Non-Core Teacher includes all non-core teachers, CTE, Arts, AIG, STEAM, and PE.

Teacher/Student support staff includes teacher assistants, guidance counselors, media assistants, social workers, nurses, speech therapists, home-school coordinators, psychologists, pre-K teachers, pre-K assistants, technology support, secretaries, data managers, custodial staff, cafeteria managers, bus drivers and cafeteria workers.



Mount Airy City Schools Proposed Pay Plan

The pay plan is based on the following premise:

- will reward teachers and principals that improve student achievement using fair and transparent evaluations based on multiple measures including student growth.
- has a high level of local educator support and involvement.
- has a plan for financial sustainability over time.
- will implement performance-based compensation as part of a coherent and integrated strategy for strengthening the educator workforce. (see diagram below)
- prioritizes core and hard to staff positions

The MACS plan involves two layers of evaluation in order to create a performance plan that rewards high performing teachers, staff, and administrators. The first layer involves the North Carolina Teacher and Principal Evaluation System. All teachers and principals must be evaluated as proficient on all standards to be considered for the pay plan. If a teacher or principal is designated as “Developing” or “Not Observed” then he or she will not be eligible to participate. This is a gateway to the incentive pay plan. All other employees not evaluated by the teacher or administrator tool, must be evaluated annually with a locally developed evaluation instrument. Likewise, if these employees must be deemed proficient in all areas in order to be considered.

The second layer of the plan uses student growth and principal / teacher effectiveness to reward excellence in teaching and leadership. MACS places tremendous emphasis on growth because we believe growth is the best judge of the impact the teacher and / or principal has on the child. Growth data will be determined through EVAAS scores for both principals and

teachers and will serve as the foundation for the performance plan. If teachers do not have EVAAS scores, there are other opportunities for them to be rewarded for their hard work and effort.

Inherent in this pay plan are the following core values:

- Excellent teachers are encouraged to stay in the classroom upon choosing to do so instead of changing jobs to make more money
- Building leaders are encouraged to prioritize instructional leadership
- Principals are awarded based on the complexity of work needed to move the school forward and the challenges relevant to their assignment
- School-wide staff make contributions daily that positively impact student success
- Collaboration at grade level is essential to overall achievement and Professional Learning Communities are vital to growing students
- Individual accomplishment is rewarded for our most effective teachers providing a significant bonus rewarding excellence in core areas
- Hard-to-staff positions are prioritized to attract the best and brightest to work in public schools in high demand jobs
- Rewarding leadership roles encourages more teachers to seek opportunities to grow their leadership skills and contribute to overall school success

MACS firmly believe that all school district staff impact student outcomes, including student achievement. Historically, North Carolina schools and districts have found that morale is clearly affected by which staff members are included and excluded in the reward plan. Our emphasis for the plan is clearly on collaboration of all teachers to achieve success but it also addresses national research recommendations to incentivize individual teachers who are primarily responsible for the accountability of the school. The performance pay is built on the premise that individuals must be paid significantly above the whole school and grade level payouts to produce positive results. * The performance pay/bonuses will be calculated based on growth relative to the state (composite) testing averages. At the classroom level, bonuses will be awarded when growth is measured at .5 standard errors (or greater) above that state average. At the grade- and whole-school levels, the bonuses will be awarded when growth is measured at 1 standard error (or greater) above the state average. At the elementary school level the Iowa Test of Basic Skills scores or an approved alternative assessment will be utilized for grades K-2 to generate the classroom calculation. It will also be proportionally combined with the school's testing composite to produce a whole-school

effect. (Note: Without the use of the ITBS or similar assessment, K-2 teachers may not be eligible for certain bonuses due to district concerns of the fallibility of Reading 3D assessments in this process.) Instructional staff members who achieve classroom level at .5 or greater will receive bonuses differentiated by position and percent of time spent serving that classroom.

MACS believe that the principals should be focused on instructional leadership. Tying school growth, individual grade level growth and other factors like the ACT and graduation create an overall reflection of school success. It is important to note that the plan differentiates rewards for elementary, middle, and high school principals. While growth is rewarded equally at each level, the complexity of the schools differs among the positions and is reflected in the various levels of incentive. Hard to staff positions such as math, science, exceptional children, and English as a Second Language will receive sign-on bonuses to enhance recruitment efforts. Likewise, current staff members who fill hard to staff areas and exceed growth expectations will receive a retention bonus for their history of success.

*http://www.metproject.org/downloads/MET_Gathering_Feedback_Research_Paper.pdf

<https://www.federalregister.gov/articles/2012/06/14/2012-14276/final-priorities-requirements-definitions-and-selection-criteria-teacher-incentive-fund-tif-program>