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| <p style="text-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 _____<br/>by _____ of TEA.</p> | <p><b>TEXAS EDUCATION AGENCY<br/>Standard Application System (SAS)</b></p> <p><b>School Year 2008-2009 through<br/>2009-2010</b></p> | <p>_____<br/>Thornton Elementary<br/>Campus Name</p> <p>_____<br/>220-901<br/>County District No.</p> <p>_____<br/>1<br/>Amendment No</p> |
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**Texas Educator Excellence Grant, Cycle 3**

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

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| <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.

| Teacher Type(s)   | Data Source(s)/ Measure(s)  | Performance Level(s)<br><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><b>For all statements below:</b> 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 3  | Observation Survey  | Based on End of Year district preliminary analyses, $\geq 70\%$ of students recognize 5 letters from Letter ID list of Observation Survey in the 2008-2009 school year.   | \$1,583          | <input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No |
| Subject/Function:<br>All Subjects   |   |   |                  |  |
| Grade: (2) Pre-K 4  | Observation Survey  | Based on End of Year district preliminary analyses, $\geq 70\%$ of students recognize 15 letters from Letter ID list of Observation Survey in the 2008-2009 school year.  | \$1,583          | <input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No |
| Subject/Function:<br>All Subjects   |   |   |                  |  |
| Grade: (7) Kindergarten   | DRA2/EDL2 End-of-Year (EOY) Progress (Developmental Reading Assessment & Evaluacion del Desarrollo de la Lectura) | Based on End of Year district preliminary analyses, $\geq 50\%$ of students will read at grade level 3 or $\geq 80\%$ of students will show progress from Beginning of Year (BOY) to End of Year (EOY) at 1 level in the 2008-2009 school year. | \$1,583          | <input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No |
| Subject/Function:<br>All Subjects   |   |   |                  |  |

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| Grade: (8) 1 <sup>st</sup>                         | DRA2/EDL2<br>End-of-Year<br>(EOY) Progress              | Based on End of Year district preliminary analyses, $\geq 50\%$ of students will read at grade level 16 or $\geq 80\%$ of students will show progress from BOY to EOY of 8 levels in the 2008-2009 school year.   | \$1,583 | <input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No |
| Subject/Function:<br>All Subjects                  |   |   |         |  |
| Grade: (5) 2 <sup>nd</sup>                         | DRA2/EDL2<br>End-of-Year<br>(EOY) Progress              | Based on End of Year district preliminary analyses, $\geq 50\%$ of students will read at level 28 or $\geq 80\%$ of students will show progress from BOY to EOY of 8 levels in the 2008-2009 school year.   | \$1,583 | <input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No |
| Subject/Function:<br>All Subjects                  |   |   |         |  |
| Grade: (4) 3 <sup>rd</sup>                         | TAKS Reading<br>TAKS Writing<br>EOY Math<br>EOY Science | Based on End of Year district preliminary analyses, $\geq 70\%$ of students passing TAKS Reading or Writing OR $\geq 55\%$ of students passing EOY Math or $\geq 50\%$ passing EOY Science in the 2008-2009 school year.  | \$1,583 | <input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No |
| Subject/Function:<br>All Subjects                  |   |   |         |  |
| Grade: (5) 4 <sup>th</sup>                         | TAKS Reading<br>TAKS Writing<br>EOY Math<br>EOY Science | Based on End of Year district preliminary analyses, $\geq 70\%$ of students passing TAKS Reading or Writing OR $\geq 55\%$ of students passing EOY Math or $\geq 50\%$ passing EOY Science in the 2008-2009 school year.  | \$1,583 | <input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No |
| Subject/Function:<br>All Subjects                  |   |   |         |  |
| Grade: (4) 5 <sup>th</sup>                         | TAKS Reading<br>TAKS Writing<br>EOY Math<br>EOY Science | Based on End of Year district preliminary analyses, $\geq 70\%$ of students passing TAKS Reading or Writing OR $\geq 55\%$ of students passing EOY Math or $\geq 50\%$ passing EOY Science in the 2008-2009 school year.  | \$1,583 | <input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No |
| Subject/Function:<br>All Subjects                  |   |   |         |  |
| Grade: (4) 6 <sup>th</sup>                         | TAKS Reading<br>TAKS Writing<br>EOY Math<br>EOY Science | Based on End of Year district preliminary analyses, $\geq 70\%$ of students passing TAKS Reading or Writing OR $\geq 55\%$ of students passing EOY Math or $\geq 50\%$ passing EOY Science in the 2008-2009 school year.  | \$1,583 | <input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No |
| Subject/Function:<br>All Subjects                  |   |   |         |  |
| Grade: (1) K – 2 <sup>nd</sup>                     | DRA2/EDL2   | Based on End of Year district preliminary analyses, $\geq 75\%$ of special education students will pass reading, or $\geq 60\%$ pass math, or $\geq 50\%$ will pass science or $\geq 75\%$ will meet $\geq 75\%$ of their IEP goals in the 2008-2009 school year. | \$1,583 | <input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No |
| Subject/Function:<br>Special Education<br>Resource |   |   |         |  |

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| Grade: (1) 3 <sup>rd</sup> – 6 <sup>th</sup>          | TAKS<br>TAKS<br>Accommodated<br>TAKS Modified<br>Ind. Ed. Plan  | Based on End of Year district preliminary analyses, $\geq 75\%$ 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.   | \$1,583 | <input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No |
| Subject/Function:<br>Special Education<br>Life Skills |   |   |         |  |
| Grade: (2) 1 <sup>st</sup> – 6 <sup>th</sup>          | Ind. Ed. Plan   | Based on End of Year district preliminary analyses, $\geq 75\%$ of students will meet $\geq 75\%$ of their IEP goals in the 2008-2009 school year.  | \$1,583 | <input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No |
| Subject/Function:<br>Elementary Skills                |   |   |         |  |
| Grade: (4) 1 <sup>st</sup> – 6 <sup>th</sup>          | DRA2/EDL2<br>End-of-Year<br>(EOY) Progress<br>TAKS Reading<br>TAKS Writing<br>EOY Math<br>EOY Science | Listed teachers are teaching grade level TEKS to support the DRA2/EDL2/EOY Progress/TAKS/EOY Math and Science at 1 <sup>st</sup> – 6 <sup>th</sup> grades and will be awarded proportionally by the grade level assessment performance in the 2008-2009 school year.<br><br>Teachers will be awarded 1/6 of \$1,583 as each grade level is identified as making the performance level set in this plan. | \$1,583 | <input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No |
| Subject/Function:<br>Music; Phys. Ed.<br>(2); Art     |   |   |         |  |
| Grade: 6 <sup>th</sup>                                | Performance<br>Level<br>Success   | Listed teacher is teaching grade level TEKS to support the TAKS at 6 <sup>th</sup> grades and will be awarded by the grade level performance assessment.<br><br>Teacher will be awarded \$317 if the 6 <sup>th</sup> grade performance level is achieved.   | \$317   | <input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No |
| Subject/Function:<br>Band                             |   |   |         |  |
| Grade: 5 <sup>th</sup> – 6 <sup>th</sup>              | Performance<br>Level<br>Success   | Listed teacher is teaching grade level TEKS to support the TAKS at 5 <sup>th</sup> – 6 <sup>th</sup> grades and will be awarded proportionally by the grade level performance assessment.<br><br>Teacher will be awarded \$317 if the 5 <sup>th</sup> grade performance level is achieved and \$317 if the 6 <sup>th</sup> grade performance level is achieved.   | \$634   | <input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No |
| Subject/Function:<br>Strings                          |   |   |         |  |

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**Texas Educator Excellence Grant, Cycle 3**

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

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| <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   |
|---|---------------------------------|---|---|--|
|   |                                 | <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>   |   |  |
| <input checked="" type="checkbox"/> All Teachers identified under Criterion 1 | Grade Level Meetings/Objectives | In the 2008-2009 school year, teachers will document a minimum of 18 meetings by:<br>1. observation and dialogue logs<br>1. record of dialogue during team planning periods, including teacher's grade level meeting minutes covering objectives discussed. | <b>Full Time =\$290<br/>Band = \$174<br/>Strings =\$174</b> | <input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No |
| <input type="checkbox"/> All Teachers identified under Criterion 1            |                                 | <i>The Band and Strings teachers listed above reflect full time teachers who happen to be on our campus for several hours daily but less than a full day on our campus.</i>   |   | <input type="checkbox"/> Yes<br><input type="checkbox"/> No            |
| <input type="checkbox"/> Select teacher under Criterion 1                     |                                 |   |   | <input type="checkbox"/> Yes<br><input type="checkbox"/> No            |
| Grade:  | Subject/Function:               |   |   | <input type="checkbox"/> Yes<br><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)<br><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   |
|--|---|---|--------------------------|--|
| <b>All collaboration will be accomplished during the school year 2008-2009 (8/1/2008 through 6/3/2009)</b> |   |   |                          |  |
| 2  | Administration:<br>Principal<br>Assistant Principal   | Participation in (8) campus-based professional development or instructional/curricular planning sessions or classroom observation activities. | \$1,000                  | <input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No |
| 2  | Professional Support<br>Nurse 1<br>Counselor 1  | Participation in (8) campus-based professional development or instructional/curricular planning sessions or classroom observation activities. | \$1,000                  | <input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No |
| 21   | Teaching Assistants   | Participation in (4) campus-based professional development or instructional/curricular planning sessions or classroom observation activities. | \$753                    | <input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No |

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| 1 | Secretary   | Participation in campus-based professional development (3 sessions)  | \$475   | <input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No |
| 3 | 1 Clerk<br>1 Comp Tech Mgr.<br>1 Guidance Tech.               | Participation in campus-based professional development (3 sessions)  | \$250   | <input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No |
| 3 | Instructional Facilitator 1<br>Librarian 1<br>Social Worker 1 | <p>Must participate in eight of any of the following:</p> <ul style="list-style-type: none"> <li>• campus-based professional development</li> <li>• instructional/curricular planning</li> <li>• team teaching and classroom observation activities</li> <li>• attendance (at academic activities, excluding faculty meetings)</li> <li>• mentoring, induction, coaching</li> <li>• collaboration with other campus staff</li> <li>• participation in student tutoring or after-school programs focused on student learning</li> <li>• participation in parent involvement programs</li> </ul> | \$1,000 | <input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No |
| 6 | Custodians  | <p>During the 2008-2009 school year, satisfactory survey on Safe and Clean School or mentor and/or tutor students.<br/>(Minimum of 6 surveys and two 20 minute mentoring meetings)</p>   | \$222   | <input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No |
| 7 | Cafeteria Workers   | <p>During the 2008-2009 school year, satisfactory survey on Safe and Clean School or mentor and/or tutor students.<br/>(Minimum of 6 surveys and two 20 minute mentoring meetings)</p>   | \$222   | <input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No |