

**Cedar Brook Elementary 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 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 2008-2009 school year. For example, \$60,000 divided by 51 teachers would be \$1,176 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, 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

<p>Criterion 1: Teacher has a record of improving student performance using objective, quantifiable measures. Required. (Minimum of 75 percent of total grant allocation).</p>	<p>Acceptable Data Sources/Measures: 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>Unacceptable Data Sources/Measures: 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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Grade: Pre-Kindergarten Team Subject/Function: Reading	Observation Survey	<p>Of all pre-kindergarten (PK) students tested on the Observation Survey in fall 2008 who identified 0-9 letters, when retested in spring 2009:</p> <p>Level PKa: 70%* (or more), must identify 48 (or more) letters to qualify for PKa incentive pay.</p> <p>* Baseline data for 2006-2007 shows 64% of all retested pre-kindergarten students met this criterion.</p> <p align="center">and/or</p> <p>Of all pre-kindergarten (PK) students tested on the Observation Survey in fall 2008 who identified 0-1 book awareness concepts, when retested in spring 2009:</p> <p>Level PKb: 83%* (or more), must identify 9 (or more) book awareness concepts to qualify for PKb incentive pay.</p> <p>* Baseline data for 2006-2007 shows 73% of all retested pre-kindergarten students met this criterion.</p>	<p>Level PKa: \$500</p> <p align="center">and/or</p> <p>Level PKb: \$500</p>	<p><input type="checkbox"/> Yes</p> <p><input checked="" type="checkbox"/> No</p>

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Grade: Kindergarten Team	Developmental Reading Assessment (DRA)	Of all kindergarten students tested mid-year 2008 on DRA as reading at a text level of A-2:	<u>Level Ka:</u> \$500 or <u>Level Kb:</u> \$1,000	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Subject/Function: Reading		<u>Level Ka:</u> 65 to 74%*, when retested in spring 2009, must meet a text reading level of 4 or higher for level Ka incentive pay, or <u>Level Kb:</u> 75%* or more, when retested in spring 2009, must meet a text reading level of 4 or higher for level Kb incentive pay. * Baseline data for 2006-2007 shows 62% of all retested kindergarten students met this criterion. Targets were not set for students entering kindergarten at a text reading level of 3 or higher as 95% were reading at grade level or higher per spring testing results.		

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Grade: 1 st grade team	DRA	<p>Of all 1st grade students tested on DRA in fall 2008 as reading at a text level of A-3, when retested in spring 2009:</p> <p><u>Level 1a:</u> 65 to 74%*, when retested in spring 2009, must meet a text reading level of 18 or higher for Level 1a incentive pay,</p> <p style="text-align: center;">or</p> <p><u>Level 1b:</u> 75%* or more, when retested in spring 2009, 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 style="text-align: center;">or</p> <p><u>Level 1b:</u> \$1,000</p>	<p><input type="checkbox"/> Yes</p> <p><input checked="" type="checkbox"/> No</p>
Subject/Function: Reading				

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Grade: 2 nd Grade Team	DRA	<p>Of all 2nd grade students tested on DRA in fall 2008 as reading at a text level of A-14:</p> <p><u>Level 2a:</u> 60 to 74%*, when retested in spring 2009, must meet a text reading level of 28 or higher for level 2a incentive pay,</p> <p align="center">or</p> <p><u>Level 2b:</u> 75%*, (or more) when retested in spring 2009, 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.</p> <p>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</p> <p align="center">or</p> <p><u>Level 2b:</u> \$1,000</p>	<p><input type="checkbox"/> Yes</p> <p><input checked="" type="checkbox"/> No</p>
Subject/Function: Reading				

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Grade: 3 rd Grade Team	TAKS Reading And Math	<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 2009 achieve either target TAKS passing rates as follows:</p> <p><u>Target 3a:</u> 85%* 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><u>Please note:</u> The total award for meeting both targets is \$1,000 per teacher on the 3rd grade team.</p>	<p><u>Target 3a:</u> \$500 and/or <u>Target 3b:</u> \$500</p>	<p><input type="checkbox"/> Yes</p> <p><input checked="" type="checkbox"/> No</p>
Subject/Function: Reading and Math				

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Grade: 4th Grade Team	TAKS Reading	All 4th grade teaching team teachers are eligible for the incentive amount and qualify for an award when 4 th grade students who attend school from the October snapshot date to the 1 st TAKS administration in spring 2009 achieve TAKS passing rates as follows: <u>Target 4:</u> 94%* or more of 4 th grade Economically Disadvantaged (ED) students testing in reading in the Spanish language must pass. *90% is 2007 baseline.	<u>Target 4:</u> \$1,000	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Subject/Function: Reading and Math				

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Grade: 5 th Grade Team Subject/Function: Social Studies	Student Portfolios	<p>Based on teacher created scoring rubrics approved prior to October 31, 2008 by the Director for Social Studies, all 5th grade teaching team teachers ("the team") are eligible for an individual incentive amount of \$1,000 when 90-100% of all Cedar Brook 5th grade students achieve a grade of 90% or higher on student project portfolios based on Social Studies TEKS by April 30, 2008. The team will develop the student learning objectives under the guidance of the campus school improvement specialist(s) integrating Social Studies with other core areas such as Language Arts and Science whenever possible. To the extent resources are available, the team will incorporate technology and/or project based learning into their instruction.</p> <p>Targets were not set using TAKS data as over 93% of all 5th grade students at Cedar Brook tested in 2007 passed all tests (math, reading and science).</p> <p>Targets were set for Social Studies as Cedar Brook's 2007-2008 Campus Improvement Plan stated "In collaboration with specialist in content areas, implement and evaluate development of differentiated curriculum for meeting needs of gifted students using instructional techniques from gifted and talented education."</p>	\$1,000	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

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Grade: 3-5	TAKS Reading, Math Student Portfolios Social Studies	<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>Each teacher type (Special Ed, IS, SIS, Counselor, ESOL Consultant, and Librarian) is eligible for up to four 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 2009 achieve any three of the four following TAKS passing targets assigned by grade level:</p> <p><u>Target 3a:</u> 85%* or more of 3rd grade students testing in reading in the English language must pass.</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.</p> <p align="center">and/or</p> <p><u>Target 4:</u> 94%* or more of 4th grade Economically Disadvantaged (ED) students testing in reading in the Spanish language must pass. and/or</p> <p><u>Target 5</u> Based on teacher created scoring rubrics approved prior to October 1, 2008 by the Director for Social Studies, all 5th Social Studies SIS are eligible for an individual incentive amount of \$1,000 when 90-100% of all Cedar Brook 5th grade students achieve a grade of 90% or higher on student project portfolios based on Social Studies TEKS by April 30, 2009.</p>	<p><u>Target 3a:</u> \$200, and/or</p> <p><u>Target 3b:</u> \$200, and/or</p> <p><u>Target 4:</u> \$200, and/or</p> <p><u>Target 5:</u> \$400.</p>	<p><input type="checkbox"/> Yes</p> <p><input checked="" type="checkbox"/> No</p>
Subject/Function: Reading, Math, and Social Studies/ Special Ed, Intervention Specialist (IS), School Improvement Specialists (SIS), Counselors, ESOL Consultant, and Librarian				

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Grade: K-5 Subject/Function: Art	Student Portfolios	Based on teacher created portfolio rubrics (one per grade-level) approved prior to October 1, 2008 by the Director of Performing and Fine Arts, 80%* of students in each grade-level, K through fifth, will earn an "E" (Excellent) or an "S" (Satisfactory) on their portfolio review by May 29, 2009 to demonstrate an understanding of age-appropriate design concepts for their respective grade-level as defined by TEKS. * There is no existing baseline.	\$1000	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Grade: K-5 Subject/Function: Music	Student Portfolios	Based on teacher created portfolio rubrics (one per grade-level) approved prior to October 1, 2008 by the Director of Performing and Fine Arts, 80%* of students in each grade-level, K through fifth, will earn an "E" (Excellent) or an "S" (Satisfactory) on their portfolio review by May 29, 2009 to show an understanding of age-appropriate melodic and rhythmic concepts for their respective grade-level. * There is no existing baseline.	\$1000	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

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Grade: K-5	End-of-year Skills Test	<p>Be Sure to: Review each measure against Appendix D, and include: frequency (bi-weekly, monthly, etc.) and duration (i.e., each semester, annually, etc.)</p> <p>By May 29, 2009 80%* of students in each grade-level, K 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 October 1, 2008.</p> <p>* There is no existing baseline.</p>	\$1000	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Subject/Function: Fitness				

<p style="text-align: center;">For TEA Use Only</p> <p>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: center;">Cedar Brook Elementary School Campus Name</p> <p style="text-align: center;">101920 County District No.</p> <p style="text-align: right;">Amendment No.</p>
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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>
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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"> • 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>	176	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

<p style="text-align: center;">For TEA Use Only</p> <p>Adjustments and/or annotations made on this have been confirmed with _____</p> <p>by telephone/FAX on _____ 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: center;">_____ Cedar Brook Elementary School _____ Campus Name</p> <p style="text-align: center;">_____ 101920 _____ County District No.</p> <p style="text-align: right;">_____ Amendment No.</p>
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Texas Educator Excellence Grant, Cycle 3

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

<p>Part II Additional Incentives to Campus Faculty and Staff <i>(Maximum 25 percent of total grant allocation).</i></p>	<p>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.</p>
<p>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</p>	
<p>Unacceptable Measures:</p> <ul style="list-style-type: none"> • 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) <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
1 3	Principal Assistant Principals	<p>To meet the student achievement measures, campus must be rated "Exemplary"* 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 period between the signing of a certification statement to</p>	<p><u>Level 1:</u> \$225 if campus is Exemplary, OR met collaboration criteria</p>	<p><input type="checkbox"/> Yes</p> <p><input checked="" type="checkbox"/> No</p>

		<p>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"> 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><u>Level 2:</u> \$450 If campus is Exemplary 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"> 12. Greet students by name. 13. Ask students about reading, sports, artistic pursuits and other interests 14. Model life long learning by sharing your interests to establish connections. 15. Encourage students to do their best. 16. Label and notice positive behavior when students are following school rules. 17. Encourage positive behaviors verbally and/or with written notes. 18. Encourage students to read. 19. Model kindness. 20. Model positive behavior – be intentional about letting students see positive behaviors toward others. 21. Ask students to help keep the school environment positive. 	<p>\$450 If campus collaboration criteria is met</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>

		22. Enlist students' help in keeping the school environment clean.		
8 5 1 5 8	Secondary Teacher Assistants Secretarial/Technical Support Staff* Crossing Guards Custodians Food Service Workers	<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. 	\$150 If campus collaboration criteria is met	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No