

Spring Oaks Middle School
Texas Educator Excellence Grant (TEEG) Incentive Plan, Cycle 2

This campus-based TEEG grant funded incentive pay plan is for goals met during the 2007-2008 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 2007-2008 school year. For example, \$90,000 divided by 65 teachers would be \$1,385 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, 2008. 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 those 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

Addendum	TEXAS EDUCATION AGENCY Standard Application System (SAS)	<u>101-920</u> County District No.
	School Year 2007-2008 through 2008-2009	<u>elementary</u> Amendment No

**Governor’s Educator Excellence Award Program – Texas Educator Excellence Grant, Cycle 2
Schedule #4B–Program Description: Part I and Part II Campus Incentive Plan**

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Criterion 1: Teacher has a record of improving student performance using objective, quantifiable measures. (Required)	Acceptable Data Sources/Measures: TAKS, TPRI, SDAA, ITBS/Logramos, Aprenda, Student Portfolios, Local Benchmark Assessments, End-of-Year Assessments, Value Added Assessments, Others possible
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Teacher Type	Data Sources and Measures	Performance Levels	Incentive Amount
Grades 6-8 math Teachers, School Improvement Specialist (SIS), Intervention Specialist (IS), Special Ed Intervention Specialist (Special Ed IS), Special Ed Co-Teachers	Texas Assessment of Knowledge and Skills (TAKS) Mathematics	<p>With SDAA no longer being used, more Special Education students will be included in the TAKS accountability system for the 1st time in 2008. This may make the same passing rate harder to meet in 2008 than in 2007. This information was taken into consideration when setting performance targets.</p> <p>All 6th, 7th, and 8th grade teaching team math teachers are eligible for both incentive amounts (a possible total of \$1,000) and qualify for an award when 6th, 7th, and 8th grade students who attend school from the October snapshot date to the 1st TAKS administration in spring 2008 achieve TAKS passing rates as follows: <u>SPED math:</u> 75%* (or more) of the total of 6th, 7th, and 8th grade Special Education (SPED) students testing in mathematics must pass, and/or * 73% is 2007 baseline. <u>LEP math:</u> 75%* (or more) of the total of 6th, 7th, and 8th grade Limited English Proficiency (LEP) students testing in mathematics must pass. * 68% is 2007 baseline.</p>	<p><u>Note:</u> SIS, IS, Special Ed IS, and Special Ed Co-teachers are eligible for either math or ELA awards, but not both.</p> <p><u>SPED math:</u> \$500</p> <p>and/or <u>LEP math:</u> \$500</p>
Grades 6-8 ELA Teachers, SIS, IS, Special Ed IS, Special Ed Co-Teachers	TAKS Reading	<p>With SDAA no longer being used, more Special Education students will be included in the TAKS accountability system for the 1st time in 2008. This may make the same passing rate harder to meet in 2008 than in 2007. This information was taken into consideration when setting performance targets.</p> <p>All 6th, 7th, and 8th grade teaching team teachers are eligible for the incentive amount and qualify for an award when 6th, 7th, and 8th grade students who attend school from the October snapshot date to the 1st TAKS administration in spring 2008 achieve TAKS passing rates as follows: <u>Reading:</u> 70%* (or more) of the total of 6th, 7th, and 8th grade LEP students testing in reading must pass. * 64% is 2007 baseline.</p>	<p><u>Note:</u> SIS, IS, Special Ed IS, and Special Ed Co-teachers are eligible for either math or ELA awards, but not both.</p> <p><u>Reading:</u> \$1,000</p>

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Grade 6-8 science teachers	TAKS Science TAKS-Accommodated Science	<p>With SDAA no longer being used, more Special Education students will be included in the TAKS accountability system for the 1st time in 2008. This may make the same passing rate harder to meet in 2008 than in 2007. This information was taken into consideration when setting performance targets.</p> <p>All 6th, 7th, and 8th grade teaching team science teachers are eligible for both incentive amounts (a possible total of \$1,000) and qualify for an award when 6th, 7th, and 8th grade students who attend school from the October snapshot date to the 1st TAKS administration in spring 2008 achieve TAKS passing rates as follows:</p> <p><u>SPED Science:</u> 30%* (or more) of Special Education (SPED) students testing in 8th grade in science must pass.</p> <p>* 29% is 2007 baseline at 1 standard errors of measure (SEM) below panel recommendation. On the 2006-07 Academic Excellence Indicator System (AEIS) report TEA projected 2008 to be 15% at panel recommendation when they included TAKS accommodated.</p> <p align="center">and/or</p> <p><u>LEP Science:</u> 15%* (or more) of LEP students testing in 8th grade in science must pass.</p> <p>* 14% is 2007 baseline at 1 SEM below panel recommendation. On the 2006-07 AEIS report TEA projected 2008 to be 8% at panel recommendation when they included TAKS accommodated.</p>	<p><u>SPED Science:</u> \$500</p> <p align="center">and/or</p> <p><u>LEP Science:</u> \$500</p>

Addendum

TEXAS EDUCATION AGENCY
Standard Application System (SAS)

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2008-2009

101-920
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elementary
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Grade 6-8 social studies teachers	TAKS Social Studies Accommodated Social Studies	<p>With SDAA no longer being used, more Special Education students will be included in the TAKS accountability system for the 1st time in 2008. This may make the same passing rate harder to meet in 2008 than in 2007. This information was taken into consideration when setting performance targets.</p> <p>All 6th, 7th, and 8th grade teaching team social studies teachers are eligible for both incentive amounts (a possible total of \$1,000) and qualify for an award when 6th, 7th, and 8th grade students who attend school from the October snapshot date to the 1st TAKS administration in spring 2008 achieve TAKS passing rates as follows:</p> <p><u>SPED Social studies (SPED SSa):</u> 46-49%* of SPED students testing in 8th grade in social studies must pass. or <u>SPED SSb:</u> 50-55%* of SPED students testing in 8th grade in social studies must pass. or <u>SPED SSc:</u> 56%* or more of SPED students testing in 8th grade in social studies must pass.</p> <p>* 50% is 2007 baseline at 1 SEM below panel recommendation.</p> <p>and/or</p> <p><u>LEP SSa:</u> 46-49%* of LEP students testing in 8th grade in social studies must pass. or <u>LEP SSb:</u> 50-55%* of LEP students testing in 8th grade in social studies must pass. or <u>LEP SSc:</u> 56%* or more of LEP students testing in 8th grade in social studies must pass.</p> <p>* 52% is 2007 baseline at 1 SEM below panel recommendation.</p>	<p><u>SPED SSa:</u> \$400 or <u>SPED SSb:</u> \$450 or <u>SPED SSc:</u> \$500</p> <p>and/or</p> <p><u>LEP SSa:</u> \$400 or <u>LEP SSb:</u> \$450 or <u>LEP SSc:</u> \$500</p>

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Resource, Life Skills, and A-B Special Ed	TAKS-Alt TAKS-M TAKS Accomodated IEP	All 6 th , 7 th , and 8th grade special education teachers are eligible for the incentive amount \$1,000 and qualify when 80%* the total of 6 th , 7 th , and 8 th grade resource, life skills, and A-B special education students who attend school from the October snapshot date to the 1 st TAKS administration, and either achieve passing rates as appropriate TAKS-Alt, TAKS Accomodated, and/or TAKS-M or when 95% or more attain a standard of annual growth between September 4, 2007 and April 3, 2008 as specified by the student’s Individualized Education Plan (IEP). * There is no baseline as SDAA II is no longer being used and TAKS-Alt and TAKS Accomodated are used for reporting only for 2008 in reading and mathematics. TAKS–M passing standard is scheduled to be set by TEA sometime during Summer 2008.	\$1,000
Family and Consumer Science	Student Portfolios	Based on teacher created portfolio rubrics 80%* of the total of 6 th , 7 th , and 8 th grade students enrolled in the spring semester will earn a grade of 70% (or more) on a portfolio review by May 30, 2008 that demonstrates the students' understanding of setting goals related to career objectives and creating a plan to finish high school. * There is no existing baseline.	\$1,000
Industrial Technology	Student Portfolios	Based on teacher created portfolio rubrics 80%* of the total of 7 th and 8 th grade students enrolled in the spring semester will earn a grade of 70% (or more) on a portfolio review by May 30, 2008 that includes presentation of completed class projects. * There is no existing baseline.	\$1,000
In-School Suspension	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 80%* 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

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Theater Arts/ Speech	Student Portfolios	Based on teacher created portfolio rubrics 80%* of the total of 6 th , 7 th , and 8 th grade students enrolled in the spring semester will earn a grade of 70% (or more) on a portfolio review by May 30, 2008 that includes outlines of speeches, presentations, and reviews of plays. * There is no existing baseline.	\$1,000
Girls and Boys Physical Education	End-of-year Skills Test	By May 30, 2008 80%* of students enrolled in the spring semester in each grade-level, sixth through 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 March 31, 2008. * There is no existing baseline.	\$1,000
Band	Student Portfolios	Based on teacher created portfolio rubrics (one per performance area) approved prior to March 31, 2008 by the Director of Performing and Fine Arts, 80%* of the total of 6 th , 7 th , and 8 th grade students enrolled in the spring semester will earn a grade of 70% (or more) on a portfolio review by May 30, 2008 that includes note recognition, two concert presentations, and instrument performance. * There is no existing baseline.	\$1,000
Orchestra	Student Portfolios	Based on teacher created portfolio rubrics (one per performance area) approved prior to March 31, 2008 by the Director of Performing and Fine Arts, 80%* of the total of 6 th , 7 th , and 8 th grade students enrolled in the spring semester will earn a grade of 70% (or more) on a portfolio review by May 30, 2008 that includes note recognition, two concert presentations, and instrument performance. * There is no existing baseline.	\$1,000

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Teacher Type	Data Sources and Measures	Performance Levels	Incentive Amount
Choir	Student Portfolios	Based on teacher created portfolio rubrics (one per performance area) approved prior to March 31, 2008 by the Director of Performing and Fine Arts, 80%* of the total of 6 th , 7 th , and 8 th grade students enrolled in the spring semester will earn a grade of 70% (or more) on a portfolio review by May 30, 2008 that includes note recognition, two concert presentations, and voice performance. * There is no existing baseline.	\$1,000
Art	Student Portfolios	Based on teacher created portfolio rubrics for grade levels 6-8 approved prior to March 31, 2008 by the Director of Performing and Fine Arts, 80%* of the total of 6 th , 7 th , and 8 th grade students enrolled in the spring semester, will earn a grade of 70% (or more) on a portfolio review by May 30, 2008 that demonstrates an understanding of age-appropriate design concepts for their respective grade-level as defined by TEKS. * There is no existing baseline.	\$1,000
ESL	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 11, 2008 as indicated: Category A: Students with two years of TELPAS data will make a year’s growth or better as indicated by TELPAS composite rating. Category B: First year ESL students will meet raw score of 26 or higher on TELPAS. *Students without 2 years of data that have been in the country more than a year will be excluded from the analysis.	\$1,000

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Teacher Type	Data Sources and Measures	Performance Levels	Incentive Amount
Computer Literacy	Student Portfolios	Based on teacher created portfolio rubrics 80%* of the total of 6 th , 7 th , and 8 th grade students enrolled in the spring semester will earn a grade of 70% (or more) on a portfolio review by May 30, 2008 of a product produced by using word processing, drawing, spreadsheet, and database software; scanners; digital cameras; and printers. * There is no existing baseline.	\$1,000
Foreign Language	Unit Examinations	90%* (or more) of the total of 7 th , and 8 th 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

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Criterion 2: Teacher has a record of collaboration with faculty and staff that contributes to improving overall campus student achievement. (Required)	Acceptable Measures: Participation in campus-based professional development or instructional/curricular planning; team teaching and classroom observation activities; teacher mentoring, induction, or coaching; collaboration with other teachers on development of lessons; sharing student data with other campus teachers; Others possible
	Unacceptable Measures: Student tutoring; PTA Meetings; student performance measures; teacher attendance; student attendance; individual planning time; participation in extracurricular activities not related to improved academic performance

Teacher Type	Data Sources and Measures	Performance Levels	Incentive Amount
6 th -8 th grade teachers all subjects, Special ed, Resource, Life Skills, A-B Special Ed, In-School Suspension, and School Improvement Specialists	Sign in sheets for cross curricular, vertical, and grade level meetings	<p>From September 4, 2007 to May 15, 2008, at least 85% participation in all content specific meetings in which any of the following occurs:</p> <ul style="list-style-type: none"> • campus-based instructional/curricular planning; • collaboration with other teachers on development of lessons; or • sharing of student data with other campus teachers. <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>	385

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Part II Additional Incentives to Campus Faculty and Staff	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 may have contributed to increased student achievement, funding may not be used for athletics
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Number of Positions	Actual Staff Positions (do not include the names of individuals, refer to potential position types above)	Performance Levels	Maximum Incentive Amount
1 3 3 1 1 2 1	Principal Assistant Principals Counselors Librarian School Nurse Diagnosticians Speech Pathologist* * 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.	To meet the student achievement measures, campus must be rated “Academically Acceptable”*** using combined TAKS and TAKS-Accommodated for the 2007-2008 school year. 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, 2008 by using a checklist signed by their supervisor. Developmental Assets strategies listed on the checklist are: <ol style="list-style-type: none"> 1. Greet students by name. 2. Ask students about reading, sports, artistic pursuits and other interests 3. Model life long learning by sharing your interests to establish connections. 4. Encourage students to do their best. 5. Label and notice positive behavior when students are following school rules. 6. Encourage positive behaviors verbally and/or with written notes. 7. Encourage students to read. 8. Model kindness. 9. Model positive behavior – be intentional about letting students see positive behaviors toward others. 10. Ask students to help keep the school environment positive. 11. Enlist students’ help in keeping the school environment clean. ** Based on data from the 2006-2007 AEIS report this campus is projected to be rated academically acceptable when TAKS-Accommodated scores are included in the rating.	Level 1: \$225 if campus is Academically Acceptable, OR met collaboration criteria Level 2: \$450 If campus is Academically Acceptable AND collaboration criteria is met * Level 1a: \$90 If campus is Academically Acceptable OR collaboration criteria is met. *Level 2a: \$180 If campus is Academically Acceptable AND collaboration criteria is met.

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Number of Positions	Actual Staff Positions (do not include the names of individuals, refer to potential position types above)	Performance Levels	Maximum Incentive Amount
8 5 1 5 8	Secondary Teacher Assistants* Secretarial/Technical Support Staff * Crossing Guard Custodians Food Service Workers	<p>To meet the student achievement measures, campus must be rated “Academically Acceptable” using combined TAKS and TAKS-Accommodated for the 2007-2008 school year.</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"> 1. Greet students by name. 2. Provide useful information to students. 3. Answer students’ questions kindly. 4. Model kindness. <p>Developmental Assets strategies listed on the checklist for Crossing Guards are:</p> <ol style="list-style-type: none"> 1. Wave at students. 2. Say hello to students. 3. Greet students by name. 4. Ask students a simple question like “How are you?” <p>Developmental Assets strategies listed on the checklist for Food Service Workers are:</p> <ol style="list-style-type: none"> 1. Make eye contact with students. 2. Smile at students. 3. Greet students by name. 4. Model kindness. <p>Developmental Assets strategies listed on the checklist for Custodians are:</p> <ol style="list-style-type: none"> 1. Greet co-workers by name to model behavior for students. 2. Greet students by name. 3. Model kindness. 4. Enlist students help in keeping the school environment clean and safe. 	<p>Level 1: \$75 if campus is Academically Acceptable, OR met collaboration criteria</p> <p>Level 2: \$150 If campus is Academically Acceptable AND collaboration criteria is met</p> <p>* Level 1a: \$30 if campus is Academically Acceptable, OR met collaboration criteria</p> <p>*Level 2a: \$60 If campus is Academically Acceptable AND collaboration criteria is met</p> <p>* “a” levels for part-time workers.</p>