

**Cedar Brook Elementary 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 Cedar Brook's 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."

Cedar Brook's current grant award is \$80,000. The formula used to determine teacher incentive pay at Cedar Brook is \$60,000 divided by the number of teachers who earn their award during the 2007-2008 school year. For example, \$60,000 divided by 50 teachers would be \$1,200 per teacher.

Part II Awards (25% of grant)

Per TEA guidelines, 25% of Cedar Brook'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 spring Observational Survey, DRA, and 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)	101-920 County District No.
	School Year 2007-2008 through 2008-2009	elementary 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
Pre-K Reading	Observation Surveys	Of all pre-kindergarten (PK) students tested on the Observation Survey in fall 2007 who identified 0-9 letters, when retested in spring 2008: Level PKa: 67%* (or more), must identify 48 (or more) letters to qualify for PKa incentive pay. * Baseline data for 2006-2007 shows 64% of all retested pre-kindergarten students met this criterion. Identifying 48 letters or higher is the district fall benchmark for kindergarten students in the English language. Targets were not set for students entering pre-kindergarten who identified 10 (or more) letters as 95% identified 48 letters or higher per spring testing results.	Level PKa: \$500
		and/or	and/or
		Of all pre-kindergarten (PK) students tested on the Observation Survey in fall 2007 who identified 0-1 book awareness concepts, when retested in spring 2008: Level PKb: 83%* (or more), must identify 9 (or more) book awareness concepts to qualify for PKb incentive pay. * Baseline data for 2006-2007 shows 73% of all retested pre-kindergarten students met this criterion. Targets were not set for students entering pre-kindergarten who identified 2 (or more) concepts as 94% identified 9 concepts or higher per spring testing results.	Level PKb: \$500

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Kindergarten Team, reading	DRA (Developmental Reading Assessment)	<p>Of all kindergarten students tested mid-year 2007 on DRA as reading at a text level of A-2:</p> <p><u>Level Ka:</u> 65 to 74%*, when retested in spring 2008, must meet a text reading level of 4 or higher for level Ka incentive pay,</p> <p align="center">or</p> <p><u>Level Kb:</u> 75%* or more, when retested in spring 2008, must meet a text reading level of 4 or higher for level Kb incentive pay.</p> <p>* Baseline data for 2006-2007 shows 62% of all retested kindergarten students met this criterion.</p> <p>Targets were not set for students entering kindergarten at a text reading level of 3 or higher as 97% were reading at grade level or higher per spring testing results.</p>	<p><u>Level Ka:</u> \$500</p> <p align="center">or</p> <p><u>Level Kb:</u> \$1,000</p>
1 st Grade Team, reading	DRA	<p>Of all 1st grade students tested on DRA in fall 2007 as reading at a text level of A-3, when retested in spring 2008:</p> <p><u>Level 1a:</u> 65 to 74%*, when retested in spring 2008, must meet a text reading level of 18 or higher for Level 1a incentive pay,</p> <p align="center">or</p> <p><u>Level 1b:</u> 75%* or more, when retested in spring 2008, must meet a text reading level of 18 or higher for Level 1b incentive pay.</p> <p>* Baseline data for 2006-2007 shows 61% of all retested 1st grade students met this criterion.</p> <p>Targets were not set for students entering 1st grade at a text reading level of 4 or higher as 93% were reading at grade level or higher per spring testing results.</p>	<p><u>Level 1a:</u> \$500</p> <p align="center">or</p> <p><u>Level 1b:</u> \$1,000</p>

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2 nd Grade Team, reading	DRA	<p>Of all 2nd grade students tested on DRA in fall 2007 as reading at a text level of A-14: <u>Level 2a:</u> 60 to 74%*, when retested in spring 2008, must meet a text reading level of 28 or higher for level 2a incentive pay, or <u>Level 2b:</u> 75%*, (or more) when retested in spring 2008, must meet a text reading level of 28 or higher for level 2b incentive pay.</p> <p>* Baseline data for 2006-2007 shows 40% of all retested 2nd grade students met this criterion. Targets were not set for students entering 2nd grade at a text reading level of 16 or higher as 96% were reading at grade level or higher per spring testing results.</p>	<p><u>Level 2a:</u> \$500 or <u>Level 2b:</u> \$1,000</p>
3 rd grade team, reading and math for both English and Spanish	TAKS Reading And 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 3rd grade teaching team teachers are eligible for both incentive amounts (a possible total of \$1,000) and qualify for an award when 3rd grade students who attend school from the October snapshot date to the 1st TAKS administration in spring 2008 achieve either target TAKS passing rates as follows:</p> <p><u>Target 3a:</u> 90%* or more of 3rd grade students testing in reading in the English language must pass. * 78% is 2007 baseline.</p> <p align="center">and/or</p> <p><u>Target 3b:</u> 90%* or more of 3rd grade students testing in Mathematics in the English language must pass. *89 is 2007 baseline.</p> <p>Please note: The total award for meeting both targets is \$1,000 per teacher on the 3rd grade team.</p>	<p><u>Target 3a:</u> \$500</p> <p align="center">and/or</p> <p><u>Target 3b:</u> \$500</p>

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4 th grade team reading and math in English and Spanish	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 4th grade teaching team teachers are eligible for the incentive amount and qualify for an award when 4th 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>Target 4:</u> 90%* or more of 4th grade students testing in reading in the English language must pass.</p> <p>*90% is 2007 baseline.</p>	<u>Target 4:</u> \$1,000

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Teacher Type	Data Sources and Measures	Performance Levels	Incentive Amount
5 th grade team reading, math, and science in English and Spanish	TAKS 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 5th grade teaching team teachers are eligible for both incentive amounts and qualify for an award when 5th grade students who attend school from the October snapshot date to the 1st TAKS administration in spring 2008 achieve either of the TAKS passing rates as follows:</p> <p><u>Target 5a:</u> 83-89%* of 5th grade students testing in science in the English language must pass.</p> <p align="center">or</p> <p><u>Target 5b:</u> 90%* (or more) of 5th grade students testing in science in the English language must pass.</p> <p>* 82% is 2008 projected sum of TAKS accommodated and TAKS scores combined at Panel Recommendation.</p>	<p><u>Target 5a:</u> \$500</p> <p align="center">or</p> <p><u>Target 5b:</u> \$1,000</p>

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Teacher Type	Data Sources and Measures	Performance Levels	Incentive Amount
Special Ed, Intervention Specialist, School Improvement Specialists, Counselors, ESOL Consultant, Librarian grades 4 th and 5 th all subjects	TAKS Reading Science	<p>Each teacher type (Special Ed Teacher, Intervention Specialist, School Improvement Specialist, Counselor, ESOL Consultant, and Librarian) is eligible for both incentive amounts (a possible total of \$1,000) and qualify for an award when students who attend school from the October snapshot date to the 1st TAKS administration in spring 2008 achieve any of the following TAKS passing targets assigned by grade level:</p> <p><u>Target 4:</u> 90%* or more of 4th grade students testing in reading in the English language must pass.</p> <p align="center">and/or</p> <p><u>Target 5a:</u> 83-89%* of 5th grade students testing in science in the English language must pass.</p> <p align="center">or</p> <p><u>Target 5b:</u> 90%* (or more) of 5th grade students testing in science in the English language must pass.</p>	<p><u>Target 4:</u> \$500,</p> <p align="center">and/or</p> <p><u>Target 5a:</u> \$250, or</p> <p><u>Target 5b:</u> \$500</p>

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Teacher Type	Data Sources and Measures	Performance Levels	Incentive Amount
Art	Student Portfolios	Based on teacher created portfolio rubrics (one per grade-level) approved prior to March 31, 2008 by the Director of Performing and Fine Arts, 80%* of students in each grade-level, first through fifth, will earn an “E” (Excellent) or an “S” (Satisfactory) on their portfolio review by May 30, 2008 to demonstrate an understanding of age-appropriate design concepts for their respective grade-level as defined by TEKS. * There is no existing baseline.	\$1000
Music	Student Portfolios	Based on teacher created portfolio rubrics (one per grade-level) approved prior to March 31, 2008 by the Director of Performing and Fine Arts, 80%* of students in each grade-level, first through fifth, will earn an “E” (Excellent) or an “S” (Satisfactory) on their portfolio review by May 30, 2008 to show an understanding of age-appropriate melodic and rhythmic concepts for their respective grade-level. * There is no existing baseline.	\$1000
Health Fitness	End-of-year Skills Test	By May 30, 2008 80%* of students in each grade-level, first through fifth, will earn an “E” (Excellent) or an “S” (Satisfactory) 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.	\$1000

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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
Special Ed, K - 5 th grade all subjects, School Improvement Specialists, Intervention Specialists Counselor, ESOL Consultant, Librarian	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>	\$250

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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 1 1 1 2 5	Principal Assistant Principal School Nurse Diagnostician Speech Pathologists Teacher Assistants *	<p>To meet the student achievement measures, campus must be rated “Exemplary” 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 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:</p> <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. <p>*Same only for 5 students instead of 10 since the one teacher assistant works half-time on this campus.</p>	<p>Level 1: \$225 if campus is Exemplary OR met collaboration criteria</p> <p>Level 2: \$450 If campus is Exemplary AND collaboration criteria is met</p> <p>* Level 1: \$180 if campus is Exemplary OR met collaboration criteria</p> <p>*Level 2: \$360 If campus is Exemplary AND collaboration criteria</p>

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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
4 3 3 10	Secretarial/Technical Support Staff * Crossing Guards Custodians Food Service Workers	<p>To meet the student achievement measures, campus must be rated “Exemplary” 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 Exemplary OR collaboration criteria is met</p> <p>Level 2: \$150 If campus is Exemplary AND collaboration criteria is met</p> <p>Level 1a: \$37.50 if campus is Exemplary OR collaboration criteria is met</p> <p>*Level 2a: \$75 If campus is Exemplary AND collaboration criteria is met</p> <p>* “a” levels are defined for the half-time Support Staffer</p>