

<p style="text-align: center;"><b>For TEA Use Only</b></p> <p>Adjustments and/or annotations made on this have been confirmed with <u>Sylvia Nichols</u></p> <p>by email on <u>12/01/08</u></p> <p>by <u>Alan Clark</u> of TEA.</p>	<p><b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System (SAS)</b></p> <p><b>School Year 2008-2009 through 2009-2010</b></p>	<p><u>Sam Houston HS</u> Campus Name</p> <p><u>220.901</u> County District No.</p> <p>_____ Amendment No</p>
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**Texas Educator Excellence Grant, Cycle 3**

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

<p><b>Criterion 1:</b> Teacher has a record of improving student performance using objective, quantifiable measures. <b>Required.</b> (Minimum of 75 percent of total grant allocation).</p>	<p><b>Acceptable Data Sources/Measures:</b> 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><b>Unacceptable Data Sources/Measures:</b> 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.

**TAKS and Non-TAKS teachers have been grouped together according to TEKS and TAKS alignment, and will be awarded incentive pay based on TEA campus reports on TAKS, Texas Growth Index, TAKS Exit Level Re-Test or SAT. Individual Teachers' assigned student population will not be singled out for incentive pay.**

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: 9 <sup>th</sup> Grade Language Arts Team Subject/Function: 9 <sup>th</sup> grade English/Language Arts teachers and teachers of non-TAKS tested courses that align with 9 <sup>th</sup> grade Reading/Language Arts TAKS test.	TAKS 9 Reading English Language Arts (ELA)	Based on End –of-Year district preliminary analyses, increase of $\geq 1\%$ over previous year on Reading/ELA 9 TAKS OR Positive Texas Growth Index for TAKS 9 Reading/ELA in 2008-2009.	\$650	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Grade: 9 <sup>th</sup> Grade Math Team Subject/Function: 9 <sup>th</sup> grade Math teachers and teachers of non-TAKS tested courses that align with 9 <sup>th</sup> grade Math TAKS test.	TAKS 9 Math	Based on End –of-Year district preliminary analyses, increase of $\geq 1\%$ over previous year on Math 9 TAKS OR Positive Texas Growth Index for TAKS 9 Math in 2008-2009.	\$650	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Grade: 10 <sup>th</sup> Grade Language Arts Team	TAKS 10 <sup>th</sup> Reading English Language Arts (ELA)	Based on End –of-Year district preliminary analyses, increase of $\geq 1\%$ over previous year on Reading/ELA 10 TAKS OR Positive Texas Growth Index for TAKS 10 Reading/ELA in 2008-2009.	\$650	<input type="checkbox"/> Yes <b>X No</b>
Subject/Function: 10 <sup>th</sup> grade English/Language Arts teachers and teachers of non-TAKS tested courses that align with 9 <sup>th</sup> grade Reading/Language Arts TAKS test.				
Grade: 10 <sup>th</sup> Grade Math Team	TAKS 10 <sup>th</sup> Math	Based on End –of-Year district preliminary analyses, increase of $\geq 1\%$ over previous year on Math 10 TAKS OR Positive Texas Growth Index for TAKS 10 Math in 2008-2009.	\$650	<input type="checkbox"/> Yes <b>X No</b>
Subject/Function: 10 <sup>th</sup> grade Math teachers and teachers of non-TAKS tested courses that align with 9 <sup>th</sup> grade Math TAKS test.				
Grade: Exit Level (11 <sup>th</sup> ) Grade Language Arts Team	TAKS 11 <sup>th</sup> Reading English Language Arts (ELA) Exit Level	Based on End –of-Year district preliminary analyses, increase of $\geq 1\%$ over previous year on Reading/ELA Exit Level (11 <sup>th</sup> ) TAKS OR Positive Texas Growth Index for TAKS Exit Level (11 <sup>th</sup> ) Reading/ELA in 2008-2009.	\$650	<input type="checkbox"/> Yes <b>X No</b>
Subject/Function: Exit Level (11 <sup>th</sup> ) grade English/Language Arts teachers and teachers of non-TAKS tested courses that align with 11 <sup>th</sup> grade Reading/Language Arts TAKS test				
Grade: Exit Level (11 <sup>th</sup> ) Math Team	TAKS 11 <sup>th</sup> Math Exit Level	Based on End –of-Year district preliminary analyses, increase of $\geq 1\%$ over previous year on Math Exit Level (11 <sup>th</sup> ) TAKS OR Positive Texas Growth Index for TAKS Exit Level (11 <sup>th</sup> ) Math in 2008-2009.	\$650	<input type="checkbox"/> Yes <b>X No</b>
Subject/Function: Exit Level (11 <sup>th</sup> ) grade Math teachers and teachers of non-TAKS tested courses that align with 11 <sup>th</sup> grade Math TAKS test.				

Grade: 12 <sup>th</sup> Grade Language Arts Team	TAKS 11 <sup>th</sup> Reading English Language Arts (ELA) Exit Level Re-testers SAT	Based on End –of-Year district preliminary analyses, increase of $\geq 1\%$ over previous year on 12 <sup>th</sup> grade re-testers Reading/ELA TAKS OR $\geq 1\%$ increase in the average Critical Reading scores on the SAT based on 2008-2009.	\$650	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Subject/Function: 12 <sup>th</sup> grade English/Language Arts teachers and teachers of non-TAKS tested courses that align with 12 <sup>th</sup> grade re-testers on Reading/Language Arts TAKS test.				
Grade: 12 <sup>th</sup> Grade Math Team	TAKS 11 <sup>th</sup> Math Exit Level Re-testers SAT	Based on End –of-Year district preliminary analyses, increase of $\geq 1\%$ over previous year on 12 <sup>th</sup> grade re-testers Math TAKS OR $\geq 1\%$ increase in the average Math scores on the SAT based on 2008-2009.in 2008-2009.	\$650	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Subject/Function: 12 <sup>th</sup> grade Math teachers and teachers of non-TAKS tested courses that align with 12 <sup>th</sup> grade re-testers on Math TAKS test.				
10 <sup>th</sup> Grade Science Team	10 <sup>th</sup> Grade Science	Based on End –of-Year district preliminary analyses, increase of $\geq 1\%$ over previous year on Science 10 TAKS OR Positive Texas Growth Index for TAKS 10 Science in 2008-2009.	\$650	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
11 <sup>th</sup> Grade Science Team	Exit Level Science	Based on End –of-Year district preliminary analyses, increase of $\geq 1\%$ over previous year on Science Exit Level (11 <sup>th</sup> ) TAKS OR Positive Texas Growth Index for TAKS Exit Level (11 <sup>th</sup> ) Science in 2008-2009.	\$650	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
12 <sup>th</sup> Grade Science Team	Exit Level Science (Retesters) SAT Critical Reading	Based on End –of-Year district preliminary analyses, increase of $\geq 1\%$ over previous year on 12 <sup>th</sup> grade re-testers Science TAKS OR $\geq 1\%$ increase in the average Critical Reading scores on the SAT based on 2008-2009.	\$650	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
10 <sup>th</sup> Grade Social Studies Team	10 <sup>th</sup> Grade Social Studies	Based on End –of-Year district preliminary analyses, increase of $\geq 1\%$ over previous year on Social Studies 10 TAKS OR Positive Texas Growth Index for TAKS 10 Social Studies in 2008-2009.	\$650	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

11 <sup>th</sup> Grade Social Studies Team	Exit Level Social Studies	Based on End –of-Year district preliminary analyses, increase of $\geq 1\%$ over previous year on Social Studies Exit Level (11 <sup>th</sup> ) TAKS OR Positive Texas Growth Index for TAKS Exit Level (11 <sup>th</sup> ) Social Studies in 2008-2009.	\$650	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
12 <sup>th</sup> Grade Social Studies Team	Exit Level Social Studies (Retesters) SAT Critical Reading	Based on End –of-Year district preliminary analyses, increase of $\geq 1\%$ over previous year on 12 <sup>th</sup> grade re-testers Social Studies TAKS OR $\geq 1\%$ increase in the average Critical Reading scores on the SAT based on 2008-2009.	\$650	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

<p align="center"><b>For TEA Use Only</b></p> <p>Adjustments and/or annotations made on this have been confirmed with _____</p> <p>by telephone/FAX on _____ by _____ of TEA.</p>	<p><b>TEXAS EDUCATION AGENCY Standard Application System (SAS)</b></p> <p><b>School Year 2008-2009 through 2009-2010</b></p>	<p align="right"><u>Sam Houston HS</u> Campus Name</p> <p align="right"><u>220.901</u> County District No.</p> <p 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><b>Criterion 2:</b> Teacher has a record of collaboration with faculty and staff that contributes to improving overall campus student achievement. <b>Required.</b> (Minimum of 75 percent of total grant allocation).</p>	<p><b>Acceptable Measures:</b> 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><b>Unacceptable Measures:</b> 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
<b>X</b> All TAKS Teachers identified under Criterion 1	Teacher has a documented record of improving student performance through attendance at collaborative meetings.	<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>Must have active collaboration in attendance of 10 meetings from any of the following:</p> <ul style="list-style-type: none"> <li>• Faculty meetings</li> <li>• Department meetings</li> <li>• Level meetings</li> <li>• Admission Review and Dismissal meetings</li> <li>• Staff development</li> <li>• Professional Learning Communities</li> <li>• TAKS Meetings</li> </ul> <p>Throughout the 2008-2009 school year.</p>	\$498	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>X</b> Non-TAKS Teachers identified under Criterion 1	TAKS Math Tid Bits, TAKS Social Studies Snack'ums, Science Tidbits or English Vocabulary .	Documentation of a minimum of 20 instruction days using TEKS instructional materials aligned with TAKS specific tests or ten (10) extra collaborative meetings from above throughout the 2008-2009 school year.	\$498	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

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**Texas Educator Excellence Grant, Cycle 3**

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

<p><b>Part II Additional Incentives to Campus Faculty and Staff</b> <i>(Maximum 25 percent of total grant allocation).</i></p>	<p><b>Potential Staff Positions:</b> 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 <b>not</b> 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) <small>(do not include individual names, list position type/title – do not group by paraprofessional or office staff)</small>	Performance Level(s)	Maximum Incentive Amount	Includes Fringe Benefits
1	Principal	Exceeds expectations on evaluation from Superintendent and meets collaboration guidelines, Part I Criteria 2, in 2008-2009.	\$1,000	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
8	Assistant Principals	Exceeds expectations on evaluation from the Principal and meets collaboration guidelines, Part I Criteria 2, in 2008-2009.	\$700	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
11	Regular, Pregnancy Education Parenting, and Special Education Counselors	Exceeds expectations on evaluation from the Principal and meets collaboration guidelines, Part I Criteria 2, in 2008-2009.	\$500	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
1	International Baccalaureate Coordinator	Exceeds expectations on evaluation from the Principal and meets collaboration guidelines, Part I Criteria 2, in 2008-2009.	\$500	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

1	Speech Language Pathologist	Minimum of 50% time on campus: Exceeds expectations on evaluation from the principal and meets collaboration guidelines, Part I Criteria 2, in 2008-2009.	\$250	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
15	(Teachers without 4 hours of instruction time) 4 (LOTE) Language other than English 2 Special Ed 2 Career 2 P.E. 2 English 2 Social Studies 1 Science	Teachers not meeting the 4 hour teaching requirement: Exceeds expectations on evaluation from the Principal and meets collaboration guidelines, Part I Criteria 2, in 2008-2009.	\$500	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
1	Instructional Facilitator	Exceeds expectations on evaluation from the Principal and meets collaboration guidelines, Part I Criteria 2, in 2008-2009.	\$500	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
1	Librarian	Exceeds expectations on evaluation from the Principal and meets collaboration guidelines, Part I Criteria 2, in 2008-2009.	\$500	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
1	Special Ed. Post Secondary Facilitator	Exceeds expectations on evaluation from the Principal and meets collaboration guidelines, Part I Criteria 2, in 2008-2009.	\$500	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
1	Nurse	Exceeds expectations on evaluation from the Principal and meets collaboration guidelines, Part I Criteria 2, in 2008-2009.	\$500	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
1	Attendance Officer	Exceeds expectations on evaluation from the Principal and meets collaboration guidelines, Part I Criteria 2, for 2008-2009.	\$250	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
22	Teaching Assistants	Exceeds expectations on evaluation from the Principal and meets collaboration guidelines, Part I Criteria 2, in 2008-2009.	\$500	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
1	Family School Representative	Exceeds expectations on evaluation from the Principal and meets collaboration guidelines, Part I Criteria 2, in 2008-2009.	\$250	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
1	Library Assistant	Exceeds expectations on evaluation from the Principal and meets collaboration guidelines, Part I Criteria 2, in 2008-2009.	\$250	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

2	Clinic Assistants	Exceeds expectations on evaluation from the Principal and meets collaboration guidelines, Part I Criteria 2, in 2008-2009.	\$250	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
3	Occupational Handicapped Support; Deaf Ed Support; Visual Impaired Support	Exceeds expectations on evaluation from the Principal and meets collaboration guidelines, Part I Criteria 2, in 2008-2009.	\$250	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
1	Adapted Physical Education	Exceeds expectations on evaluation from the Principal and meets collaboration guidelines, Part I Criteria 2, in 2008-2009.	\$500	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
2	Physical Education Assistants/ Trainers	Exceeds expectations on evaluation from the Principal and meets collaboration guidelines, Part I Criteria 2, in 2008-2009.	\$500	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
7	Skills Special Education Teachers	≥ 70 to TAKS expectations on evaluation from the Principal and meets collaboration guidelines, Part I Criteria 2, in 2008 – 2009.and meets collaboration guidelines for TAKS and Non-TAKS teachers, Part I Criteria 2, in 2008-09.	\$1,000	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No