

<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;">_____ <u>Roquemore Elementary</u> Campus Name</p> <p style="text-align: right;">_____ <u>220-901</u> 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 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: (2) Pre-K	DRA2 (Developmental Reading Assessment) End-of-Year (EOY) Tests Pre-K Assessment Checklist	<p>Pre-K 4: Based on end of year assessment, $\geq 70\%$ of students will be able to identify 15 letters or $\geq 70\%$ will be able to count to 10 in the 2008-2009 school year.</p> <p>Pre-K 3: Based on end of year assessment, $\geq 70\%$ of students will be able to identify 5 letters or $\geq 70\%$ will be able to count to 5 in the 2008-2009 school year.</p>	\$1,200 FT \$600 PT	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Subject/Function: All Subjects				
Grade: (5) Kindergarten	DRA2 EOY Math EOY Reading	Based on district June analysis, $\geq 60\%$ of students will gain 2 levels on DRA2 OR read at or above EOY grade level expectations OR $\geq 65\%$ of students will pass EOY Reading or Math test in the 2008-2009 school year.	\$1,200	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Subject/Function: All Subjects				
Grade: (5) 1 st	DRA2 EOY Math	Based on district June analysis, $\geq 60\%$ of students will gain 5 levels on DRA2 OR read at or above EOY grade level expectations OR	\$1,200	<input checked="" type="checkbox"/> Yes

Subject/Function: All Subjects	EOY Reading EOY Writing	≥65% of students will pass the EOY Reading or Math or Writing in the 2008-2009 school year.		<input type="checkbox"/> No
Grade: (5) 2 nd	DRA2 EOY Math EOY Reading EOY Writing	Based on district June analysis, ≥80% of students will gain 3 levels on DRA2 OR read at or above EOY grade level expectations OR ≥65% of students will pass the EOY Reading or Math or Writing or Science test in the 2008-2009 school year.	\$1,200	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Subject/Function: All Subjects				
Grade: (5) 3 rd	TAKS	Based on June TAKS analysis, will show a ≥2% increase in Reading or Math over 2007-2008 scores or show *"positive value added" in Reading or Math in the 2008-2009 school year.	\$1,200	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Subject/Function: All Subjects				
Grade: (5) 4 th	TAKS	Based on June TAKS analysis, will show a ≥2% increase in Reading or Math or Writing over 2007-2008 scores or show *"positive value added" in Reading or Math or Writing in the 2008-2009 school year.	\$1,200	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Subject/Function: All Subjects				
Grade: (4) 5 th	TAKS	Based on End of Year district preliminary TAKS analysis, will show a ≥2% increase in Reading or Math or Science over 2007-2008 scores or show *"positive value added in Reading or Math or Science in the 2008-2009 school year.	\$1,200	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Subject/Function: All Subjects				
Grade: (3) 6 th	TAKS	Based on End of Year district preliminary TAKS analysis, will show a ≥2% increase in Reading or Math over 2007-2008 scores or show *"positive value added in Reading or Math in the 2008-2009 school year.	\$1,200	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Subject/Function: All Subjects				

Grade: (1) Pre-K – 6 th	DRA2 EOY Math, Reading, Writing TELPAS TAKS	Based on End of Year district preliminary analysis, LEP students will show $\geq 2\%$ increase scoring High or Adv High on Reading or Writing TELPAS or $\geq 2\%$ increase on Reading TAKS or 60% of LEP students will attain a 2 level gain or meet EOY expectations on DRA2 in the 2008-2009 school year	\$1,200	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Subject/Function: English Second Language				
Grade: (3) 1 st – 6 th	DRA2 EOY Math EOY Reading EOY Writing TAKS	Listed teachers are teaching grade level TEKS to support the DRA2/EOY Math, Reading, Writing/TAKS in 1 st – 6 th grades and will be awarded proportionally by the grade level performance assessment in the 2008-2009 school year. Teachers are awarded 1/6 of the \$1,200 as each grade level is identified as making the performance level set in this plan.	\$1,200	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Subject/Function: Art, Music Phys. Ed				
Grade: (2) 1 st – 6 th	TAKS TAKS Accommodated TAKS Modified IEP	$\geq 75\%$ 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 IEP goals in the 2008-2009 school year.	\$1,200	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Subject/Function: Resource Special Ed.				
Grade: (1)	Brigance	Based on end of year assessment, $\geq 70\%$ of PPCD students will master the colors of red, blue and yellow or $\geq 70\%$ will identify shapes of circle, square and triangle in the 2008-2009 school year.	\$1,200	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Subject/Function: PPCD (Preschool Program Children w/Disabilities)				

*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><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>		
<input checked="" type="checkbox"/> All Teachers identified under Criterion 1	Sign in sheets, agendas, minutes of meetings and lesson plans	<p>In the 2008-2009 school year, all teachers:</p> <ul style="list-style-type: none"> • 90% attendance and participation in collaborative weekly team planning meetings • 80% attendance and participation in faculty meetings • 80% attendance and participation in one of the Professional Learning Communities – reading or math or science or social studies • Attend 1 extra day = 6 hours of staff development and return and share it with team or faculty • Unforeseen circumstances that impact the incentive award will be reviewed by the TEEG planning committee within the context of the approved TEEG plan. Slight modifications may occur. 	\$675 FT \$338 PT	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<input type="checkbox"/> All Teachers identified under Criterion 1				<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Select teacher under Criterion 1				<input type="checkbox"/> Yes <input type="checkbox"/> No
Grade:	Subject/Function:			<input type="checkbox"/> No

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Texas Educator Excellence Grant, Cycle 3

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

Part II Additional Incentives to Campus Faculty and Staff (*Maximum 25 percent of total grant allocation*).

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.

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)	Maximum Incentive Amount	Includes Fringe Benefits
<p><i>Mentoring: A minimum of 20 minutes per session.</i></p> <p><i>Staff Development: 6 hours beyond required exchange time staff development.</i></p> <p><i>Collaboration: A minimum of 20 documented collaborative activities during meetings such as team, vertical alignment or small learning community.</i></p>				
2	Administration: Principal Assistant Principal	In the 2008-2009 school year, mentor students and attend staff development and collaborate. Mentors at least two students twice a month.	\$1,360	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
2	Professional Instructional Facilitator	In the 2008-2009 school year, mentor students and attend staff development. and collaborate. Mentors at least two students twice a month.	\$1,360	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

1	Librarian	In the 2008-2009 school year, attend staff development and collaborate with other staff members as required in Part I, Criterion 2.	\$1,360	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
2	Band Strings	In the 2008-2009 school year, mentor a student at least twice a month.	\$105	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
2	Professional Non-instructional Nurse Counselor	In the 2008-2009 school year, mentor students and attend staff development. Mentors at least three times a month.	\$1,360	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
2	(½ time each) Speech Pathologist Diagnostician	In the 2008-2009 school year, mentoring students and attending staff development. Mentors at least twice a month.	\$750	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
13.5	Paraprofessional Instructional Teaching Assistants	In the 2008-2009 school year, exceeds expectations on appraisal in regard to teacher/student responsibility. Mentors a student at least 3 times a month.	\$595 FT \$297 PT	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
2	Paraprofessional Non-instructional Secretary Clerk	In the 2008-2009 school year, mentors a student at least 3 times a month.	\$500	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
3	Family Representative Computer Technology Manager Guidance Technician	In the 2008-2009 school year, mentors a student at least 3 times a month.	\$500	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
4	Custodians	80% attendance and participation in team meetings In the 2008-2009 school year	\$200	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
6	Cafeteria Staff	80% attendance and participation in team meetings In the 2008-2009 school year	\$200	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
3	Cafeteria Monitors	In the 2008-2009 school year, mentor a student at least once a month.	\$100	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No