

<p 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><u>KNOX Elementary</u> Campus Name</p> <p><u>220-901</u> County District No.</p> <p><u>1</u> Amendment No</p>
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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>
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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
<p>For all statements below: The 2008-2009 school year is defined as 8/1/2008 through 6/3/2009. Students included in non-TAKS data source measures will include those students who complete the assessment at the end of the school year (June 3, 2009) For TAKS data source measures, students will include all students in the accountability rating reports (enrolled on PEIMS snapshot date to testing date). All individual teacher incentive awards are given by grade level success. "Or" statements indicate the true meaning of "OR" and thus, only one incentive award is given even if more than one measurement is accomplished.</p>				
Grade: Pre-K (1.5) Teachers	PK3: 2009 Pre-K District Assessment	Based on End of Year district preliminary analyses, greater than or equal to 50% of all students will recognize 3 or more letters using letter identification score sheet on the PK3 End of Year District Assessment and follow simple oral directions as set by district standard, by the end of the 2008-2009 school year.	\$848	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Subject/Function: All Subjects				
Grade: Pre-K (1.5) Teachers	PK4: 2009 Pre-K District Assessment	Based on End of Year district preliminary analyses, greater than or equal to 50% of all students will recognize 10 OR more letters using the letter identification score sheet on the PK4 End-of-Year Assessment	\$848	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Subject/Function: All Subjects				
Grade: (4) Kindergarten	(EOY) End-of-Year Math Test K: DRA2/EDL2 Developmental Reading Assessments & Evaluacion del Desarrollo de la Lectura)	Based on End of Year district preliminary analyses, greater than or equal to 70% of all students passing EOY Math test OR DRA2/EDL2.	\$848	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Subject/Function: All Subjects				

Grade: 1 st Grade (5 Teachers)	EOY Math	Based on End of Year district preliminary analyses, \geq 70% of all students passing or show *Positive Value Added of students enrolled for the entire 2008-2009 school year on EOY Math OR Based on End of Year district preliminary analyses, \geq 50% at Level 16 in reading.	\$848	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Subject/Function: All Subjects	1:DRA2/EDL2			
Grade: 2 nd Grade (4 Teachers)	EOY Math Test	Based on End of Year district preliminary analyses, \geq 70% passing or show *Positive Value Added of students enrolled for the entire 2008-2009 school year. Based on End of Year district preliminary analyses, \geq 70% at Level 28 or show *Positive Value Added of students enrolled for the entire 2008-2009 school year.	\$848	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Subject/Function: All Subjects	DRA2/EDL2			
Grade: 3 rd Grade (3 Teachers)	TAKS Math Reading	Based on End of Year district preliminary analyses, at least 1% increase over 2007-2008 TAKS scores reading or math or show *Positive Value Added of students enrolled for the entire 2008-2009 school year in reading or math with all tests taken together. Added value for all the composite tests taken.	\$848	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Subject/Function: All Subjects				
Grade: 4 th Grade (3 Teachers)	TAKS Math Reading Writing	Based on End of Year district preliminary analyses, at least 1% increase over 2007-2008 TAKS scores in reading or math or writing. OR show *Positive Value Added of students enrolled for the entire 2008-2009 school year in reading or math or writing.	\$848	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Subject/Function: All Subjects				
Grade: 5 th Grade (3 Teachers)	TAKS Math Reading Science	Based on End of Year district preliminary analyses, at least 1% increase over 2007-2008 TAKS scores in reading or math or science (composite tests taken) OR show *Positive Value Added of students enrolled in reading or math or science (composite tests taken) for the entire 2008-2009 school year.	\$848	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Subject/Function: All Subjects				
Grade: 6 th Grade (3 Teachers)	TAKS Math Reading	Based on End of Year district preliminary analyses, at least 1% increase over 2007-2008 TAKS scores in reading or math with all tests taken together or show *Positive Value Added of students enrolled in reading or math (composite test taken) for the entire 2008-2009 school year.	\$848	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Subject/Function: All Subjects				
Grade: 3 rd – 6 th (3 Teachers)	TAKS TAKS Accommodated TAKS Modified Ind. Ed. Plan	\geq 75% of special education students will pass Reading or \geq 60% pass math or \geq 50% of students will pass science TAKS, or \geq 75% of students will meet \geq 75% of their IEP goals in the 2008-2009 school year.	\$848	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Subject/Function: Special Ed.				

Grade: PK – 6 th (4)	PK – 6 th grade assessments as listed above	Listed teachers are teaching grade level TEKS to support the PK-6 th grades and will be measured proportionally by the grade level performance assessment in the 2008-2009 school year. Teachers are awarded 1/6 of the \$848 as each grade level is identified as making the performance level set in this plan.	\$848	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Subject/Function: Librarian; Math Instructional Facilitator; Language Arts Instructional Facilitator; Speech				
Grade: 1 st - 6 th (3)	1 st – 6 th grade assessments as listed above	Listed teachers are teaching grade level TEKS to support the 1st - 6 th grades and will be measured proportionally by the grade level performance assessment in the 2008-2009 school year. Teachers are awarded 1/6 of the \$848 as each grade level is identified as making the performance level set in this plan.	\$848	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Subject/Function: Music; Phys. Ed; Art				
Grade: K – 6 th (1)	TELPAS TAKS	Based on End of Year district preliminary analyses, \geq 55% of LEP students will score High or Adv High on TELPAS Reading or 60% will advance one level on TELPAS Reading or 70% of LEP students will pass LAT Reading TAKS or 70% will pass English Reading TAKS.	\$848	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Subject/Function: English Language Learner				
Grade: 3 rd – 4 th (1)	TAKS	Teaches grade level TEKS to support the 3 rd – 4 th grades and will be awarded proportionally by the grade level performance assessment in the 2008-2009 school year. Teacher is awarded ½ of the \$848 as each grade level is identified as making the performance level set in this plan.	\$848	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Subject/Function: Bilingual				
Grade: 5 - 6	TAKS	Listed teacher is teaching grade level TEKS to support the TAKS at 5 st – 6 th grades and will be awarded proportionally by the grade level results from the end of year district preliminary analyses in the 2008-2009 school year. Teacher is awarded ½ of the \$280 as each grade level is identified as making the performance level set in this plan.	\$280	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Subject/Function: Orchestra (1 Part Time)				
Grade: 6	TAKS	Listed teacher is teaching grade level TEKS to support the TAKS at 6 th grade and will be awarded by the grade level results from the end of year district preliminary analyses in the 2008-2009 school year.	\$144	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Subject/Function: Band (1 Part Time)				

*Positive value added is determined using a regression analysis. Using the results of TAKS, End-of-Year Tests, and other quantifiable test scores that make a significant contribution to deriving value added. This is done at the grade level.

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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>X All FULL TIME Teachers identified under Criterion 1 (40)</p>	<p>Team Planning Meetings with agenda and sign-in sheet and/or Vertical Alignment Meetings with agenda and sign-in sheet</p>	<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><u>During the 2008-2009 School Year (8/1/2008 – 6/3/2009):</u></p> <p>≥ 90% Attendance at academic activities</p> <p>Teachers are to document all exchanges on their meeting agenda sheet.</p>	<p>\$833 Each</p>	<p><input type="checkbox"/> Yes</p> <p><input checked="" type="checkbox"/> No</p>						
<p>X Select teacher under Criterion 1 (1 Part Time)</p> <table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:10%; vertical-align: top;">Grade 5 – 6</td> <td style="width:10%;"></td> <td style="width:80%;"></td> </tr> <tr> <td></td> <td style="vertical-align: top;">Subject/Function Orchestra</td> <td></td> </tr> </table>	Grade 5 – 6				Subject/Function Orchestra		<p>Team Planning Meetings with agenda and sign-in sheet and/or Vertical Alignment Meetings with agenda and sign-in sheet</p>	<p><u>During the 2008-2009 School Year (8/1/2008 – 6/3/2009):</u></p> <p>≥ 90% Attendance at academic activities</p> <p>Teachers are to document all exchanges on their meeting agenda sheet.</p> <p>*</p>	<p>\$275</p>	<p><input type="checkbox"/> Yes</p> <p><input checked="" type="checkbox"/> No</p>
Grade 5 – 6										
	Subject/Function Orchestra									

* May only receive designated amount, Orchestra \$275, Band \$142 – Iris Adams (TEA)

X Select teacher under Criterion 1 (1 Part Time)		Team Planning Meetings with agenda and sign-in sheet and/or Vertical Alignment Meetings with agenda and sign-in sheet	<u>During the 2008-2009 School Year (8/1/2008 – 6/3/2009):</u> \geq 90% Attendance at academic activities Teachers are to document all exchanges on their meeting agenda sheet.	\$142	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Grade 6	Subject/Function Band				

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Texas Educator Excellence Grant, Cycle 3

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

<p>Part II Additional Incentives to Campus Faculty and Staff (<i>Maximum 25 percent of total grant allocation</i>).</p>	<p>Potential Staff Positions: Classroom Teachers not included in Part I, Counselors, Principals, Assistant Principals, Speech Therapists, Instructional Coaches, Teacher Aides, Nurses, Librarians, Custodial Staff, Cafeteria Workers, and other campus personnel who contributed to increased student achievement, funding may not be used for athletics.</p>
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Acceptable Measures: Participation in campus-based professional development or instructional/curricular planning; team teaching and classroom observation activities; attendance (at academic activities, excluding faculty meetings); mentoring, induction, or coaching; collaboration with other campus staff; 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; others measures that demonstrate improved student achievement; job-performance related evaluation ratings for non-teaching and non-administrative staff which exceed Satisfactory; others possible

- Unacceptable Measures:**
- Job-performance related evaluation ratings and daily attendance to school for teachers and administrative staff;
 - attendance at PTA and faculty meetings;
 - campus-wide ratings (for staff other than campus administration);
 - individual planning time;
 - participation in extracurricular activities not related to improved academic performance;
 - student attendance (for staff other than campus administration); and
 - others possible.

This page may be duplicated as many times as needed to provide all information required for Part II Incentives.

Number of Positions	Actual Staff Position(s) (do not include individual names, list position type/title – do not group by paraprofessional or office staff)	Performance Level(s) Suggest: mentoring, collaboration with other campus staff, performance ratings that exceed satisfactory, attendance at academic functions	Maximum Incentive Amount	Includes Fringe Benefits
2	Counselor; Nurse	Will provide consistent support and service to the student population by attending academic functions at a rate of 90% or greater during the 2008-2009 school year.	\$376	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
1	Diagnostician	Will provide consistent support and service to the student population by attending academic functions at a rate of 90% or greater during the 2008-2009 school year.	\$75	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
3	Secretary; Guidance Tech; Clerk	Will provide consistent support and service to the student population by attending academic functions at a rate of 90% or greater during the 2008-2009 school year.	\$376	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

4	Custodians	Will provide consistent support and service to the student population by attending academic functions at a rate of 90% or greater during the 2008-2009 school year.	\$376	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
5	Cafeteria Workers	Will provide consistent support and service to the student population by attending academic functions at a rate of 90% or greater during the 2008-2009 school year.	\$376	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
3	Cafeteria Monitors	Will provide consistent support and service to the student population by attending academic functions at a rate of 90% or greater during the 2008-2009 school year.	\$188	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
14	Teaching Assistants: 3 PreK; 3K; 1 ESL; 2 Special Ed.; 2 PASS; 1 PE; 1 Computer Tech. Mgr.; 1 Family Liaison	Will provide consistent support and service to the student population by attending academic functions at a rate of 90% or greater during the 2008-2009 school year.	\$376	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
2	Principal Assistant Principal	Will provide consistent support and service to the student population by attending academic functions at a rate of 90% or greater during the 2008-2009 school year.	\$376	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No