

Grade: (7) 1 st	DRA2/EDL2 District EOY Math EOY Writing	Based on End of Year district preliminary analyses: <u>Tier I:</u> $\geq 70\%$ will be on Level 16 or $\geq 70\%$ will improve 4 levels from BOY level or $\geq 70\%$ of students will pass EOY Math or Writing. Dual Language teachers are accountable for the subject area(s) that he/she teachers in the 2008-2009 school year. OR <u>Tier II:</u> $\geq 75\%$ will be on Level 16 or $\geq 75\%$ will improve 4 levels from BOY level or $\geq 75\%$ of students will pass EOY Math or Writing in the 2008-2009 school year. Dual Language teachers are accountable for the subject area(s) that he/she teaches. *	TIER I - \$830 or TIER II - \$1,138	<input type="checkbox"/> Yes
Subject/Function: All Subjects				<input checked="" type="checkbox"/> No
Grade: (7) 2 nd	DRA2/EDL2 EOY Math EOY Science	Based on End of Year district preliminary analyses: <u>Tier I:</u> $\geq 70\%$ will be on Level 28 or $\geq 70\%$ will improve 4 levels from BOY level; or show **positive value added in Reading or Math; or $\geq 70\%$ of students will pass EOY Math or Science in the 2008-2009 school year. Dual Language teachers are accountable for the subject area (s) that he/she teaches. OR <u>Tier II:</u> $\geq 75\%$ will be on Level 28 or $\geq 75\%$ will improve 4 levels from BOY level; or show **positive value added in Science; or $\geq 75\%$ of students will pass EOY Math or Science in the 2008-2009 school year. Dual Language teachers are accountable for the subject area (s) that he/she teaches.	TIER I - \$830 or TIER II - \$1,138	<input type="checkbox"/> Yes
Subject/Function: All Subjects				<input checked="" type="checkbox"/> No
Grade: (6) 3 rd	TAKS Reading TAKS Math EOY Science EOY Writing	Based on End of Year district preliminary analyses: <u>Tier I:</u> $\geq 70\%$ of students in each class will meet states' standard in TAKS Reading or Math; or show **positive value added in Reading, Math, Writing or Science; or $\geq 70\%$ of students will pass EOY Science or Writing in the 2008-2009 school year. OR <u>Tier II:</u> $\geq 75\%$ of students in each class will meet states' standard in TAKS Reading or Math; or $\geq 75\%$ of students will pass EOY Science or Writing in the 2008-2009 school year.	TIER I - \$830 or TIER II - \$1,138	<input type="checkbox"/> Yes
Subject/Function: All Subjects				<input checked="" type="checkbox"/> No
Grade: (6) 4 th	TAKS Reading TAKS Writing TAKS Math EOY Science	Based on End of Year district preliminary analyses: <u>Tier I:</u> $\geq 70\%$ of students in each class will meet states' standard in TAKS Writing, or TAKS Reading or TAKS Math; or show **positive value added in Reading, Math, Writing or Science; or $\geq 70\%$ of students will pass EOY Science in the 2008-2009 school year. OR <u>Tier II:</u> $\geq 75\%$ of students in each class will meet states' standard	TIER I - \$830 or TIER II - \$1,138	<input type="checkbox"/> Yes
Subject/Function: All Subjects				<input checked="" type="checkbox"/> No

		in TAKS Reading, or TAKS Math, or TAKS Writing; or $\geq 75\%$ of students will pass EOY Science in the 2008-2009 school year.		
Grade: (5) 5 th	TAKS Reading TAKS Math TAKS Science	Based on End of Year district preliminary analyses: <u>Tier I:</u> $\geq 70\%$ of all students will meet states' standard in TAKS Reading or Math or Science; or show *"positive value added in Reading, Math or Science in the 2008-2009 school year. OR <u>Tier II:</u> $\geq 75\%$ of all students will meet states' standard in Reading or Math or Science in the 2008-2009 school year.	TIER I - \$830 TIER II - \$308	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Subject/Function: All Subjects				
Grade: (5) 6 th	TAKS Reading TAKS Math EOY Science EOY Writing	Based on End of Year district preliminary analyses analysis: <u>Tier I:</u> $\geq 70\%$ of all students will meet states' standard in TAKS Reading or TAKS Math; or show *positive value added in Reading or Math or Science; or $\geq 70\%$ will pass the EOY Science or Writing test in the 2008-2009 school year. OR <u>Tier II:</u> $\geq 75\%$ of all students will meet states' standard in TAKS Reading or TAKS Math; or $\geq 75\%$ will pass the EOY Science Test or Writing Test in the 2008-2009 school year.	TIER I - \$830 or TIER II - \$1,138	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Subject/Function: All Subjects				
Grade: (2) 1 st – 6 th	TAKS TAKS Accommodated TAKS Modified IEP	Based on End of Year district preliminary analyses: TIER I: $\geq 70\%$ of special education students will pass reading, or math or science TAKS or $\geq 70\%$ of students will meet $\geq 70\%$ of their IEP goals OR TIER II: $\geq 75\%$ will pass reading, or math or science TAKS or $\geq 75\%$ of students will meet $\geq 75\%$ of their IEP goals in the 2008-09 school year.	TIER I - \$830 or TIER II - \$1,138	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Subject/Function: Special Education				
Grade: (3) 1 st – 6 th	DRA2/EDL2 TAKS Reading TAKS Writing TAKS Math EOY Science	Listed teachers are teaching grade level TEKS to support the DRA2/EDL2/TAKS/EOY Science at 1 st – 6 th grades and will be awarded proportionally by the grade level assessment performance in the 2008-2009 school year. Teachers are awarded 1/6 of the Tier 1 and Tier II as each grade is identified as making the performance level set in this plan.	TIER I - \$830 or TIER II - \$1,138	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Subject/Function: Music; Phys. Ed.; Art				

* Teachers will be awarded for total student grade level success.

** 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.

<p style="text-align: center;">For TEA Use Only</p> <p>Adjustments and/or annotations made on this have been confirmed with _____ <u>Sylvia Nichols</u> by telephone on <u>12-2--8</u> by <u>Alan Clark</u> 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>Speer 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>
---	--	---

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>
---	---

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	Teacher Collaboration Check List	<p>In the 2008-2009 school year, a teacher must complete the teacher collaboration check list by fulfilling the following requirements:</p> <ul style="list-style-type: none"> Conduct 2 cross grade level observations; Complete 6 additional staff development hours in any core subject area above the Arlington ISD required 6 hours; Attend 4 instructional strategy meetings (2 with team and 2 cross grade level – two per each semester with 75% participation). 	\$1,000	<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

<p>For TEA Use Only 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>Speer 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>
---	--	---

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
9	1 Principal 2 Assistant Principals 2 Instructional Facilitators 1 Counselor 1 Librarian 1 Social Worker 1 Nurse	In the 2008-2009 school year, the staff member must conduct one on one time working with or mentoring two children 30 times each (approximately weekly for 30 – 40 minutes, 15 times each semester)	\$1,176 each	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
1	Family Representative	In the 2008-2009 school year, one on one time working with or mentoring two children 30 times each (approximately weekly for 30 – 40 minutes, 15 times each semester)	\$450	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

10	2 Pre-K Assistants 5 Kindergarten Assistants 2 Special Ed. Assts. 1 Title I	In the 2008-2009 school year, the staff member must conduct one on one time working with or mentoring two children 30 times each (approximately weekly for 30 – 40 minutes, 15 times each semester)	\$520 each	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
5	2 Clerks 1 Computer Tech Manager 1 Secretary 1 Guidance Tech	In the 2008-2009 school year, the staff member must conduct one on one time working with or mentoring two children 30 times each (approximately weekly for 30 – 40 minutes, 15 times each semester)	\$520 each	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
5	Custodians	In the 2008-2009 school year, the staff member will maintain a safe and clean school environment and demonstrate a sincere courteous level of mutual self-respect toward all students as observed and documented by the Principal (exceeds expectation on annual evaluation).	\$520 each	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
7	Cafeteria Workers	In the 2008-2009 school year, the staff member will maintain a safe and clean school environment and demonstrate a sincere courteous level of mutual self-respect toward all students as observed and documented by the Principal (exceeds expectation on annual evaluation).	\$520 each	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
2	Strings Band	In the 2008-2009 school year, the staff member must conduct one on one time working with or mentoring one children 30 times each (approximately weekly for 30 – 40 minutes, 15 times each semester).	\$82 each	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No