

Appendix B: Program Models

Texas Educator Excellence Grant (TEEG) Model Plans

The following three model plans are provided as samples to assist with the creation process of a campuswide incentive plan. These models are consistent with the statutory requirements, administrative rules, and agency guidance for the Texas Educator Excellence Grant.

Although plans are identified by campus type, all plans are recommended for review. These plans provide examples of:

- 1) different options of academic achievement change calculations;
- 2) required and optional criteria;
- 3) flat and tiered performance structures;
- 4) individual and team-level performance measures and levels; and
- 5) performance measures and structures for grade level content area teachers, elective, music, and physical education teachers.

Academic Achievement Change Calculations	
Relative to a Standard (RS)	students met pre-established performance standards.
Improvement to a Standard (I)	students did not meet pre-established standards, but improved toward meeting the standards.
Relative Improvement (RI)	goals are set based on percent improvement relative to past performance.
Value-Added Model (VA)	the academic gain, per student, which added value by the school and/or teacher.
Mixed Model (M)	combined use of the relative to a standard and improvement to a standard model (awarding for growth in either format).

Model 1

<p>For TEA Use Only Adjustments and/or annotations made on this have been confirmed with _____ by telephone/FAX on _____ by _____ of TEA.</p>	<p>TEXAS EDUCATION AGENCY Standard Application System (SAS)</p> <p>School Year 2008-2009 through 2009-2010</p>	<p>_____ Campus Name _____ County District No. _____ Amendment No</p>
Texas Educator Excellence Grant, Cycle 3		
Schedule #4B–Program Description: Part I Campus Incentive Plan		
<p>Criterion 1: Teacher has a record of improving student performance using objective, quantifiable measures. Required. (Minimum of 75 percent of total grant allocation).</p>	<p>Acceptable Data Sources/Measures: TAKS, ITBS/Logramos, Aprenda, Advanced Placement assessments, Student Portfolios, Local Benchmark Assessments, summative assessments, End-of-Year Assessments, Value Added Assessments, Others possible</p> <p>Unacceptable Data Sources/Measures: SDAA, SDAAII, TPRI, PDAS ratings, Teacher Attendance, Campus Ratings (i.e., AYP ratings, AEIS ratings, etc.), Student Attendance, Others possible</p>	

This page may be duplicated as many times as needed to provide all information required for Criterion 1.

Teacher Type(s)	Data Source(s)/ Measure(s)	Performance Level(s) <i>Be Sure to:</i> Review each measure against Appendix D, and <i>include:</i> frequency (bi-weekly, monthly, etc.) and duration (i.e., each semester, annually, etc.)	Incentive Amount	Includes Fringe Benefits
Grade: Pre-Kindergarten (self-enclosed classroom)	<p><u>Reading:</u> The Center for Improving the Readiness of Children for Learning and Education (CIRCLE) Palm Pilot Assessment (Modified) End-of Year (EOY)</p> <p><u>Math:</u> K-TIPS (SuccessMaker Nine Week Assessments) Mid-year</p>	<p>Level 1: 75%* (or more) of all tested students** will achieve at least “mastery” on the EOY Reading CIRCLE Palm and/or the mid-year math K-TIPS assessment (numbers 0-99, patterns, money, and graphs).</p> <p style="text-align: center;">AND/OR</p> <p>Level 2: 60%* (or more) of tested students** achieve “above mastery” on the EOY CIRCLE Palm Assessment and/or the mid-year math K-TIPS assessment (numbers 0-99, patterns, money, and graphs).</p>	<p>Level 1: Reading and math both at level 1 \$2,000</p> <p>OR</p> <p>Level 2: Reading and math both at level 2 \$1,000</p> <p>OR</p> <p>Level 1 and Level 2: Reading and math, one at level 1 and one at level 2 \$1,500</p>	<p><input checked="" type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>
Kindergarten Individual (self-enclosed classroom) Teachers		<p><i>Note:</i> Each teacher type must achieve each performance level as an individual in order to qualify for an award.</p>		
Subject/Function: Reading and Math		<p><i>Note:</i> Grade-level average scores – students will be evaluated with the modified CIRCLE Palm for reading and the modified K-TIPS (mid-year version) for math by the 1st grade teachers.</p>		

<p>Grade: Pre-Kindergarten Individual (self-enclosed classroom) Teachers</p>	<p><u>Reading:</u> CIRCLE Palm End-of-Year (EOY)</p>	<p>Level 1: 85-94%* OR Level 2: 95% (or more)</p> <p>The percent of tested students** in each individual teacher’s classroom that score mastery (or above) on the EOY CIRCLE assessment on: letter knowledge, vocabulary, <i>and</i> phonological awareness.</p>	<p>Level 1: \$850</p> <p>OR</p> <p>Level 2: \$1,250</p>	<p><input checked="" type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>
<p>Pre-Kindergarten Team (all pre-K teachers)</p>		<p>90% (or more) of all pre-K grade-level tested students** will score mastery or above on the EOY CIRCLE assessment: letter knowledge, vocabulary, <i>and</i> phonological awareness.</p>	<p>\$300</p>	
<p>Subject/Function: Reading</p>				
<p>Grade: 2nd</p> <p>Subject/Function: Reading (self-enclosed classroom) Teachers Only</p>	<p>Developmental Reading Assessment (DRA)</p>	<p>90%* (or more) of non-SPED tested students** score level 28 (or higher) on the May DRA administration.</p>	<p>\$600</p>	<p><input checked="" type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>
<p>Grade: 1st</p> <p>Subject/Function: Individual (self-enclosed classroom) Teachers</p>	<p>Aprenda End-of-Year</p>	<p>Each individual teacher’s classroom 2008-09 EOY Aprenda average percentile rank will meet or exceed the developmental standard score for <i>all</i> of the skills listed below:</p> <p>82 – story comprehension; 61 – vocabulary; and 67 – problem solving.</p>	<p>\$1,000</p>	<p><input checked="" type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>

Grade: Pre-K - 5	Physical Gram	Level 1: 80% (or more) of all 3 rd - 5 th grade students tested by October 31, 2008, will increase their May end-of-year physical gram score by 20 percent (or more) from any previous score taken during the year. AND/OR Level 2: 80% (or more) of all 3 rd - 5 th grade, per grade-level, students tested by October 31, 2008, will increase their May end-of-year physical gram score by 20 percent (or more) from any previous score taken during the year.	Level 1 Only: \$1,000 OR Level 2 Only: \$1,400 OR Level 1 and 2: \$2,000	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	Body Mass Index (BMI) Score	Level 1: Reduce the total number of 3 rd grade students with September or October 2008 BMI scores in the bottom quartile by 20 percent, or more, by the May 2009 BMI administration. AND/OR Level 2: Increase the number of 4 th and 5 th graders reporting a healthy BMI (as defined by the National Institute of Health) from the October 2008 administration to the May 2009 administration by at least 10 percent per grade level.	Level 1 Only: \$700 OR Level 2 Only: \$700 OR Level 1 and 2: \$1,500	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Subject/Function: Physical Education				
Grade: 3 rd - 5 th Grade Teachers	Linguistically Accommodated Testing (LAT)	Level 1: All 2008-09 LAT EOY tested non-SPED LEP exempt students** (in each grade-level classroom) exceeded the 2007-08 LAT EOY campuswide percent passing rate by 10% (or more), per subject, for at least one of the following subjects: math, reading/LA, science, or social studies on the end-of-the year assessment. OR Level 2: All 2008-09 LAT EOY tested non-SPED LEP exempt students** (in each grade-level classroom) will exceed the 2007-08 LATEOY campuswide percent passing rate by 10% (or more) in two or more of the following subjects: math, reading/LA, science, or social studies.	Level 1: \$700 OR Level 2: \$1,100	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Subject/Function: Limited English Proficient (LEP) exempt Mathematics, Reading, Science, and Social Studies (3 rd - 5 th Teachers with LEP Exempt Students)				

Grade: 4 th and 5 th	Joint Art and Music Portfolio, Teacher Checklist, Observation	85%* (or more) of 4th and 5th grade students (enrolled at the school since December 15, 2008) <i>submitting</i> an art and music portfolio by May 1, 2009 will demonstrate mastery of at least 80% of the art TEKS and at least 80% of the music TEKS.	\$1,000	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Subject/Function: Art		*At least 70% of the campus enrollment must submit portfolios.			
Grade: 2 nd – 5 th		86% (or more) of second through fifth grade students (enrolled at the school since December 15, 2008) will be able to read notes from a staff at an intermediate level (or above) by March 31, 2009.	\$350	<input type="checkbox"/> No	
Subject/Function: Music					
Grade: 3 rd Grade Team Teachers	3 rd and 4 th Grade Math and Reading TAKS EOY (English and Spanish versions)	Level 1: 30% (or more) of all 3rd and 4th grade level (by grade level group) tested students** earn a commended rating on the reading <i>or</i> math EOY TAKS.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
4 th Grade Team Teachers		OR			Level 1: \$300 OR Level 2: \$650
Subject/Function: Math and Reading		Level 2: 30% (or more) of all 3rd and 4th grade level (by grade level group) tested students** earn a commended rating on the reading <i>and</i> math EOY TAKS. <i>Note:</i> Teachers must achieve each performance level as a grade-level team (3 rd or 4 th) in order to qualify for an award. Teachers can only be a member of one grade level group to be eligible to earn awards.			

<p>Grade: 3rd – 5th Grade Teams</p>	<p>Math and Reading 2008-09 TAKS EOY</p>	<p>Each content area and grade-level group of students** qualifying as an “individual progress of prior years TAKS failers” during the 2007-08 school year will be reduced by 15% (or more) on the EOY math AND/OR Reading TAKS.</p> <p><i>Note:</i> Teachers must achieve each performance level as a grade-level team (3rd, 4th, or 5th) in order to qualify for an award. Teachers can only be a member of one grade level group to be eligible to earn awards.</p>	<p>Math or Reading: \$600 OR Math and Reading: \$1,200</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Subject/Function: Reading and Math</p>				
<p>*percent selected is greater than campus average **students enrolled at the campus since the October snap shot date ***up to two absences will be excused for the following: professional development trainings, pregnancy, illnesses lasting longer than three days (doctor’s note required), FMLA, or emergency family leave.</p> <p>For Criterion I teachers can receive incentives individually and additionally as a team, but not only a team award.</p>				

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Texas Educator Excellence Grant, Cycle 3

Schedule #4B–Program Description: Part I Campus Incentive Plan

<p>Criterion 2: Teacher has a record of collaboration with faculty and staff that contributes to improving overall campus student achievement. Required. (Minimum of 75 percent of total grant allocation).</p>	<p>Acceptable Measures: Participation in campus-based professional development or instructional/curricular planning; team teaching and classroom observation activities; teacher attendance (at academic activities), teacher mentoring, induction, or coaching; collaboration with other teachers on development of lessons; sharing student data with other campus teachers; Others possible</p> <p>Unacceptable Measures: PDAS ratings; Student tutoring; PTA Meetings; student performance measures; teacher daily attendance (to school); student attendance; individual planning time; participation in extracurricular activities not related to improved academic performance; Other possible</p>
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This page may be duplicated as many times as needed to provide all information required for Criterion 2.

Teacher Type(s)	Data Source(s)/ Measure(s)	Performance Level(s)	Incentive Amount	Includes Fringe Benefits
		<p><i>Be Sure to: Review each measure against Appendix D, and include: frequency (bi-weekly, monthly, etc.) and duration (i.e., each semester, annually, etc.)</i></p>		
<input checked="" type="checkbox"/> All Teachers identified under Criterion 1	Meeting Minutes and Sign-in Sheets	Annual attendance*** at all of the following campus meetings August 25, 2008, through May 1, 2009: schoolwide faculty meetings; vertical team meetings; grade-level meetings; team meetings; department meetings; parent-teacher meeting; and staff development meetings. Level 1: 95-97% attendance Level 2: 98-99% attendance Level 3: 100% attendance	Level 1: \$250 Level 2: \$400 Level 3: \$800	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<input checked="" type="checkbox"/> All Teachers identified under Criterion 1	Meeting minutes and sign-in sheets	Attendance at eight (non-extracurricular) committee meetings between August 25, 2008 and May 1, 2009, that directly relate to improved student performance. (Attendance at no less than four meetings must be completed by March 1.)	\$225	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<input checked="" type="checkbox"/> All Teachers identified under Criterion 1	Workshop presentation outlines, agendas, handouts, evaluations, and sign-in sheets	Presentation and/or attendance at four (or more) campuswide instructional or non-instructional (two hour or longer) workshop presentations per year. August 25, 2008, through May 1, 2009 . (Attendance at no less than two meetings must be completed by January 31.)	\$500	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

<input checked="" type="checkbox"/> Select teacher under Criterion 1		Lesson Plans and Collaboration Meeting Sign-in Sheets	Art and Music teachers will collaborate bi-monthly (for no less than seven months) to identify “skills of the week” (as evidenced by lesson plans and applicable materials) for each grade level in music and art. Skills must be taught for a minimum of three week periods. No less than 6 (three week periods) of “skills of the week” can be taught. Skills of the week must begin no later than November 15, 2008 and be completed by May 15, 2009.	\$500	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Grade: Pre-K- 5 th	Subject/Function: Art and Music				
<input checked="" type="checkbox"/> Select teacher under Criterion 1		Lesson Plans and Collaboration Meeting sign-in sheets	Each teacher will participate in four peer coaching sessions – two where the teacher observes another teacher and two where they are observed by another teacher. Lesson plans for all four meetings must be shared, and (at a minimum) 30 minute de-brief meetings must occur between each pair of teachers after all four sessions. (Debrief sessions must occur within 10 business days after the session was completed and all four sessions must begin by September 1, 2008, and be completed before the 2008 winter break in order to qualify for an award.)	\$200	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Grade: 2 nd	Subject/Function: Reading (self-enclosed classroom) Teachers Only				
<p>***up to two absences will be excused for the following: professional development trainings, pregnancy, illnesses lasting longer than three days (doctor’s note required), FMLA, or emergency family leave.</p> <p>For Criterion II teachers must achieve no less than two performance measures to qualify for an award and they can receive incentives for up to three measures.</p>					

<input checked="" type="checkbox"/> All Teachers identified under Criteria 1 and 2	Session Lesson Plans, handouts, evaluations, and Parent Attendance Sign-in Sheet	Each teacher will initiate two (or more) parent educational sessions(s) that will provide parents with information on how to assist their child with educational success. (Note: Sessions must: 1) no less than 75 minutes in duration; 2) be held outside the normal school day and be provided in addition to what the campus already requires; 3) take place between August 2008 and May 1, 2009; and 4) have a parent attendance rate equal to or greater than 20 parents per session.)	\$100/per session* (*payments will be provided for up to five sessions)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<input checked="" type="checkbox"/> All Teachers identified under Criteria 1 and 2	Planning meeting minutes, evaluations, and Sign-in Sheets	100% planning and attendance at the three annual "Home School Connection Nights:" Math Counts (October 2008), Reading for Life (December 2008), and Science Professor Night (January 2009).	\$300	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Select teacher under Criteria 1 and 2 Grade:	Subject/Function:			<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Select teacher under Criteria 1 and 2 Grade:	Subject/Function:			<input type="checkbox"/> Yes <input type="checkbox"/> No
<p>***up to two absences will be excused for the following: professional development trainings, pregnancy, illnesses lasting longer than three days (doctor's note required), FMLA, or emergency family leave.</p> <p>For Criterion III teachers can receive an incentive for up to three measures.</p>				

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Texas Educator Excellence Grant, Cycle 3

Schedule #4B–Program Description: Part I Campus Incentive Plan

<p>Criterion 4: Teacher works in a subject that is experiencing a critical shortage of teachers or has had a high turnover rate. Optional. <i>(Minimum of 75 percent of total grant allocation).</i></p>	<p>Potential Subjects: Math, Science, Special Education, Technology, Bilingual/ESL, Foreign Language, Literacy Instruction, or any area of need specific to the district.</p> <p>Unacceptable: Signing Bonuses</p>
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<input checked="" type="checkbox"/> Not Applicable (If checked, leave schedule blank)				
Teacher Type <i>(Teacher(s) listed must also be identified under Criteria 1 and 2)</i>		Hard-to-Staff Subject and/or Subject with High Turnover Rate	Incentive Amount	Includes Fringe Benefits
Grade:	Subject:	<input type="checkbox"/> Critical shortage subject areas <input type="checkbox"/> Subject areas with high percentages of out-of-field assignments <input type="checkbox"/> Subject areas with high turnover rate <input type="checkbox"/> Other, please describe:		<input type="checkbox"/> Yes <input type="checkbox"/> No
Grade:	Subject:	<input type="checkbox"/> Critical shortage subject areas <input type="checkbox"/> Subject areas with high percentages of out-of-field assignments <input type="checkbox"/> Subject areas with high turnover rate <input type="checkbox"/> Other, please describe:		<input type="checkbox"/> Yes <input type="checkbox"/> No
Grade:	Subject:	<input type="checkbox"/> Critical shortage subject areas <input type="checkbox"/> Subject areas with high percentages of out-of-field assignments <input type="checkbox"/> Subject areas with high turnover rate <input type="checkbox"/> Other, please describe:		<input type="checkbox"/> Yes <input type="checkbox"/> No

Model 2

<p style="text-align: center;">For TEA Use Only</p> <p>Adjustments and/or annotations made on this have been confirmed with _____</p> <p>by telephone/FAX on _____ by _____ of TEA.</p>	<p>TEXAS EDUCATION AGENCY Standard Application System (SAS)</p> <p>School Year 2008-2009 through 2009-2010</p>	<p style="text-align: right;">_____ Campus Name</p> <p style="text-align: right;">_____ County District No.</p> <p style="text-align: right;">_____ Amendment No</p>
<p>Texas Educator Excellence Grant, Cycle 3</p>		
<p>Schedule #4B–Program Description: Part I Campus Incentive Plan</p>		
<p>Criterion 1: Teacher has a record of improving student performance using objective, quantifiable measures. Required. (Minimum of 75 percent of total grant allocation).</p>		
<p>Acceptable Data Sources/Measures: TAKS, ITBS/Logramos, Aprenda, Advanced Placement assessments, Student Portfolios, Local Benchmark Assessments, summative assessments, End-of-Year Assessments, Value Added Assessments, Others possible</p>		
<p>Unacceptable Data Sources/Measures: SDAA, SDAAII, TPRI, PDAS ratings, Teacher Attendance, Campus Ratings (i.e., AYP ratings, AEIS ratings, etc.), Student Attendance, Others possible</p>		

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Teacher Type(s)	Data Source(s)/ Measure(s)	Performance Level(s) <i>Be Sure to: Review each measure against Appendix D, and include: frequency (bi-weekly, monthly, etc.) and duration (i.e., each semester, annually, etc.)</i>	Incentive Amount	Includes Fringe Benefits
Grade: 6 th Grade Academic Team	2008-09 TAKS End-of-Year (EOY): Math, English, Science, and Social Studies	Total number of 2008-09 campus 6 th graders** scoring below proficient in all four core subjects will decrease by 40 percent (or more) from the 2008 administration.	\$2,000	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Subject/Function: Math, Reading, Science, and Social Studies (all 6 th grade math, reading, science, and social studies teachers)				
Grade: 6 th – 8 th	6 th , 7 th , and 8 th TAKS Math EOY	60% (or more) of tested Pre-AP/Honors students (enrolled at the campus since December 1, 2008) in each teacher’s individual class must score commended on the EOY TAKS math assessment.	\$700	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Subject/Function: Math Teachers with Pre-Advanced Placement (AP) and Honors classes				

Grade: 6 th and 7 th Grade Team	6 th , 7 th , and 8 th TAKS Math EOY	No more than 3 students**, per grade-level, failed to meet the proficiency standard on the EOY math TAKS assessment.	\$2,250	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Subject/Function: Math				
Grade: 6 th , 7 th , and 8 th	6 th , 7 th , and 8 th TAKS Math and Reading EOY	The total number of students** qualifying as economically disadvantaged that scored less than proficient on the reading <i>and</i> math TAKS end-of-year 2006-07 assessment will decrease by 25% (or more), per grade-level, when compared to the 2007-08 EOY report.	\$1,300	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Subject/Function: 6 th , 7 th , and 8 th Grade Reading Team Teachers and 8 th Grade Math Team Teachers--excludes elective teachers		<i>Note:</i> Teachers must achieve each performance level as a grade-level team (6 th , 7 th , or 8 th) in order to qualify for an award. Teachers can only be a member of one grade level group to be eligible to earn awards.		
Grade: Individual 7 th Grade Teachers	2008-09 English TAKS End-of-Year	Of the number of current 7 th grade English students** that did not pass their 6 th grade English end-of-year TAKS test the previous year (per classroom teacher), at least 75% (or more) of these tested students will pass the 2008-09 English TAKS (per classroom teacher).	\$1,250	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Subject/Function: English		*teachers with eight students or less that meet this definition must have 100% of their students (that meet this definition) pass the 2008-09 English TAKS.		
Grade: 8 th Individual Teachers	2008-09 Science TAKS End-of Year Assessments	The number of students,** per individual 8 th grade science class AND/OR grade-level that score proficient (or above) on force and motion and chemical and physical properties TAKS assessment questions increases by:	Individual Only: \$600 OR Grade Level Only: \$350 OR Individual and Grade Level: \$1,100	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
8 th Grade Team	Items on: 1) force and motion, and 2) physical and chemical properties.	1. 35 percent (or more) on force and motion questions, and 2. 15 percent (or more) on chemical and physical property questions		
Subject/Function: Science				

Grade: 8 th	End-of-Year Music Assessment	75% (or more) of all tested students (enrolled at the campus since December 15, 2008) will score proficient (or higher) on the instrument family and sheet music assessment administered in May 2009.	\$450	<input checked="" type="checkbox"/> Yes
Subject/Function: Music Teachers				<input type="checkbox"/> No
Grade: 6 th , 7 th , and 8 th	TAKS-Alternate (TAKS-alt)	70% (or more) of students (enrolled at the campus since November 1, 2008) will pass (if applicable) one (or more) of the following TAKS-alt content area tests by the EOY administration: Reading/ELA and math (grades 6-8), writing (grade 7), science (grade 8) and social studies (grade 8).	\$1,200	<input checked="" type="checkbox"/> Yes
Subject/Function: Special Education Self-enclosed Classroom Teachers				<input type="checkbox"/> No
Grade: 7 th	The Texas English Language Proficiency Assessment System (TELPAS)	70% (or more) of students(enrolled at the campus since November 1, 2008) scoring within 1-2 exit levels on the 2007-08 TELPAS writing portion will exit (writing) at the completion of the 2008-09 school year.	\$1,000	<input checked="" type="checkbox"/> Yes
Subject/Function: English as a Second Language (ESL) Teachers				<input type="checkbox"/> No
Grade: 6 th - 8 th	Endurance Fitness Test	95% (or more) of all 7 th and 8 th grade students tested for the first time by October 31, 2008 will run or walk the mile in 13:00 minutes (or less) at least once during the year. (Tests are administered weekly.)	\$750	<input checked="" type="checkbox"/> Yes
	Flexibility Fitness Test	80%* (or more) of all 6 th grade students tested for the first time by October 31, 2008 will increase their flexibility score by 10 percent (or more) on any 2 of 7 flexibility tests administered throughout the year.	\$500	<input checked="" type="checkbox"/> Yes
	Subject/Function: Physical Education Teachers	Body Mass Index (BMI) Score Level 1: Reduce the total number of 6 th , 7 th and 8 th grade students with September 2008 BMI scores in the bottom quartile by 30 percent (or more) by the May 2009 BMI assessment. AND/OR Level 2: Increase the number of 8 th graders reporting a healthy BMI (as defined by the National Institute of Health) from the September 2008 assessment to the May 2009 assessment by no less than 20 percent.	Level 1 Only: \$450 OR Level 2 Only: \$350 OR Level 1 and 2:\$950	<input checked="" type="checkbox"/> Yes
				<input type="checkbox"/> No

<p>Grade: 6th, 7th, and 8th</p> <p>Subject/Function: Elective Classes (with pre-existing district or campuswide local benchmark assessment)</p>	<p>Local (campus or districtwide) Benchmarks</p>	<p>Level 1: 65-75% (or more) of tested students showed at least 10% improvement between 1st and 2nd benchmark.</p> <p style="text-align: center;">OR</p> <p>Level 2: 76% (or more) of students showed at least 10% improvement between 1st and 2nd benchmark.</p>	<p>Level 1: Level 1: \$500</p> <p style="text-align: center;">OR</p> <p>Level 2: \$800</p>	<p><input checked="" type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>
<p>Grade: 7th and 8th</p> <p>Subject/Function: Accelerated Reader (AR)</p>	<p>Accelerated Reader Tests</p>	<p>85% (or more) of students enrolled for no less than six weeks in each AR class will complete three (or more) AR tests with 70 percent passing (or above) for:</p> <p>Level 1: one trimester Level 2: two trimesters Level 3: three trimesters</p>	<p>Level 1: \$250 Level 2: \$700 Level 3: \$900</p>	<p><input checked="" type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>
<p>*percent selected is greater than campus average **students enrolled at the campus since the October snap shot date ***up to two absences will be excused for the following: professional development trainings, pregnancy, illnesses lasting longer than three days (doctor's note required), FMLA, or emergency family leave.</p> <p>For Criterion I teachers can receive incentives individually and additionally as a team, but not only a team award.</p>				

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Texas Educator Excellence Grant, Cycle 3

Schedule #4B–Program Description: Part I Campus Incentive Plan

<p>Criterion 2: Teacher has a record of collaboration with faculty and staff that contributes to improving overall campus student achievement. Required. (Minimum of 75 percent of total grant allocation).</p>	<p>Acceptable Measures: Participation in campus-based professional development or instructional/curricular planning; team teaching and classroom observation activities; teacher attendance (at academic activities), teacher mentoring, induction, or coaching; collaboration with other teachers on development of lessons; sharing student data with other campus teachers; Others possible</p> <p>Unacceptable Measures: PDAS ratings; Student tutoring; PTA Meetings; student performance measures; teacher daily attendance (to school); student attendance; individual planning time; participation in extracurricular activities not related to improved academic performance; Other possible</p>
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Teacher Type(s)	Data Source(s)/ Measure(s)	Performance Level(s)	Incentive Amount	Includes Fringe Benefits
<input checked="" type="checkbox"/> All Teachers identified under Criterion 1	Meeting Minutes and Attendance Sign-in Sheets	<p><i>Be Sure to: Review each measure against Appendix D, and include: frequency (bi-weekly, monthly, etc.) and duration (i.e., each semester, annually, etc.)</i></p> <p>Teacher either leads, co-leads, plans, or takes meeting minutes at no less than 20 of 25 horizontal or vertical team meetings per year.</p>	\$700	<input checked="" type="checkbox"/> Yes
		<p>Teacher is either a co-chair, chairperson, or team leader on any campuswide standing committee for the entire 2008-09 school year (excluding the TEEG (or incentives like) committee and any non-academic committees).</p>	\$900 (if unpaid position) OR \$200 (if paid position)	<input type="checkbox"/> No
<input type="checkbox"/> All Teachers identified under Criterion 1				<input type="checkbox"/> Yes <input type="checkbox"/> No

<input checked="" type="checkbox"/> Select teacher under Criterion 1		Attendance Logs and Professional Development and Appraisal System (PDAS) Documentation	Teachers will attend 90% (or more) of campus-based math staff development trainings provided between August 2008 and March 31, 2009. Teachers must show documentation (in their 2008-09 PDAS) of implementation of a minimum of 5 strategies learned at the trainings throughout the year. (Strategies must be completed by May 1, 2009.) <i>Note:</i> Campus must provide no less than three math trainings per school year although nine or more are recommended.	\$600	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Grade: 6 th , 7 th , and 8 th	Subject/Function: Math Teachers				
<input checked="" type="checkbox"/> Select teacher under Criterion 1		Lesson plans, Meeting Minutes, and Sign-in Sheets	Each grade-level team will meet tri-monthly (for no less than 7 months) to discuss and plan quality individual class and grade-level content area assessments for use at the campus.	\$500	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Grade: 6 th , 7 th , and 8 th	Subject/Function: Grade-level Content Area Team Teachers (includes elective, ESL, and special education self-enclosed classroom teachers)				
<p>***up to two absences will be excused for the following: professional development trainings, pregnancy, illnesses lasting longer than three days (doctor's note required), FMLA, or emergency family leave.</p> <p>For Criterion II teachers must achieve no less than two performance measures to qualify for an award and they can receive incentives for up to three measures.</p>					

<p style="text-align: center;">For TEA Use Only</p> <p>Adjustments and/or annotations made on this have been confirmed with _____</p> <p>by telephone/FAX on _____</p> <p>by _____ of TEA.</p>	<p>TEXAS EDUCATION AGENCY Standard Application System (SAS)</p> <p>School Year 2008-2009 through 2009-2010</p>	<p style="text-align: right;">_____ Campus Name</p> <p style="text-align: right;">_____ County District No.</p> <p style="text-align: right;">_____ Amendment No</p>
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Texas Educator Excellence Grant, Cycle 3

Schedule #4B–Program Description: Part I Campus Incentive Plan

<p>Criterion 3: Teacher demonstrates ongoing initiative, commitment, professionalism, personalization, and involvement in other activities that directly result in improved student performance. Optional. (Minimum of 75 percent of total grant allocation).</p>	<p>Acceptable Measures: PDAS rating, participation in student tutoring or after-school programs focused on student learning; participation in parent involvement programs; district leadership of planning activities involving curriculum or instructional programs; teacher attendance; others measures that demonstrate commitment, professionalism, personalization, and involvement.</p> <p>Unacceptable Measures: Student attendance; parent attendance at parent involvement activities; participation in extracurricular activities not related to improved student academic performance.</p>
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This page may be duplicated as many times as needed to provide all information required for Criterion 3.

Not Applicable (if checked, leave schedule blank)

Teacher Type(s)	Data Source(s)/ Measure(s)	Performance Level(s)	Incentive Amount	Includes Fringe Benefits
<input checked="" type="checkbox"/> All Teachers identified under Criteria 1 and 2	Campus 2008-09 AEIS Report	<p><i>Be Sure to: Review each measure against Appendix D, and include: frequency (bi-weekly, monthly, etc.) and duration (i.e., each semester, annually, etc.)</i></p> <p>Level 1: To demonstrate instructional personalization, the campus reduced its number of tested EOY 2008-09 “prior year TAKS failers” in math and reading by 20% (or more) as compared to the 2007-08 “prior year TAKS failers” percentage. AND/OR</p> <p>Level 2: To demonstrate instructional personalization the campus reduced its number of tested EOY 2008-09 “prior year TAKS failers” in math and reading by a percentage equal to or greater than the districtwide 2007-08 school year percentage. AND/OR</p> <p>Level 3: To demonstrate instructional personalization the campus reduced its number of tested EOY 2008-09 “prior year TAKS failers” in math and reading by a percentage equal to or greater than the statewide 2007-08 school year percentage.</p>	Number of targets campus achieved: 1: \$275 2: \$325 3: \$375	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
		<p>The campus received a gold performance comparable improvement acknowledgement rating (as defined per the state’s accountability manual) in math and/or Reading/LA based on the 2008-09 TAKS assessment.</p>		

<input checked="" type="checkbox"/> All Teachers identified under Criteria 1 and 2	Lesson plans (if applicable), Meeting Minutes, Sign-in Sheets	Extracurricular (either academic or non-academic) activity participation. Teacher attends and supports students in (unpaid) after-school activities for 20 hours (or more) of participation per trimester. Level 1: one trimester Level 2: two trimesters Level 3: three trimesters	Level 1: \$225 Level 2: \$500 Level 3: \$650	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<input checked="" type="checkbox"/> All Teachers identified under Criteria 1 and 2	Meeting Minutes and Attendance Sign-in Sheets	Teacher is either a co-chair, chairperson, or team leader on any districtwide standing committee for the entire school year (excluding any incentives-like committees or non-academic committees).	\$900 (if unpaid position) OR \$300 (if paid position)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<input checked="" type="checkbox"/> All Teachers identified under Criteria 1 and 2	Time sheets/logs	Club Sponsorship: Hours of (unpaid) involvement sponsoring and/or moderating a recognized school club, club sport, or activity (outside of the school day) each trimester. Level 1: 21-40 Level 2: 41-60 Level 3: 61-80 Level 4: 81-100 Level 5: 101 or more <i>Note: Teachers can receive awards for up to two trimesters.</i>	Level 1: \$175 Level 2: \$450 Level 3: \$525 Level 4: \$900 Level 5: \$1,100	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<input checked="" type="checkbox"/> All Teachers identified under Criteria 1 and 2	Lesson plans, Meeting Minutes, Handouts, Evaluations, Sign-in Sheets	To demonstrate initiative, commitment, and involvement in other activities that directly relate to improved student achievement, teacher prepares, plans, develops, and leads two campus-based staff development sessions (between October 1, 2008 and March 1, 2009) on any two of the following topics: creating effective assessments, teaching students with learning disabilities, working with ESL students, hands-on instruction, cooperative learning, reading fluency and comprehension, math higher-order skills and questions, communicating with parents, classroom management, and quality grading: reporting and weighting. (Note: sessions must be no less than 75 minutes in duration.)	\$500	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<p>***up to two absences will be excused for the following: professional development trainings, pregnancy, illnesses lasting longer than three days (doctor's note required), FMLA, or emergency family leave.</p> <p>For Criterion III teachers can receive an incentive for up to three measures.</p>				

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Texas Educator Excellence Grant, Cycle 3

Schedule #4B–Program Description: Part I Campus Incentive Plan

<p>Criterion 4: Teacher works in a subject that is experiencing a critical shortage of teachers or has had a high turnover rate. Optional. (Minimum of 75 percent of total grant allocation).</p>	<p>Potential Subjects: Math, Science, Special Education, Technology, Bilingual/ESL, Foreign Language, Literacy Instruction, or any area of need specific to the district.</p> <p>Unacceptable: Signing Bonuses</p>
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<input type="checkbox"/> Not Applicable (If checked, leave schedule blank)				
Teacher Type <i>(Teacher(s) listed must also be identified under Criteria 1 and 2)</i>		Hard-to-Staff Subject and/or Subject with High Turnover Rate	Incentive Amount	Includes Fringe Benefits
Grade:	Subject:	<input checked="" type="checkbox"/> Critical shortage subject areas <input type="checkbox"/> Subject areas with high percentages of out-of-field assignments <input type="checkbox"/> Subject areas with high turnover rate <input type="checkbox"/> Other, please describe:	\$1,000	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
6 th – 8 th	Science Teachers			
Grade:	Subject:	<input type="checkbox"/> Critical shortage subject areas <input type="checkbox"/> Subject areas with high percentages of out-of-field assignments <input checked="" type="checkbox"/> Subject areas with high turnover rate <input type="checkbox"/> Other, please describe:	\$1,000	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
8 th	Math Teachers			
Grade:	Subject:	<input type="checkbox"/> Critical shortage subject areas <input checked="" type="checkbox"/> Subject areas with high percentages of out-of-field assignments <input type="checkbox"/> Subject areas with high turnover rate <input type="checkbox"/> Other, please describe:	\$1,000	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
6 th - 8 th	Bilingual Teachers			
Grade:	Subject:	<input type="checkbox"/> Critical shortage subject areas <input type="checkbox"/> Subject areas with high percentages of out-of-field assignments <input type="checkbox"/> Subject areas with high turnover rate <input checked="" type="checkbox"/> Other, please describe: Dual certification (emotionally impaired and bilingual education) is not offered locally, so teachers in these areas are certified but not dual certified. As a result, students are taught separately. However, the district’s goal is to provide instruction to these students by dual certified teachers.	\$1,500	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
8 th	Emotionally Impaired Bilingual Teachers			

Model 3

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Texas Educator Excellence Grant, Cycle 3		
Schedule #4B–Program Description: Part I Campus Incentive Plan		
<p>Criterion 1: Teacher has a record of improving student performance using objective, quantifiable measures. Required. (Minimum of 75 percent of total grant allocation).</p>	<p>Acceptable Data Sources/Measures: TAKS, ITBS/Logramos, Aprenda, Advanced Placement assessments, Student Portfolios, Local Benchmark Assessments, summative assessments, End-of-Year Assessments, Value Added Assessments, Others possible</p> <p>Unacceptable Data Sources/Measures: SDAA, SDAAII, TPRI, PDAS ratings, Teacher Attendance, Campus Ratings (i.e., AYP ratings, AEIS ratings, etc.), Student Attendance, Others possible</p>	

This page may be duplicated as many times as needed to provide all information required for Criterion 1.

Teacher Type(s)	Data Source(s)/ Measure(s)	Performance Level(s) <i>Be Sure to: Review each measure against Appendix D, and include: frequency (bi-weekly, monthly, etc.) and duration (i.e., each semester, annually, etc.)</i>	Incentive Amount	Includes Fringe Benefits
Grade: 11 th Subject/Function: English Teachers [Non-Honors/ Advanced Placement (AP)]	2008-09 English TAKS Re-take	The total number of tested 11 th grade students** re-taking the English TAKS in 2008-09 that pass, increases by 30% (or more) from the previous school year's "re-takers pass rate."	\$2,000	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Grade: 10 th , 11 th , and 12 th Grade Individual and Team Teachers Subject/Function: All AP Subject Areas Offered at the Campus [LIST OUT AND INSERT SPECIFIC SUBJECT AREAS HERE] (Team: All Campuswide AP Teachers by Subject Area)	AP Tests [LIST OUT AND INSERT SPECIFIC SUBJECT AREA TESTS HERE]	65% (or more) of tested students (enrolled at the campus by November 15, 2008), per each individual class, score a 3 or higher on the AP test 25% (or more) of all campus AP tested students (enrolled at the campus by November 15, 2008) score a 4 or higher on at least one AP test.	\$900 \$1,000	 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Grade: 9 th	TAKS-Modified (TAKS-M)	70%* (or more) of tested students** met (ore exceeded) all ARD recommended levels on the EOY TAKS-M assessment.	\$1,000	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Subject/Function: Special Education Teachers				
Grade: 9 th - 12 th	Tri-fit Physical Fitness Test	75% (or more) of students tested by October 31, 2008 will increase their performance (by no less than 10%) in one (or more) of the below tri-fitness skill areas by the May EOY administration. 1. Sit-ups (number completed in two minutes); 2. Push-ups (number completed in two minutes); and 3. 1-mile run (completion time).	\$1,200	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Subject/Function: Physical Education Teachers				
Grade: 9 th	Teacher checklist, sheet music assessment, observation	Level 1: 90% (or more) of students (enrolled within the first five weeks of the semester) will be able to read sheet music at basic-level proficiency (or above) by the end of each semester. OR Level 2: 80% (or more) of students (enrolled within the first five weeks of the semester) will be able to read sheet music at intermediate-level proficiency (or above) by the end of each semester.	Level 1 Only: \$200 OR Level 2 Only: \$500 OR Level 1 and Level 2: \$900	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Subject/Function: Music/Choir Teachers				
Grade: 9 th - 12 th	2008-09 TAKS EOY Assessment (math, science, and reading/LA)	Each individual teachers' pass rates for their tested students on the EOY TAKS assessment, when compared to the below pass rates, is equal to or greater than the pass rates for any of the following: 1. State 2. District 3. Campus Comparison Group 4. Campus Level 1: District or State Level 2: Campus Level 3: Campus Comparison Group <i>Note: Each teacher type must achieve each performance level as an individual in order to qualify for an award.</i>	Level 1: \$250 Level 2: \$400 Level 3: \$700	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Subject/Function: Reading/LA Teachers (Non-Honors/Advanced Placement)				
Science Teachers (Non-Honors/Advanced Placement)				
Math Teachers (Non-Honors/Advanced Placement)				

*percent selected is greater than campus average

**students enrolled at the campus since the October snap shot date

***up to two absences will be excused for the following: professional development trainings, pregnancy, illnesses lasting longer than three days (doctor's note required), FMLA, or emergency family leave.

For Criterion I teachers can receive incentives individually and additionally as a team, but not only a team award.

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Texas Educator Excellence Grant, Cycle 3

Schedule #4B–Program Description: Part I Campus Incentive Plan

<p>Criterion 2: Teacher has a record of collaboration with faculty and staff that contributes to improving overall campus student achievement. Required. (Minimum of 75 percent of total grant allocation).</p>	<p>Acceptable Measures: Participation in campus-based professional development or instructional/curricular planning; team teaching and classroom observation activities; teacher attendance (at academic activities), teacher mentoring, induction, or coaching; collaboration with other teachers on development of lessons; sharing student data with other campus teachers; Others possible</p> <p>Unacceptable Measures: PDAS ratings; Student tutoring; PTA Meetings; student performance measures; teacher daily attendance (to school); student attendance; individual planning time; participation in extracurricular activities not related to improved academic performance; Other possible</p>
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Teacher Type(s)	Data Source(s)/ Measure(s)	Performance Level(s)	Incentive Amount	Includes Fringe Benefits
<input checked="" type="checkbox"/> All Teachers identified under Criterion 1	Campus academic meeting sign-in sheets	<p><i>Be Sure to:</i> Review each measure against Appendix D, and <i>include:</i> frequency (bi-weekly, monthly, etc.) and duration (i.e., each semester, annually, etc.)</p> <p>Teacher attendance*** at all of the below meetings was equal to or greater than 95% between August 2008 and May 1, 2009:</p> <ol style="list-style-type: none"> 1. weekly team meetings; 2. quarterly Advisory Task Force meetings; 3. monthly campus committee meetings or vertical team meetings; and 4. monthly instructional staff meetings. 	\$500	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

<input checked="" type="checkbox"/> Select teacher under Criterion 1		Lesson plans, meeting minutes, class handouts/assignments, student work on the developed plans, sign-in sheets	Beginning August 26, 2008 and ending May 1, 2009 teachers meet and plan bi-monthly (no later than the 10 th and 20 th of each month) to develop four shared grade-level lesson plans to be used within three weeks of the planning meetings.	\$925	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Grade: 9 th	Subject/Function: Math and Reading/Language Arts Teachers				
	English as a Second Language (ESL) Teachers		Attend and participate in 9 th grade math and reading/LA bi-monthly planning meetings beginning August 26, 2008 and ending May 1, 2009. Assist with development of two shared grade-level lesson plans.	\$600	
<input checked="" type="checkbox"/> Select teacher under Criterion 1		Lesson plans, meeting minutes, sign-in sheets	Attend 70% (or more) of weekly planning meetings with the special education teachers for strategy and/or data analysis to modify weekly lesson plans for SPED students (between September 5, 2008 and April 23, 2009).	\$900	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Grade: 9 th - 12 th	Subject/Function: All Non-Special Education (SPED) Teachers Identified Under Criterion 1				
<p>***up to two absences will be excused for the following: professional development trainings, pregnancy, illnesses lasting longer than three days (doctor's note required), FMLA, or emergency family leave.</p> <p>For Criterion II teachers must achieve no less than two performance measures to qualify for an award and they can receive incentives for up to three measures.</p>					

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Texas Educator Excellence Grant, Cycle 3

Schedule #4B–Program Description: Part I Campus Incentive Plan

<p>Criterion 3: Teacher demonstrates ongoing initiative, commitment, professionalism, personalization, and involvement in other activities that directly result in improved student performance. Optional. (Minimum of 75 percent of total grant allocation).</p>	<p>Acceptable Measures: PDAS rating, participation in student tutoring or after-school programs focused on student learning; participation in parent involvement programs; district leadership of planning activities involving curriculum or instructional programs; teacher attendance; others measures that demonstrate commitment, professionalism, personalization, and involvement.</p> <p>Unacceptable Measures: Student attendance; parent attendance at parent involvement activities; participation in extracurricular activities not related to improved student academic performance.</p>
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<input type="checkbox"/> Not Applicable (if checked, leave schedule blank)				
Teacher Type(s)	Data Source(s)/ Measure(s)	Performance Level(s)	Incentive Amount	Includes Fringe Benefits
<input checked="" type="checkbox"/> All Teachers identified under Criteria 1 and 2	2008-09 AEIS Campus Report	<p><i>Be Sure to:</i> Review each measure against Appendix D, and <i>include:</i> frequency (bi-weekly, monthly, etc.) and duration (i.e., each semester, annually, etc.)</p> <p>Commended campuswide rating in any of the following subject area tests: social studies, reading/language arts, math, or science.</p>	\$200	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<input checked="" type="checkbox"/> All Teachers identified under Criteria 1 and 2	2008-09 AEIS Campus Report and/or Other (applicable) Campuswide Reports	2008-09 campuswide drop-out rate is lower than the drop-out rates for other “like” campuses by 5% (or greater). (“Like” campuses are those campuses that belong to the school’s comparable improvement cohort.)	\$200	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
		2008-09 campuswide graduation completion rate (GED or HS diploma) exceeds the previous year’s rate by 10% (or more).	\$200	<input type="checkbox"/> No
<input checked="" type="checkbox"/> All Teachers identified under Criteria 1 and 2	ACT® and SAT® Campuswide Report	<p>Level 1: To demonstrate involvement in other activities that directly result in improved student performance the campus’s mean ACT® score increased by 2 points (or more) from last year’s mean score.</p> <p style="text-align: center;">AND/OR</p> <p>Level 2: : To demonstrate involvement in other activities that directly result in improved student performance the campus’s mean SAT® score increased by 20 points (or more) from last year’s mean score.</p>	Level 1 or 2: \$200 OR Level 1 and 2: \$375	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

<input checked="" type="checkbox"/> All Teachers identified under Criteria 1 and 2	Session Outline, Agenda, Handouts, Evaluations, and Attendance Sheets	Teacher prepares, plans, develops, and leads two campus-based staff development sessions (between October 1, 2008 and March 1, 2009) on any two of the following topics: creating effective assessments, teaching students with learning disabilities, working with ESL students, hands-on instruction, cooperative learning, reading fluency and comprehension, math higher-order skills and questions, communicating with parents, classroom management, and quality grading: reporting and weighting. (Note: sessions must be no less than 75 minutes in duration.)	\$425	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<input checked="" type="checkbox"/> All Teachers identified under Criteria 1 and 2	Professional Development Certificate of Attendance	Attend 12 hours (or more) of content specific instruction-related staff development between August 2008 and January 31, 2009.	\$300	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Select teacher under Criteria 1 and 2				<input type="checkbox"/> Yes
Grade:	Subject/ Function:			<input type="checkbox"/> No
<input type="checkbox"/> Select teacher under Criteria 1 and 2				<input type="checkbox"/> Yes
Grade:	Subject/ Function:			<input type="checkbox"/> No
***up to two absences will be excused for the following: professional development trainings, pregnancy, illnesses lasting longer than three days (doctor's note required), FMLA, or emergency family leave.				
For Criterion III teachers can receive an incentive for up to three measures.				

<p style="text-align: center;">For TEA Use Only</p> <p>Adjustments and/or annotations made on this have been confirmed with _____</p> <p>by telephone/FAX on _____</p> <p>by _____ of TEA.</p>	<p>TEXAS EDUCATION AGENCY Standard Application System (SAS)</p> <p>School Year 2008-2009 through 2009-2010</p>	<p style="text-align: right;">_____ Campus Name</p> <p style="text-align: right;">_____ County District No.</p> <p style="text-align: right;">_____ Amendment No</p>
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Texas Educator Excellence Grant, Cycle 3

Schedule #4B–Program Description: Part I Campus Incentive Plan

<p>Criterion 4: Teacher works in a subject that is experiencing a critical shortage of teachers or has had a high turnover rate. Optional. <i>(Minimum of 75 percent of total grant allocation).</i></p>	<p>Potential Subjects: Math, Science, Special Education, Technology, Bilingual/ESL, Foreign Language, Literacy Instruction, or any area of need specific to the district.</p> <p>Unacceptable: Signing Bonuses</p>
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This page may be duplicated as many times as needed to provide all information required for Criterion 4.

<input type="checkbox"/> Not Applicable (If checked, leave schedule blank)				
Teacher Type <i>(Teacher(s) listed must also be identified under Criteria 1 and 2)</i>		Hard-to-Staff Subject and/or Subject with High Turnover Rate	Incentive Amount	Includes Fringe Benefits
Grade:	Subject:	<input type="checkbox"/> Critical shortage subject areas <input type="checkbox"/> Subject areas with high percentages of out-of-field assignments <input checked="" type="checkbox"/> Subject areas with high turnover rate <input type="checkbox"/> Other, please describe:	\$1,000	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
11-12 th	Calculus Teachers			
9-12 th	Special Education Teachers	<input type="checkbox"/> Critical shortage subject areas <input checked="" type="checkbox"/> Subject areas with high percentages of out-of-field assignments <input type="checkbox"/> Subject areas with high turnover rate <input type="checkbox"/> Other, please describe:	\$1,000	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
11 th	Regular Education Physics and Honors Chemistry Teachers	<input checked="" type="checkbox"/> Critical shortage subject areas <input type="checkbox"/> Subject areas with high percentages of out-of-field assignments <input type="checkbox"/> Subject areas with high turnover rate <input type="checkbox"/> Other, please describe:	\$1,000	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Grade:	Subject:	<input type="checkbox"/> Critical shortage subject areas <input type="checkbox"/> Subject areas with high percentages of out-of-field assignments <input type="checkbox"/> Subject areas with high turnover rate <input type="checkbox"/> Other, please describe:		<input type="checkbox"/> Yes <input type="checkbox"/> No

Appendix B

Application Guidelines
