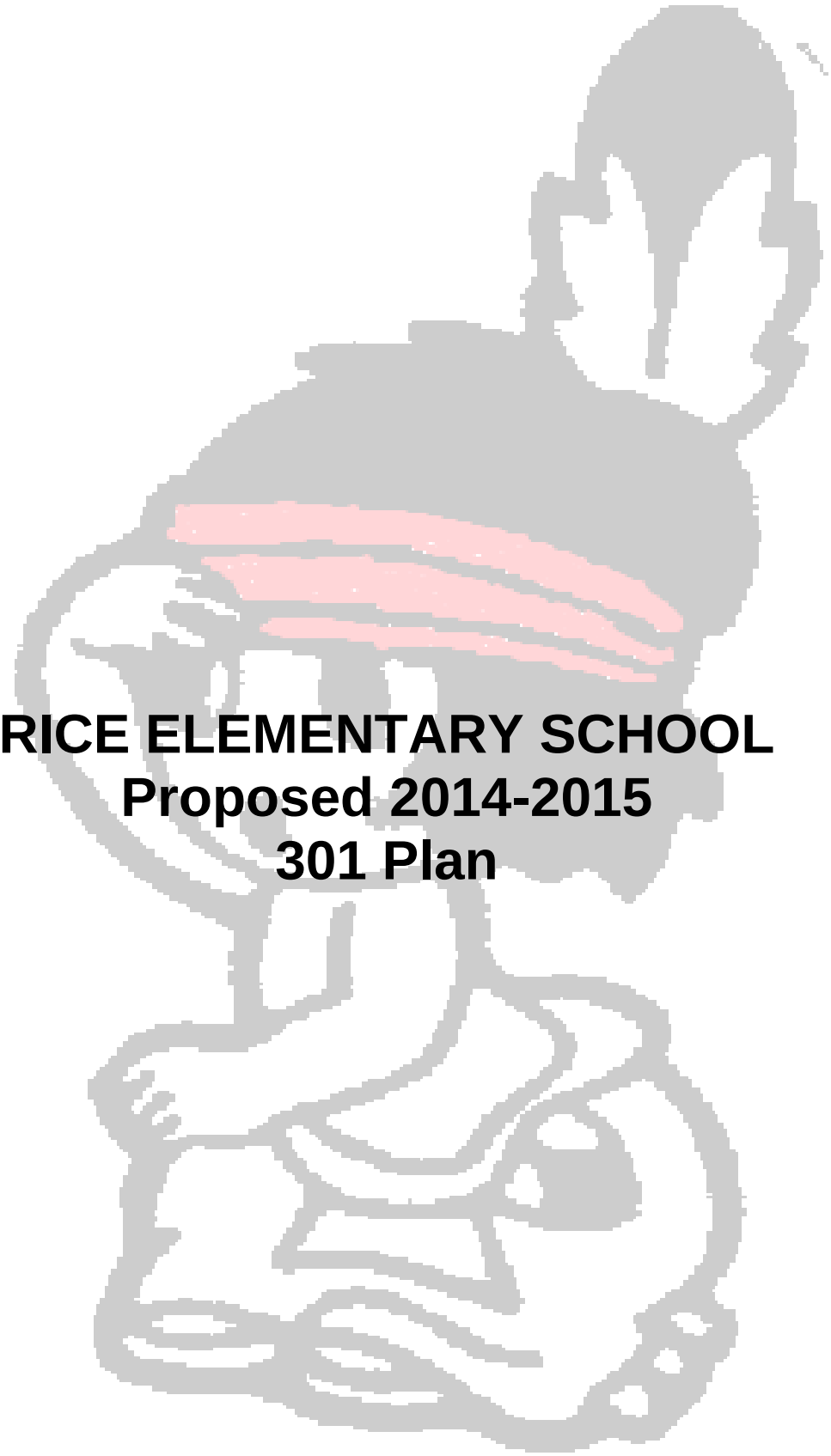

RICE ELEMENTARY SCHOOL
Proposed 2014-2015
301 Plan

301 Performance Based Pay Plan

15-977. Classroom site fund; definitions

A. The classroom site fund is established consisting of monies transferred to the fund pursuant to section 37-521, subsection B and section 42-5029, subsection E, paragraph 10. The department of education shall administer the fund. School districts and charter schools may not supplant existing school site funding with revenues from the fund. All monies distributed from the fund are intended for use at the school site. Each school district or charter school shall allocate forty per cent of the monies for teacher compensation increases based on performance and employment related expenses, twenty per cent of the monies for teacher base salary increases and employment related expenses and forty per cent of the monies for maintenance and operation purposes as prescribed in subsection H of this section. Teacher compensation increases based on performance or teacher base salary increases distributed pursuant to this subsection shall supplement, and not supplant, teacher compensation monies from any other sources. The school district or charter school shall notify each school principal of the amount available to the school by April 15 of each year. The district or charter school shall request from the school's principal each school's priority for the allocation of the funds available to the school for each program listed under subsection H of this section. The amount budgeted by the school district or charter school pursuant to this section shall not be included in the allowable budget balance carryforward calculated pursuant to section 15-943.01.

B. A school district governing board must adopt a performance based compensation system at a public hearing to allocate funding from the classroom site fund pursuant to subsection A of this section. Beginning in school year 2014-2015, individual teacher performance as measured by the teacher's performance classification pursuant to section 15-203, subsection A, paragraph 38 shall be a component of the school district's portion of the forty per cent allocation for teacher compensation based on performance and employment related expenses.

C. A school district governing board shall vote on a performance based compensation system that includes the following elements:

1. School district performance and school performance.
2. Individual teacher performance as measured by the teacher's performance classification pursuant to section 15-203, subsection A, paragraph 38. Beginning in school year 2014-2015, the individual teacher performance component shall account for thirty-three per cent of the forty per cent allocation for teacher compensation based on performance and employment related expenses.
3. Measures of academic progress toward the academic standards adopted by the state board of education.
4. Other measures of academic progress.
5. Dropout or graduation rates.
6. Attendance rates.
7. Ratings of school quality by parents.
8. Ratings of school quality by students.
9. The input of teachers and administrators.
10. Approval of the performance based compensation system based on an affirmative vote of at least seventy per cent of the teachers eligible to participate in the performance based compensation system.

11. An appeals process for teachers who have been denied performance based compensation.
12. Regular evaluation for effectiveness, which shall comply by fiscal year 2014-2015 with section 15-203, subsection A, paragraph 38.
D. A performance based compensation system shall include teacher professional development programs that are aligned with the elements of the performance based compensation system.
E. A school district governing board may modify the elements contained in subsection C of this section and consider additional elements when adopting a performance based compensation system. A school district governing board shall adopt any modifications or additional elements and specify the criteria used at a public hearing.
F. Until December 31, 2009, each school district shall develop an assessment plan for its performance based compensation system and submit the plan to the department of education by December 31 of each year. A copy of the performance based compensation system and assessment plan adopted by the school district governing board shall be included in the report submitted to the department of education.
G. Monies in the fund are continuously appropriated, are exempt from the provisions of section 35-190 relating to lapsing of appropriations and shall be distributed as follows:
1. By March 30 of each year, the staff of the joint legislative budget committee shall determine a per pupil amount from the fund for the budget year using the estimated statewide weighted count for the current year pursuant to section 15-943, paragraph 2, subdivision (a) and based on estimated available resources in the classroom site fund for the budget year adjusted for any prior year carry forward or shortfall.
2. The allocation to each charter school and school district for a fiscal year shall equal the per pupil amount established in paragraph 1 of this subsection for the fiscal year multiplied by the weighted student count for the school district or charter school for the fiscal year pursuant to section 15-943, paragraph 2, subdivision (a). For the purposes of this paragraph, the weighted student count for a school district that serves as the district of attendance for nonresident pupils shall be increased to include nonresident pupils who attend school in the school district.
H. Monies distributed from the classroom site fund shall be spent for the following maintenance and operation purposes:
1. Class size reduction.
2. Teacher compensation increases.
3. AIMS intervention programs.
4. Teacher development.
5. Dropout prevention programs.
6. Teacher liability insurance premiums.
I. The district governing board or charter school shall allocate the classroom site fund monies to include, wherever possible, the priorities identified by the principals of the schools while assuring that the funds maximize classroom opportunities and conform to the authorized expenditures identified in subsection A of this section.
J. School districts and charter schools that receive monies from the classroom site fund shall submit a report by November 15 of each year to the superintendent of public instruction that provides an accounting of the expenditures of monies distributed from the fund during the previous fiscal year and a summary of the results of district and school programs funded with monies distributed from the fund. The department of education in conjunction with the auditor general shall prescribe the format of the report under this subsection.

K. School districts and charter schools that receive monies from the classroom site fund shall receive these monies monthly in an amount not to exceed one-twelfth of the monies estimated pursuant to subsection G of this section, except that if there are insufficient monies in the fund that month to make payments, the distribution for that month shall be prorated for each school district or charter school. The department of education may make an additional payment in the current month for any prior month or months in which school districts or charter schools received a prorated payment if there are sufficient monies in the fund that month for the additional payments. The state is not required to make payments to a school district or charter school classroom site fund if the state classroom site fund revenue collections are insufficient to meet the estimated allocations to school districts and charter schools pursuant to subsection G of this section.
L. The state education system for committed youth shall receive monies from the classroom site fund in the same manner as school districts and charter schools. The Arizona state schools for the deaf and the blind shall receive monies from the classroom site fund in an amount that corresponds to the weighted student count for the current year pursuant to section 15-943, paragraph 2, subdivision (b) for each pupil enrolled in the Arizona state schools for the deaf and the blind. Except as otherwise provided in this subsection, the Arizona state schools for the deaf and the blind and the state education system for committed youth are subject to this section in the same manner as school districts and charter schools.
M. Each school district and charter school, including school districts that unify pursuant to section 15-448 or consolidate pursuant to section 15-459, shall establish a local level classroom site fund to receive allocations from the state level classroom site fund. The local level classroom site fund shall be a budgetary controlled account. Interest charges for any registered warrants for the local level classroom site fund shall be a charge against the local level classroom site fund. Interest earned on monies in the local level classroom site fund shall be added to the local level classroom site fund as provided in section 15-978. This state shall not be required to make payments to a school district or charter school local level classroom site fund that are in addition to monies transferred to the state level classroom site fund pursuant to section 37-521, subsection B and section 42-5029, subsection E, paragraph 10.
N. Monies distributed from the classroom site fund for class size reduction, AIMS intervention and dropout prevention programs shall only be used for instructional purposes in the instruction function as defined in the uniform system of financial records, except that monies shall not be used for school sponsored athletics.
O. For the purposes of this section:
1. “ Intervention" means summer programs, after school programs, before school programs or tutoring programs that are specifically designed to ensure that pupils meet the Arizona academic standards as measured by the Arizona instrument to measure standards test prescribed by section 15-741.
2. "Class size reduction" means any maintenance and operations expenditure that is designed to reduce the ratio of pupils to classroom teachers, including the use of persons who serve as aides to classroom teachers.

301 PERFORMANCE BASED PAY PLAN for School Year 2014-2015

1. Currently, there is a pool of rollover funds, to be utilized in School Year 2014-2015, which is to been added into the overall pool for this school.
2. 20% goes to the base; 40% goes to M & O activities; 40% is distributed based on a performance plan.

3. The 20% is distributed through regular payroll and is included in the salary schedule. Actual allocation is based on months eligible.

4. Certified teachers constitute the eligible staff. Administrators, emergency substitutes and teachers in year round assignments and classified staff are not eligible. Mentor teachers are eligible for performance pay and for additional duties related to school improvement.

5. **The 40% M & O** portion has historically been distributed to staff as a salary schedule augmentation for work on school improvement activities and as determined by the building principal. This augmentation is dependent upon additional duties/responsibilities related to completion of the School Improvement Plan. Continuing in 2014-2015, the augmentation will be for activities related to the school improvement plan and approved by the principal.

100% of the 40% Menu Money will be available for:

- Grade Level Newsletters- 4 for the school year
  - 3 hours x 4 = 12 hours for the school year
  - 4 Grade Levels will collaborate and compose 4 throughout the entire school year
- Family Engagement Nights- 6 throughout the school year

  1 hour for planning time + 3 hours for the event= 4 hours per event and 24 hours for the school year

  Teachers will attend 6 nights throughout the school year that support family engagement in the following subjects or activities:
  - Math
  - Reading
  - STEM
  - Humanities
  - Arizona College and Career Ready State Standards
  - Apache Language
  - Christmas Bazaar
  - Halloween Carnival
- Individual Grade Level Parent Engagement Activity- 1 throughout the school year

  1 hour of planning time + 3 hours for the event = 4 hours for the school year The event will be coordinated and organized for each grade level by that grade level team. Teachers will sponsor 1 night throughout the school year that supports family engagement in the following subjects or activities:
  - Math
  - Reading
  - STEM
  - Humanities
  - Arizona College and Career Ready State Standards
  - Apache Language
- School Improvement Committee Activities

  4 hours annually per teacher for involvement in committee related activities

This plan accounts for 44 hours of parent engagement for the 2014-2015 school year.

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The 40% Performance Pay plan requires:
Participants to establish a goal related to student outcomes. Goals may be a group or building wide goal. Goals must be set collaboratively with building principals (designee) and approved by the Federal Programs Director.
In the event a staff member is denied whole or part of the 301 performance funds the 301 committee will designate a five member appeal committee (three teachers and two administrators) to hear the appeal and review documentation. The appeals committee will be made up of teachers and administrators from school sites other than the appealing employee's school site. Teacher appeal must clearly indicate how they meet the criteria for 301 funds.

- 70 percent eligible teacher approval and Governing Board approval have been attained for this plan. Changes to the plan based on annual evaluation of a positive impact on student learning will require approval of the eligible teacher pool and the Governing Board. Only changes to the adopted plan will require approval in the future.

Thus, the second part of our proposal for the 2014-2015 school year is that the entire 40% Performance Pay portion will be based on certified teachers meeting the goal stated below.

"Reach/exceed the 100 points based on the criteria listed below, a requirement our school must meet to get out of our "D" status and reach a "C" status."

- 4 points possible for 95% tested on final School-Net assessment of the school year
- 5 points possible for reaching 91% average daily attendance
- 3 points possible for 30% ELL reclassification
- 16 points possible for reclassification of students based on DIBELS
- 172 points possible for student growth based on
  - Growth of all students
  - Growth of lowest performing students
  - Number of students who *meet* or *exceed* on School-Net assessment
  - Number of students who move from *falls far below* to a higher category

San Carlos Unified School District
Performance Pay Program Supplement

In accordance with the requirements of Proposition 301 as passed by the voters of Arizona on November 7, 2000, and amended by the Arizona Legislature during the spring 2001 and fall 2005, the San Carlos Unified School District has created a Performance Pay Program for its eligible teachers.
The San Carlos Unified School District's Performance Pay Program is designed to encourage teachers to strive towards enhanced student academic growth/achievement as well as the attainment of other professional goals.
Eligibility – "Teacher" is defined as anyone who holds a valid Arizona certificate issued by Arizona Department of Education, and meets all requirements as defined by Arizona Revised Statute.
Any teacher evaluated as "unsatisfactory" or "needs improvement" in two or more professional areas and placed on an improvement plan at any time during the school year, will forfeit his/her eligibility for full performance pay during that time period. If a teacher successfully meets all requirements stipulated in their improvement plan before the completion of that school year, the teacher will be eligible for a proportionate amount of performance pay based upon the number of days they were not on an improvement plan.

For example, a teacher is on an improvement plan for 62 out of the 186 contract days, they will be eligible for 66.7% (124 days not on the improvement plan divided by 186 contract days times 100) of their 301 monies.

If a teacher resigns during the school year for any reason other than an unforeseen circumstance, performance pay will be cancelled. An unforeseen circumstance would be one in which the teacher has no control over and the Governing Board approves the resignation (examples include extended illness or extended family illness, moving out of the area and away from reasonable commuting distance due to spouse transfer/employment) In this case the teacher would be eligible for performance pay based on the percentage of goal completion at the time of the unforeseen circumstance. The method of measuring that percentage of goal completion will be a collaborative decision between the teacher and administration.

Performance Pay – Of the total amount of money received from the State for performance pay, 100% will be used to award teachers their earned portion. Total amount available to be earned by all eligible teachers will be determined by February 1. This total number of staff will be divided into the money received from the State for performance pay. This will determine the value of each final stipend. Funds remaining from staff not completing 100% of their goals will be added to the following year total amount of funds available.

Monies for performance pay will be given to each teacher at the end of each school year, or no later than June 30th, or as soon thereafter as possible as the goal accomplishment is verified to the superintendent by the building principal.

It is important to note that performance pay amounts that are available to teachers may vary from year to year. Monies generated by the State of Arizona for performance pay are revenue driven, and may increase or decrease according to the receipt of revenue.

A. Performance Pay for Individual Goals

Eligible teachers will not have to compete against one another for performance pay. Monies for individual goals will be determined at the end of each school year. All money available for individual performance pay will be awarded each year based on the number of eligible staff, the number of goals accomplished, and the amount of funding available.

· Each eligible teacher has an opportunity to earn the full stipend by completing 100% of his/her goals.

· A part-time teacher has the opportunity to earn a proportional share based on that teacher's FTE (full time equivalent). For example, of a teacher works 4 hours daily (.5 FTE), that teacher would be eligible for 50% performance pay. If a teacher works 2 hours daily (.25 FTE), that teacher would be eligible for 25%.

B. Performance Pay for Group/School Wide Goal

Eligible teachers will not have to compete against one another for performance pay stipends. In group/school wide goals, teachers will work with other teachers towards a common goal. If a group of teachers chooses to participate in a group/school wide goal, their group goal will be worth 2/5 or 40 percent of the stipend available for each teacher. Partial or prorated stipends can still be earned if participation in a group/school wide goal and the goal is not 100% complete.

Note: If the group/school wide goals are based upon student academic achievement/growth, each teacher participating would also create an individual professional development/growth goal. If the group/school wide goal is based upon professional development/growth, each teacher participating would also create an individual student academic achievement/growth.

Goals – Goals for performance pay purposes must be challenging, yet attainable. They must be measurable and the measurement criteria must be identified and agreed upon before the teacher and principal sign the SMART goal form.

Setting individual goals will be a collaborative process between the teachers and principal or assigned department head/approved supervisor. Setting group/school wide goals will be a collaborative process between the principal or assigned department head/approved supervisor and those teachers who voluntarily opted for a group/school wide goal. All goals for performance pay must be identified and agreed upon no later than December of 2014 and by October 31th in following years. In the event that unforeseen circumstances prevent a goal from being undertaken, a readjustment of a goal may be necessary. All goals will be reviewed by the School/District Improvement Director who will authorize final approval of academic achievement goals.

Appeals Process – If a teacher and principal do not agree on the percentage of the goal(s) completion or on any other part of the performance pay process, the teacher may appeal to the superintendent. The Superintendent will establish a review committee of two administrators and three teachers from schools other than the one served by the appealing teacher. If a teacher and committee do not agree on the percentage of the goal(s) completion or on any other part of the performance pay process, the teacher may appeal via Governing Board Policy GBK (Staff Grievances). If appealed to the Governing Board, the Superintendent will present for the committee the reasons for denial. The appealing teacher will present evidence of goal completion to both the appeals committee and to the Governing Board as appropriate.

Evaluation – A committee comprised of regular classroom teachers, a teacher representing the special areas, personnel director, curriculum administrator, principal, business manager, and the superintendent will undertake a regular evaluation of the Performance Pay Program. Adjustment may be made to any area of the Performance Pay Program, as needed. Given this plan was approved by over 70 percent of the eligible teachers, changes will require a 70 percent approval. The evaluation will be conducted no later than August 30 of a calendar year and distribution of the plan will occur in September of a given calendar year.

On December 1, 2014 the plan was voted on and approved by the staff with a vote of

58Yes
4 No
3 absent

Total teaching staff eligible to vote: 65