

**Spring Oaks Middle School  
Texas Educator Excellence Grant (TEEG) Cycle 3 Incentive Plan**

**This campus-based TEEG grant funded incentive pay plan is for goals met during the 2008-2009 school year.**

Per TEA guidelines, 75% of Spring Oaks' grant award will be spent on classroom teacher incentive pay. All employees at this campus who meet TEA's definition of a classroom teacher will be eligible to earn incentive pay under Part I awards if they meet campus standards for higher levels of student achievement and campus collaboration standards. The definition of a classroom teacher for the purpose of this incentive pay is "an educator who is employed by a school district and who, not less than an average of four hours each day, teaches in an academic instructional setting or a career and technology instructional setting." The term does not include a teacher's aide or a full-time administrator."

Spring Oaks' current grant award is \$120,000. The formula used to determine teacher incentive pay at Spring Oaks is \$90,000 divided by the number of teachers who earn their award during the 2008-2009 school year. For example, \$90,000 divided by 60 teachers would be \$1,500 per teacher.

**Part II Awards (25% of grant)**

Per TEA guidelines, 25% of Spring Oaks's grant award can be spent on other allowable expenses.

Other expenses to be paid out of grant funds include:

- teacher fringe benefits,
- pay and fringe benefits for a Project Director to manage grant generated paperwork and incentive disbursements under Parts I and II,
- pay and fringe benefits for a part-time Grant Coordinator to assist with Developmental Assets Training, pre-post student surveys, and monitoring of implementation,
- extra duty pay for a campus Grant Coordinator and Grant Administrative Assistant as needed to assist with grant generated paperwork,
- supplies such as binders, copies and print cartridges.
- stipends to teachers that participate in after school or Saturday programs
- Certified/licensed non-classroom staff and teacher assistants incentives of up to \$450, and
- Non-certified support staff incentives of up to \$150

**Additional points of clarification:**

- The district must pay classroom teachers their incentives by October 15, 2009. Our district plans to pay teachers as soon as student achievement levels are verified. This money is paid as extra duty pay and therefore added to a teacher's salary. It is taxable income.
- Incentive pay amounts will be prorated for part-time employees and for full-time employees who work less than a full year.
- The Project Director will coordinate this grant funded project with campus administration. As TAKS results are reported to the campus, they will be used to qualify teachers for student achievement incentive pay.

Per current TASB Board policy BQB (LEGAL), principals' performance (including assistant principals) incentive pay must be given to the campus. The campus level committee shall determine the manner in which the principals' performance incentive shall be used, in accordance with *Education Code 39.094(a)*. *Education Code 21.357(c)*

See "Addendum" for performance levels, incentive amounts and other details

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**Texas Educator Excellence Grant, Cycle 3**

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

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Grade: 6-8	TAKS Reading/ELA	<p>All 6<sup>th</sup>, 7<sup>th</sup>, and 8th grade ELA teaching team teachers are eligible for the incentive amount and qualify for an award when 6<sup>th</sup>, 7<sup>th</sup>, and 8th grade students who attend school from the October snapshot date to the 1<sup>st</sup> TAKS administration in spring 2009 achieve TAKS passing rates as follows:</p> <p><u>Reading:</u> 70%* or more of Limited English Proficient (LEP) students testing in all grades in reading must pass.</p> <p>* 64% is 2007 baseline.</p>	<p><u>Note:</u> SIS, IS, and Special Ed Co-teachers are eligible for either math or ELA awards, but not both.</p> <p align="right"><u>Reading:</u> \$1,000</p>	<p align="center"><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
<p>Subject/Function:</p> <p>Reading/English Language Arts (ELA) Teachers, School Improvement Specialists (SIS), Intervention Specialists (IS), Special Ed Intervention Specialists (Special Ed IS), Special Ed Co-Teachers (SPED Co-teach)</p>				

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Grade: 6-8	TAKS Math	<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>All 6<sup>th</sup>, 7<sup>th</sup>, and 8th grade math teaching team teachers are eligible for the incentive amount and qualify for an award when 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students who attend school from the October snapshot date to the 1<sup>st</sup> TAKS administration in spring 2009 achieve TAKS passing rates as follows:</p> <p><u>Math</u> 90%* or more of students testing in all grades in mathematics must pass.</p> <p>* 86% is 2007 baseline.</p>	<p><u>Note:</u> SIS, IS, and Special Ed Co-teachers are eligible for either math or ELA awards, but not both.</p> <p align="right"><u>Math:</u> \$1,000</p>	<input type="checkbox"/> Yes  <input checked="" type="checkbox"/> No
Subject/Function:  Mathematics Teachers, SIS, IS, Special Ed IS, SPED Co-teach				

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Grade: 6	Common District Assessment (CDA)	80% of all 6 <sup>th</sup> grade students taking the common district science assessment by May 29, 2009 will score 85%* or higher.  * There is no baseline for the 6 <sup>th</sup> grade CDA.	\$1,000	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Subject/Function: Science / teachers				
Grade: 7	CDA	80% of all 7 <sup>th</sup> grade students taking the common district science assessment by May 29, 2009 will score 85%* or higher.  * There is no baseline for the 7 <sup>th</sup> grade CDA.	\$1,000	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Subject/Function: Science / teachers				

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Grade: 8	TAKS Science TAKS- Accommodated Science	<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>All 8th grade science teaching team teachers are eligible for both incentive amounts (a possible total of \$1,000) and qualify for an award when 8<sup>th</sup> grade students who attend school from the October snapshot date to the 1<sup>st</sup> TAKS administration in spring 2009 achieve TAKS passing rates as follows:</p> <p><u>Science a:</u> 60-79%* of students testing in 8<sup>th</sup> grade in science including TAKS-Accommodated must pass.</p> <p align="center">or</p> <p><u>Science b:</u> 80%* or more of students testing in 8<sup>th</sup> grade in science including TAKS-Accommodated must pass.</p> <p>* 56% is 2007 baseline.</p>	<p align="center"><u>Science a:</u> \$500 or <u>Science b:</u> \$1,000</p>	<p align="center"><input type="checkbox"/> Yes</p> <p align="center"><input checked="" type="checkbox"/> No</p>
Subject/Function:  Science / teachers				

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Grade: 6	End of Course Assessment (EOC)	80% of all 6 <sup>th</sup> grade students taking the district social studies EOC assessment by May 29, 2009 will score 85%* or higher.  * There is no baseline for the 6 <sup>th</sup> grade EOC assessment.	\$1,000	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Subject/Function: Social Studies / teachers				
Grade: 7	EOC	80% of all 7 <sup>th</sup> grade students taking the district social studies EOC assessment by May 29, 2009 will score 85%* or higher.  * There is no base line for the 7 <sup>th</sup> grade EOC assessment.	\$1,000	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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Grade: 8	TAKS Social Studies, TAKS- Accommodated Social Studies	All 8th grade social studies teaching team teachers are eligible for \$1,000 and qualify for an award when 8 <sup>th</sup> grade students who attend school from the October snapshot date to the 1 <sup>st</sup> TAKS administration in spring 2009 achieve TAKS passing rates as follows:  <u>Social studies:</u> 90%* or more of students testing in 8 <sup>th</sup> grade in social studies including TAKS-Accommodated must pass.  * 86% is 2007 baseline.	\$1,000	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Subject/Function:  Social Studies / teachers				

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Grade: 6-8	Student Portfolios	Based on teacher created portfolio rubrics 80%* of students enrolled in the spring semester in grades 6-8 inclusive will earn a grade of 75% (or more) on a portfolio review by May 29, 2009 that includes outlines of speeches, presentations, and reviews of plays.  * There is no existing baseline.	\$1,000	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Subject/Function: Theater Arts/ Speech				
Grade: 6-8	TAKS-Alt TAKS-M TAKS Accommodated IEP	All 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> grade special education teachers are eligible for the incentive amount \$1,000 and qualify when 80%* of the total of 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> grade resource, life skills, and A-B special education students inclusive who attend school from the October snapshot date to the 1 <sup>st</sup> TAKS administration, and either achieve passing rates as appropriate TAKS-Alt, TAKS Accommodated, and/or TAKS-M or when 95% or more attain a standard of annual growth between September 4, 2008 and April 3, 2009 as specified by the student's Individualized Education Plan (IEP).  * There is no baseline as TAKS-Alt and TAKS Accommodated are used for the first time in 2009 for reading and mathematics. TAKS-M passing standard is scheduled to be set by TEA sometime during Summer 2008.	\$1,000	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Subject/Function: Resource, Life Skills, and A-B Special Ed				

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Grade: 6-8	Student Portfolios	Based on teacher created portfolio rubrics 80%* of students enrolled in the spring semester in grades 6-8 inclusive will earn a grade of 75% (or more) on a portfolio review by May 29, 2009 that includes presentation of completed class projects.  * There is no existing baseline.	\$1,000	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Subject/Function: Industrial Technology				
Grade: 6-8	Completion of work assigned	The aggregate of all students assigned to In-School Suspension (ISS) during the spring semester will demonstrate a completion rate of at least 85%* of work assigned by their teacher for the period of time they are held in ISS. For example, if 10 students were in ISS each for five days with 8 assignments per day, 320 assignments (80%) would be returned to their teachers.  * There is no existing baseline.	\$1,000	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Subject/Function: In-School Suspension				

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<p><b>Grade(s):</b> 6-8</p> <p><b>Subject:</b> Girls and Boys Physical Education</p>	End-of-year Skills Test	<p>By May 29, 2009 80%* of students enrolled in each semester in each grade-level, sixth, seventh, and eighth, will earn a grade of 70% (or more) on a grade-level specific TEKS defined End-of-year Skills Test. The End-of-year Skills Tests for each respective grade-level will be teacher created and approved by the Director of Health Fitness prior to October 1, 2008.</p> <p>* There is no existing baseline.</p>	\$1,000	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<p><b>Grade(s):</b> 6-8</p> <p><b>Subject:</b> Band</p>	Student Portfolios	<p>Based on teacher created portfolio rubrics (one per performance area) approved prior to October 1, 2008 by the Director of Performing and Fine Arts, 80%* of the total of 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students enrolled in the spring semester will earn a grade of 70% (or more) on a portfolio review by May 29, 2009 that includes note recognition, two concert presentations, and instrument performance.</p> <p>* There is no existing baseline.</p>	\$1,000	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

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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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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
<b>Grade(s):</b> 6-8  <b>Subject:</b> Orchestra	Student Portfolios	Based on teacher created portfolio rubrics (one per performance area) approved prior to October 1, 2008 by the Director of Performing and Fine Arts, 80%* of the total of 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> grade students enrolled in the spring semester will earn a grade of 70% (or more) on a portfolio review by May 29, 2009 that includes note recognition, two concert presentations, and instrument performance.  * There is no existing baseline.	\$1,000	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Grade(s):</b> 6-8  <b>Subject:</b> Choral	Student Portfolios	Based on teacher created portfolio rubrics (one per performance area) approved prior to October 1, 2008 by the Director of Performing and Fine Arts, 80%* of the total of 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> grade students enrolled in the spring semester will earn a grade of 70% (or more) on a portfolio review by May 29, 2009 that includes note recognition, two concert presentations, and voice performance.  * There is no existing baseline.	\$1,000	<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 _____</p> <p>by _____ of TEA.</p>	<p><b>TEXAS EDUCATION AGENCY</b></p> <p><b>Standard Application System (SAS)</b></p> <p><b>School Year 2008-2009 through</b></p> <p><b>2009-2010</b></p>	<p align="center">_____ Spring Oaks Middle School _____</p> <p align="right">Campus Name</p> <p align="center">_____ 101920 _____</p> <p align="right">County District No.</p> <p align="right">_____</p> <p align="right">Amendment No</p>
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Grade: 6-8	Student Portfolios	Based on teacher created portfolio rubrics for grade levels 6-8 approved prior to October 1, 2008 by the Director of Performing and Fine Arts, 80%* of the total of 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> grade students enrolled in the spring semester will earn a grade of 70% (or more) on a portfolio review by May 29, 2009 that demonstrates an understanding of age-appropriate design concepts for their respective grade-level as defined by TEKS.	\$1,000	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Subject/Function: Art				
Grade: 6-8	Student Portfolios	80% of the aggregate of category A and B students* enrolled in the spring semester will make either category A or B progress by April 10, 2009 as indicated: <b>Category A:</b> Students with two years of TELPAS data will make a year's growth or better as indicated by TELPAS composite rating. <b>Category B:</b> First year ESL students will meet raw score of 26 or higher on TELPAS.	\$1,000	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
ESL				
		* Students without 2 years of data that have been in the country more than a year will be excluded from the analysis.		

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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, SDAAIL, 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:</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: 6-8 Subject/Function: Foreign Language	Unit Examinations	90%* (or more) of the total of 7 <sup>th</sup> , and 8 <sup>th</sup> grade students enrolled in the spring semester will demonstrate mastery on each unit exam given throughout the school year. * There is no existing baseline.	\$1,000	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Grade: 6-8 Subject/Function: CATE FAMILY AND CONSUMER SCIENCE	Student Portfolios	Based on teacher created portfolio rubrics 80%* of students enrolled in the spring semester in grades 6-8inclusive will earn a grade of 80% (or more) on a portfolio review by May 29, 2009 that demonstrates the students' understanding of FAMILY AND CONSUMER SCIENCE course specific goals. * There is no existing baseline.	\$1,000	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Grade: 6-8 Subject/Function: CATE TECHNOLOGY EDUCATION	Student Portfolios	Based on teacher created portfolio rubrics 80%* of students enrolled in the spring semester in grades 6-8inclusive will earn a grade of 80% (or more) on a portfolio review by May 29, 2009 that demonstrates the students' understanding of Technology Education course specific goals. * There is no existing baseline.	\$1,000	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

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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
<input type="checkbox"/> All Teachers identified under Criterion 1	Sign in sheets for cross curricular, vertical, and grade level 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>From September 4, 2008 to May 15, 2009, at least 85% participation in all content specific meetings in which any of the following occurs:</p> <ul style="list-style-type: none"> <li>• campus-based instructional/curricular planning;</li> <li>• collaboration with other teachers on development of lessons; or</li> <li>• sharing of student data with other campus teachers.</li> </ul> <p>Documentation will include a list of the meetings each staff member is responsible for attending, a content specific agenda or minutes of each meeting, and a signature on a sign in sheet. Documentation may be stored by team in a central location.</p>	500	<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>
<p><b>Acceptable Measures:</b> 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</p>	
<p><b>Unacceptable Measures:</b></p> <ul style="list-style-type: none"> <li>• Job-performance related evaluation ratings and daily attendance to school for teachers and administrative staff;</li> <li>• attendance at PTA and faculty meetings;</li> <li>• campus-wide ratings (for staff other than campus administration);</li> <li>• individual planning time;</li> <li>• participation in extracurricular activities not related to improved academic performance;</li> <li>• student attendance (for staff other than campus administration); and</li> <li>• others possible.</li> </ul>	

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

<b>Number of Positions</b>	<b>Actual Staff Position(s)</b> <small>(do not include individual names, list position type/title – do not group by paraprofessional or office staff)</small>	<b>Performance Level(s)</b>	<b>Maximum Incentive Amount</b>	<b>Includes Fringe Benefits</b>
1 3	Principal Assistant Principals	<p>To meet the student achievement measures, campus must be rated "Recognized"* using combined TAKS and TAKS-Accommodated for the 2008-2009 school year.</p> <p>To meet the collaboration criteria, each staff member must prove implementation of 8 of the 11 developmental assets strategies listed below for 10 students weekly during the</p>	<p><u>Level 1:</u> \$225 if campus is Recognized, OR met collaboration criteria</p>	<p style="text-align: center;"><input type="checkbox"/> Yes</p> <p style="text-align: center;"><input checked="" type="checkbox"/> No</p>

		<p>period between the signing of a certification statement to verify understanding of expectations up until April 30, 2009 by using a checklist signed by their supervisor. Developmental Assets strategies listed on the checklist are:</p> <ol style="list-style-type: none"> <li>1. Greet students by name.</li> <li>2. Ask students about reading, sports, artistic pursuits and other interests</li> <li>3. Model life long learning by sharing your interests to establish connections.</li> <li>4. Encourage students to do their best.</li> <li>5. Label and notice positive behavior when students are following school rules.</li> <li>6. Encourage positive behaviors verbally and/or with written notes.</li> <li>7. Encourage students to read.</li> <li>8. Model kindness.</li> <li>9. Model positive behavior – be intentional about letting students see positive behaviors toward others.</li> <li>10. Ask students to help keep the school environment positive.</li> <li>11. Enlist students’ help in keeping the school environment clean.</li> </ol>	<p><u>Level 2:</u> \$450 If campus is Recognized AND collaboration criteria is met</p>	
<p>3 1 1 2 1</p>	<p>Counselors Librarian School Nurse Diagnosticians Speech Pathologist*</p> <p>* Level “a” modifies the performance, only 4 students instead of 10, and the incentive pay since the Speech Pathologist works part-time on this campus.</p>	<p>To meet the collaboration criteria, each staff member must prove implementation of 8 of the 11 developmental assets strategies listed below for 10 students weekly during the period between the signing of a certification statement to verify understanding of expectations up until April 30, 2009 by using a checklist signed by their supervisor. Developmental Assets strategies listed on the checklist are:</p> <ol style="list-style-type: none"> <li>12. Greet students by name.</li> <li>13. Ask students about reading, sports, artistic pursuits and other interests</li> <li>14. Model life long learning by sharing your interests to establish connections.</li> <li>15. Encourage students to do their best.</li> <li>16. Label and notice positive behavior when students are following school rules.</li> <li>17. Encourage positive behaviors verbally and/or with written notes.</li> <li>18. Encourage students to read.</li> <li>19. Model kindness.</li> <li>20. Model positive behavior – be intentional about letting students see positive behaviors toward others.</li> <li>21. Ask students to help keep the school environment</li> </ol>	<p>\$450 If campus collaboration criteria is met</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>

		<p>positive.</p> <p>22. Enlist students' help in keeping the school environment clean.</p>		
8 5 1 5 8	<p>Secondary Teacher Assistants</p> <p>Secretarial/Technical Support Staff*</p> <p>Crossing Guards</p> <p>Custodians</p> <p>Food Service Workers</p>	<p>To meet the collaboration criteria, each staff member must prove implementation of 3 of the 4 developmental assets strategies listed below for students with whom they come in contact on a weekly basis during the period between the signing of a certification statement to verify understanding of expectations up until April 30, 2008 by using a checklist signed by their supervisor. Developmental Assets strategies listed on the checklist for Secretarial/Technical Support Staff are:</p> <ol style="list-style-type: none"> <li>1. Greet students by name.</li> <li>2. Provide useful information to students.</li> <li>3. Answer students' questions kindly.</li> <li>4. Model kindness.</li> </ol> <p>Developmental Assets strategies listed on the checklist for Crossing Guards are:</p> <ol style="list-style-type: none"> <li>1. Wave at students.</li> <li>2. Say hello to students.</li> <li>3. Greet students by name.</li> <li>4. Ask students a simple question like "How are you?"</li> </ol> <p>Developmental Assets strategies listed on the checklist for Food Service Workers are:</p> <ol style="list-style-type: none"> <li>1. Make eye contact with students.</li> <li>2. Smile at students.</li> <li>3. Greet students by name.</li> <li>4. Model kindness.</li> </ol> <p>Developmental Assets strategies listed on the checklist for Custodians are:</p> <ol style="list-style-type: none"> <li>1. Greet co-workers by name to model behavior for students.</li> <li>2. Greet students by name.</li> <li>3. Model kindness.</li> <li>4. Enlist students help in keeping the school environment clean and safe.</li> </ol>	<p>\$150 If campus collaboration criteria is met</p>	<p><input type="checkbox"/> Yes</p> <p><input checked="" type="checkbox"/> No</p>