

LA VEGA I. S. D.
2024-2025 TEACHER INCENTIVE
ALLOTMENT GUIDEBOOK



REWARD RETAIN RECRUIT

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TIA OVERVIEW

The Teacher Incentive Allotment (TIA) was funded through House Bill 3 (HB#) by the 86th Texas Legislature in June of 2019. HB3 established goal was to provide Texas Teachers with a six-figure salary for individuals that teach in high needs areas.

For each classroom teacher with a designation under TEC Section 21.3521 employed by a school district, the school district is entitled to an allotment equal to the following applicable base amount increased by the high needs factor:

1. **Master Teacher** designation - \$12,000, or an increased amount not to exceed \$32,000, for each Master Teacher.
2. **Exemplary Teacher** designation - \$6,000, or an increased amount not to exceed \$18,000, for each Exemplary Teacher
3. **Recognized Teacher** designation - \$3,000, or an increased amount not to exceed \$9,000, for each Recognized Teacher.

The high needs factor is determined by a formula based on each student's campus assignment and the economic disadvantaged status according to the census block in which the student receives compensatory education allotment under TEC 48.104(b). Each year the Commissioner of Education provides the public with a list of campuses with projected allotment amounts per teacher designation at each campus.

Master Teacher

The *Master Teacher* designation indicates that the teacher has achieved a performance level (T-TESS observation and student growth) that places them in a level commensurate with the top 5% of teachers across the State of Texas.

Exemplary Teacher

The *Exemplary Teacher* designation indicates that the teacher has achieved a performance level (T-TESS and student growth) that places them in a level commensurate to the top 20% of teachers across the State of Texas.

Recognized Teacher

The *Recognized Teacher* designation indicates that the teacher has achieved a performance level (T-TESS and student growth) that places them in a level commensurate to the top 33% of teachers across the State of Texas.

National Board Certification

There are two pathways for teachers to be designated under the Teacher Incentive Allotment System. The first, through a district's local designation system; and the second, through National Board Certification. A teacher with National Board Certification will automatically

receive a Recognized designation by the state.

National Board Certification is available in 25 certificate areas across 16 disciplines with emphasis on grade levels from Pre-K through 12th grade. Staff interested in pursuing National Board Certification are encouraged to consult the National Board for Professional Teacher Standards at www.nbpts.org for more information. As part of the TIA, the state will reimburse Texas teachers for the approximate \$2,000 in fees associated with achieving National Board Certification. The reimbursement is contingent upon the teacher obtaining National Board Certification (passing all four exams) and the funds will then flow from the state to the district to the teacher. National Board Certified Teachers will maintain the Designation of Recognized as long as they keep their National Board Certification active.

TIA Eligibility Requirements

To be eligible for the TIA, employees must be coded as 087 (Teacher) per the Public Education Information Management System (PEIMS) description of codes for 90 days at 100% of the day or 180 days required at 59-90% of the day and compensated for that employment.

Interventionists, reading specialists, inclusion teachers are all eligible if they are coded as 087 in PEIMS. Paraprofessionals and campus administrators are not eligible for TIA. Designated teacher who moves to a Role ID in PEIMS other than 087 will maintain their designation if their teacher SBEC certificate is valid; however, they will not generate annual allotment funding if they are not in an 087-teaching role for that year of service.

Unlike teaching certificates, TIA designations are general. The designation will be placed on the teacher's SBEC certificate and will not specify a certification area or subject / grade level. A teacher may change teaching assignments and will still generate allotment funding. The same applies to National Board Certified Teachers (NBCTs).

Duration of TIA Designations

Teachers who qualify for a Designation under LVISD's Local System will maintain their Designation of Recognized, Exemplary, or Masters for **five years**. Note that LVISD's spending plan adjusts allocations based on continued performance levels.

The Designated teacher can move to a higher designation level during the five-year period if their performance qualifies them under the district's local system. If this occurs, the five-year clock restarts for the teacher's designation. The designation is not tied to a specific grade, subject, or campus. Teachers can change their teaching assignment or move to another district and maintain their designation. If a teacher moves to a position in the district that is ineligible for TIA allotment funding (for example: assistant principal or district instructional coach), then the teacher will maintain their designation for the five-year period, but TIA

funds will NOT be generated by the state. If the teacher were to move back to a TIA eligible position within the five-year period, then the TIA allotment funds would flow from the state to the district and campus where the teacher is currently teaching.

Designated teachers who meet performance standards and district qualifications can be put forth for a new designation in their final year of designation. Once the designation expires, it will be removed from the BEC certificate and allotment funding will no longer be generated.

State Requirements for Locally Designated TIA Plans

By law there are two measure that must be used as part of the locally designed Teacher Designation System:

1. Teacher Observations
2. Student Growth Measures

In addition, the district may choose to add additional factors in the creation of their locally designed Teacher Designation System. LVISD under the advisement of teacher stakeholders and administrator review have added :

3. Value Added Measure

State Spending Requirements for Locally Designated TIA Plans

Texas school districts must use at least 90 % of each allotment for compensation of teachers employed at the campus at which the teacher for whom the district received the allotment is employed. The remaining 10% of funds can be retained at the district level and used for costs associated with administration of the locally designed designation system.

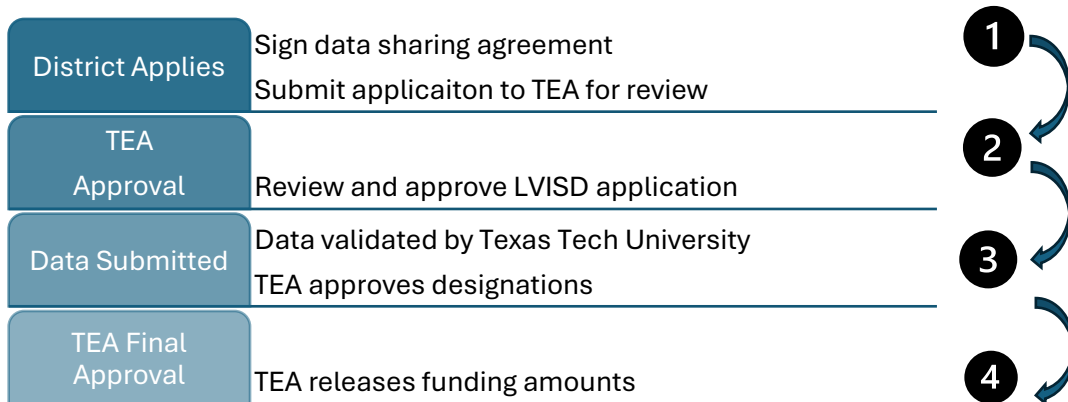
State Timeline for Determining Designations

There is a four-step process required by the TEA to approve TIA designations. First, the district must submit a TIA application for approval to the Texas Education Agency. Upon approval of the district's application by TEA, the district will collect data to determine TIA designations according to their approved TIA plan. Following the school year that the TIA data is collected, the district is required to submit all requested data sources on the three TIA measures, including designation, to Texas Tech University for a data validation process. As part of the validation process, Texas Tech will:

- Review alignment between teacher observation ratings and student performance ratings:
- Review alignment between student performance ratings and value-added ratings .
- Review data validity by appraiser/rater, by campus, across campuses in the district, and by teaching assignment; and

- Compare district data to state data by comparing the percentage of teachers a district puts forth for designation to overall district performance.

Upon completion of the data validation process, Texas Tech University provides a final report to TEA, who will make the final determination whether the district's recommended designations are approved or denied. Note that no funds will be provided to teachers under this initiative unless the state approves the district's recommended TIA designation each year. The state's four-step TIA approval process is shown below.



LA VEGA IESD's LOCALLY DESIGNATION SYSTEM

Building towards the goal for ALL certified educators to be eligible for TIA, the LVISD application has been expanded / modified by content for 2024-25 to include:

- Pre-K – 8 Mathematics & ELAR
- PPCD, Grade 3 Self-Contained Sp. Ed.
- Kindergarten & Grade 3 Physical Education
- Grades 1-5 Music
- Grade 5, 6, 8 Science
- Grade 7, 8 Social Studies
- Algebra I, Geometry
- Biology, Physics
- English I & II
- Commercial Photography, Health Science, Business Statistics

LA VEGA ISD WEIGHTS AND MEASURES FOR DESIGNATION

LVISD uses three measures for the local TIA designation system:

TIA Measures			
<i>School Year</i>	<i>Teacher Observation (T-TESS Domains 2 & 3)</i>	<i>Student Growth</i>	<i>Value Added (T-TESS Domains 1 & 4)</i>
2024-25	30%	60%	10%

Determining Summative T-TESS Score:

T-TESS is a process that seeks to capture the holistic nature of teaching – the idea that a constant feedback loop exists between teachers and students, and gauging the effectiveness of teachers requires a consistent focus on how students respond to their teacher’s instructional practices. T-TESS is a process that seeks to develop habits of continuous improvement, and the process itself best leads to that outcome when appraisers and teachers focus on evidence-based feedback and professional development decisions based on that feedback through ongoing dialogue and collaboration.

To ensure valid and reliable observation data, the district has developed a T-TESS appraiser calendar that identifies activities, data analysis and training that will occur throughout the school year. The campus leaders meet quarterly (Oct, Dec, Feb, May) to review completed teacher observations and walkthroughs and identify potential areas of skew. Based on two years of data, the average proficient score for LVISD in T-TESS is 3.65.

The T-TESS Rubric consists of 4 Domains and 16 Dimensions, each with specific descriptors and 5 performance levels: *Distinguished*, *Accomplished Proficient*, *Developing*, and *Improvement Needed*.

T-TESS Domains and Dimensions

1. Domain 1 – Planning

- 1.1. Standards and Alignment
- 1.2. Data and Assessment
- 1.3. Knowledge of Students
- 1.4. Activities

2. Domain 2 – Instruction
 - 2.1. Achieving Expectations
 - 2.2. Content Knowledge and Expertise
 - 2.3. Communication
 - 2.4. Differentiation
 - 2.5. Monitor and Adjust
3. Learning Environment
 - 3.1. Classroom Environment, Routines, and Procedures
 - 3.2. Managing Student Behavior
 - 3.3. Classroom Culture
4. Professional Practices and Responsibilities
 - 4.1. Professional Demeanor and Ethics
 - 4.2. Goal Setting
 - 4.3. Professional Development
 - 4.4. School Community Involvement

For the purposes of TIA, T-TESS Dimension Scores will be converted to a numerical score. Distinguished will be assigned a score of a “5”; Accomplished will be assigned a score of a “4”; Proficient will be assigned a score of a “3”; Developing will be assigned a score of a “2”; and Needs Improvement will be assigned a score of a “1”. The numerical scores will be averaged together equally for a final numerical score. This will be a number between 1 and 5 and rounded to the nearest hundredths decimal place (i.e., 3.24; 2.65).

To compute the summative T-TESS score for a teacher, the district will use a numerical process based on the 5-point rating scale. The district will utilize data from formal observations using T-TESS as well as walkthroughs to determine the summative T-TESS score.

La Vega ISD will conduct at least one 45-minute formal observation for each eligible teacher. There will be a pre-conference for those observations. The district will also utilize data collected through walkthroughs should discrepancies or issues arise to determine the final T-TESS score. For the purposes of TIA, La Vega ISD will use the final summative T-TESS observation score for the final ratings.

**Note: TEA requires that all teachers included in the district’s TIA plan be evaluated and Dimension Scores for Domains 2 and 3 be recorded and submitted as part of the data submission.*

DETERMINING STUDENT GROWTH SCORES (60%)

To ensure fairness and consistency of the classroom student growth calculations, the district will utilize the following criteria and practices to calculate the percentage of students who met or exceeded expected growth for each eligible teaching field.

Self-Contained or Departmentalized – Student growth is calculated at the individual teacher level. For a teacher to be eligible for a TIA designation, they must teach at least 51% of the day. For primary or special education self-contained classrooms, student growth is combined across ELAR and/or Math if the teacher has assigned teaching responsibilities, (i.e., Pre-Kindergarten, 2nd grade self-contained classroom). For Pre-K through 2nd grade Bilingual classes, growth is calculated for students in their dominant language.

Minimum Instructional Delivery - Student growth is calculated at the individual teacher level. For a teacher to be eligible for a TIA designation, they must teach at least 51% of the day.

Student Rosters – To be included in a teacher’s classroom student growth calculation, the student must be assigned to the teacher by the last Friday of September, the last Friday of February, and the day the assessment is given. All eligible teachers will be asked to verify rosters of students who are to be included in the TIA Growth Calculation. Teachers may make appeals to the TIA Committee for students to be either added or removed from their classroom roster based on extenuating circumstances.

Interventionists, Multi-Classroom Leaders, Special Education Inclusion Teachers – There are positions in LVISD in which teachers support students through push-in support or pull-out support. Rosters for these individuals must be documented in Skyward quarterly or every six-weeks and contain the names of the individual students and the content. Individuals and campus principal will sign off on the TIA data student rosters at BOY and EOY.

Minimum Number of Scores – In order for the district to calculate a classroom student growth score for a teacher, there must be BOIY and EOY student growth data on at least 10 students. In most cases, there will be ample student growth scores to calculate a classroom student growth score; however, in some specialized settings there may be a small number of students. In rare cases, there may be less than 10 students. These cases will be evaluated by campus and district leadership and the TIA Committee for inclusion in the TIA calculations.

Teachers of Multiple Subjects – Classroom student growth will be calculated based on all tests taken for each eligible course. For example, if a teacher teaches both Algebra I and Geometry, then the growth measure will consist of all students in both courses. If a

teacher is self-contained in 2nd Grade, then the growth measure would consist of all student scores for both Math and ELAR.

Student Growth Instruments

The following eligible teaching fields and instruments are used to measure student growth. To be included in calculations, students must test within the district's BOY & EOY window, (first 9 weeks of school and last 9 weeks of school), be on teacher roster on Oct. and Feb. PEIMS.

Eligible Teaching Assignment	Classroom Student Growth Measure
Pre-K Teachers	CIRCLE is the assessment used to measure growth. Students who remain On Track for their respective age band by the end of Wave 3 will be considered as meeting expected growth target. The EOY measures for Emergent Literacy: Reading and Mathematics in English or Spanish will determine the amount of growth for the student for the data collection cycle.
Kindergarten Teachers	TX KEA is the assessment used to measure growth. Students' subtests on all of Language, Literacy, and Mathematics subtests will be used to determine growth. Expected growth will be defined as moving up a band or remaining on track for the 10 subtests
1 st & 2 nd RLA & Math Geometry	The district will use STAR Renaissance for grades 1 and 2 reading and mathematics and Geometry at Grades 9-12. The growth measure is provided by the vendor for each student.
3 rd Grade Physical Education	Physical Education will use the FitnessGram as a pre-test. At the end of the year student's scores on the end of year FitnessGram are compared to expected growth using Half the Gap methodology for three of the seven FitnessGram indicators.
3 rd RLA & Math, 3 rd Self-Contained 5 th ; 8 th Science, 8 th Social. Studies., Biology, U.S. History	A released STAAR or STAAR Alt 2 is given within the first 9 weeks of school. Each student has an expected growth target identified using the "half the gap" method. At the end of the year, students' summative STAAR scores on the spring administration are compared to the expected "half the gap" target for each student to determine whether students met expected growth.

6 th Grade Science 7 th Grade Tx History Physics, Business Statistics;	Cumulative Exams for each content were created by assessment writers. The assessment will be given within the first 9 weeks of school as a pre-test. The pre-test will be used to set expected growth targets using the "half the gap" method. At the end of the year, students' scores on the Cumulative Exam post-test are compared to the expected "half the gap" target for each student to determine whether students met expected growth
PPCD, Kindergarten P.E., 1st-5th Music, Health Science Comm. Photography Theatre Arts II, III, IV,	To assess student growth in the SLO at the end of the year, teachers will compare the student's expected growth target of the TSP to their actual end of year skill level as documented by the body of evidence. Students whose body of evidence aligns to the descriptors of the expected growth target that was set for the at the beginning of the year will be considered to have met their expected growth

Calculating Student Growth

La Vega ISD has chosen to use the “Half the Gap” model to determine individual student growth. The following provides an example of how growth is calculated for each student. Example:

The pre-test consists of 52 questions. Students are administered the assessment during the first nine weeks of school. Column A contains the pre-test score for each student. After the results are received by the teacher, a goal setting meeting is held with each student. A TARGET goal is calculated for each student (Column E). This TARGET is “half the gap” plus the original pre test score. The formula for determining the “gap” is the difference between the perfect score and the pre-test score, divided in half.

1. A perfect score for the released test would be 52 or scale score (SS) of 946 (*column B). The first calculation is the difference (gap) between the pre-test scale score and a perfect scale score. (*column C).
2. The second calculation is dividing the difference between scale scores (gap) in half. (*column D).
3. The third calculation is to add the pre-test correct responses scale score to the gap scale score to formulate the TARGET for growth (*column E).
4. The last calculation is to determine if sufficient growth occurred when the STAAR results or Post-Test is graded (*column F)

	A	B	C	D	E	F	G
Student	Pre-Test SS	Perfect Score	Gap	Half	TARGET	STAAR SS	Growth
Anthony	946	2120	1174	587	1533	1379	-154
Jairo	1056	2120	1064	532	1588	1596	+8
Whitney	1094	2120	1026	513	1607	1467	-140
Diego	1221	2120	899	449	1670	1703	+33

Percent of students making sufficient growth

To calculate the total percentage of student growth for each teacher. The following calculation is used.

$$\frac{\%}{\text{Growth}}$$

Total # of students demonstrating one year or greater growth.

Total # of students meeting enrollment criteria for teacher with an expected growth score.

Using the 4 students in the example above concerning determining student growth, the teacher would have a student growth rate of **50%**. 2 of the 4 students had demonstrated growth in the expected content.

Determining Value-Added Scores (10%)

La Vega ISD utilizes Domains 1 (Planning) and Domain 4 (Professionalism) as added measures in determining TIA designations.

Effective planning begins with measurable and explicit learning outcomes aligned to the TEKS and LVISD identified “Essential Standards” for learning. Planning is initially based on four driving questions:

1. What is it we want our students to know and be able to do?
2. How will we know if each student has learned it?
3. How will we respond when some students do not learn it?
4. How will we extend the learning for students who have demonstrated proficiency?

These four questions are aligned to the Dimensions found in Domain 1.

- 1.1. Standards and Alignment - There is a clear connection between the learner outcomes, the TEKS or other standards, and how the lesson is designed in the lesson plan and executed during instruction. Students can answer the questions: Why am I

studying/learning this information? When and how am I going to use this information?

- 1.2. Data and Assessment - *Data and assessments are used to set individual and group* learning goals. It is evident that data is used to plan for how individual and group learning will occur in the lesson plan and during the lesson, as articulated during instruction (use of data binders, assessment results, prior day's instruction, etc.) and evidenced with artifacts during or following the lesson in discussion with the teacher. Students are setting goals and self-assessing/self-monitoring learning.
- 1.3. Knowledge of Students - Students' prior knowledge and experiences are discussed, addressed, and incorporated in the lesson. Learning styles are included using varied modalities in purposeful ways.
- 1.4. Activities - Questions are posed, extended, and subsequently generated to promote complex, higher order thinking. Student-to-student interactions are evident with planned activities that lead to self-direction and self-monitoring. Students are motivated and authentically engaged in learning.

Domain 4: Professional Practices and Responsibilities is not scored in summative form by the evaluator until after the teacher has been afforded the opportunity to present evidence related to the four dimensions and during the EOY Conference. Consider the flowing aspects of each dimension and sources *of evidence* for use in discussions.

- 4.1 Professional Demeanor and Ethics – Throughout the school year; adherence to Code of Ethics and Standards for Educators, attendance, appearance, professional conduct in meetings and interactions with others, efforts to advocate for students.
- 4.2 Goal Setting - Educator Goal-Setting and Professional Development Plan forms and other evidence of self-reflection, active participation in pre- and post-conferences, incorporating feedback into lessons in a timely fashion, evidence of growth across observations throughout the year, if applicable.
- 4.3 Professional Development - Educator professional development planning forms or other evidence of professional growth activities, contribution to professional development efforts at the district and/or campus level, efforts to foster growth among colleagues through sharing of information and collaboration.
- 4.4 School Community Involvement - Partnerships with community organizations, participation as a productive member of campus CTMs and grade-level teams, visibility at campus activities and during class transitions

T-TESS labels are assigned a numeric score from 1-5. Each dimension is assigned the score based on the following chart.

At the end of the school year, the campus principal will utilize the scores on all observations and walkthroughs to assign a summative T-TESS score for each teacher for Domains 1 & 4.

CALCULATING THE TEACHER'S FINAL TIA SCORE:

Teacher Observation and Value-Added Threshold Score Requirements

For both Teacher Observation and Value-Added Measures, La Vega ISD requires minimum thresholds. Because both the Observation and Value-Added Measure utilize the T-TESS Dimension Score, any score less than 3 (proficient) for any Domain disqualifies a teacher from eligibility.

The last observation score is used when calculating the rating score giving all educators the opportunity to improve performance based on prior T-TESS observations and conferences. An average of all sixteen dimensions must meet the minimum requirement for designation. To receive a designation, a teacher must meet the minimum threshold of the designation category.

Designation Category	Average Score Across 16 Dimensions
No Designation	<3.7
Recognized	3.7
Exemplary	3.9
Master	≥ 4.5

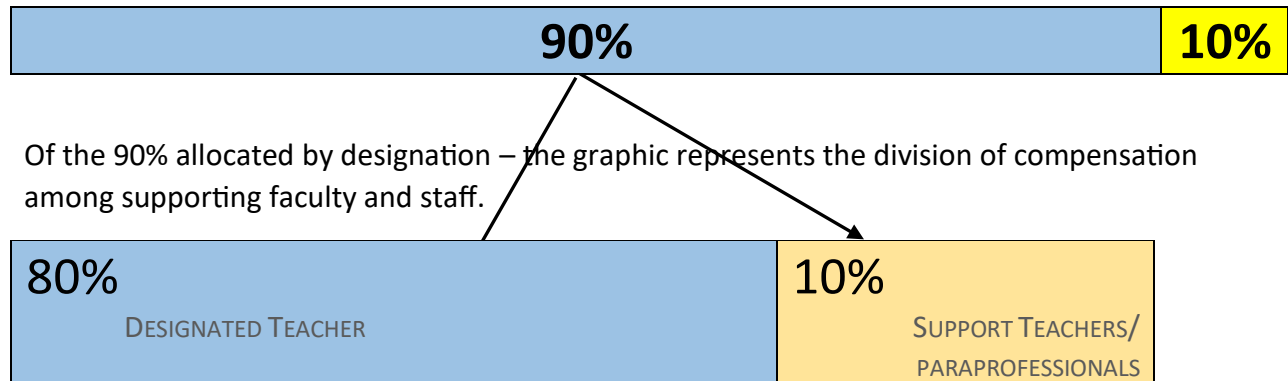
Student Growth Threshold Requirement Scores:

Teachers are required to meet a minimum threshold/requirement for student growth scores for teachers to earn a designation. The Texas Education Agency set these thresholds.

TIA Designation Category	Student Growth Percentage
No Designation	< 54%
Recognized	55% - 59%
Exemplary	60% - 69%
Master	70% - 100%

TIA STATUTORY SPENDING REQUIREMENT

LVISD will spend 90% of the allotment on teacher compensation on the campus where the designated teacher works. 10% of the allotment will be used by the district to support the local designation system.



- Support Teachers intervention teachers, special education teachers and paraprofessionals in the grade level and/or content if departmentalized.
- For grades 3 – 12, support teachers include those department teachers and paraprofessionals providing support by content area.

The 10% is divided equally between paraprofessionals and educators who are providing support to the designated teacher.

For example, a Kindergarten teacher receives designation at an exemplary level. 90% of the funding will be assigned to the campus / grade level for the designated teacher. 10% would be divided equally between the paraprofessional, interventionist and ESL/Bilingual teacher.

A secondary example: An eighth-grade math teacher receives designation at the recognized level. 90% of the funding will be assigned to the designated teacher. The 10% would be divided equally between the math intervention teacher, and the special education teacher that supports the math teachers.

Teacher TIA Compensation Timeline

La Vega divides the payout into two lump sum payments based on the estimated total allotment per teacher with the larger portion (80% of the 80%) awarded at the end of the school year (May). The smaller portion (20%) or settle-up of remaining allotment funds will be made as a retention payment during back-to-school week in August. All TIA funds for the year will be expended prior to August 31st.

Forfeiting Compensation

Retaining the district's best teachers is one of the goals for La Vega ISD. Teachers will earn this stipend by returning for the following school year or notifying the district of their intent to depart by March 15 of each school year. Designated teacher must notify the district in writing prior to the March 15th deadline to receive the retention funds. Teachers must submit written notification to HR (email, inter-office mail) of their intent to leave the district at the end of their contract. If an eligible teacher departs

without written notification, the retention stipend will not be forwarded. Funds retained by the district from designated teachers will be used to supplement district funding of teacher residents and strategic staffing teachers.

Instructional paraprofessionals, interventionists and non-designated teachers providing support to designated teachers will receive a single lump-sum payment in May with all funds expended prior to August 31st.

Movement of Teachers

If a designated teacher moves between campuses within La Vega ISD prior to Class Roster Winter submission (February), La Vega ISD will distribute TIA compensation based on the teacher's campus location at the time of the Class Roster Winter submission. If a teacher moves to/from the district prior to Class Roster Winter submission, the district does not receive any funds for the teacher. The teacher is not eligible for Teacher Incentive Allotment funds.

Movement Between Campuses

If the designated teacher leaves the campus to another in district campus after the Class Roster Winter submission, the designated teacher will receive the teacher incentive allotment value based on the teacher's campus location at the time of the Class Roster Winter submission.

Leaves the district after February.

In the event a designated teacher leaves the district after the Class Roster Winter submission and before the end of the school year, the designated teacher will not receive the allotment.

Spending of forfeited allotment funds

In all cases where allotments are forfeited, the designated teacher's allotment will be used to supplement student-facing instructional staff on the designated teacher's campus who are engaged in the innovative strategic staffing model. The innovative staff includes teacher residents, multi-classroom leader teachers, master team reach teachers, team reach teachers, and reach associates. In addition, funds will support teachers in earning a designation and designated teachers. The funds will be distributed before August 31 of each year.

La Vega ISD has engaged in Strategic Staffing and Observation / Feedback Loops to support and help teachers improve their practice increasing their potential in earning a designation. La Vega ISD will continue to support teachers through CTMs and providing district-wide professional development tied to earning TIA designations. We anticipate more teachers to earn a designation each year, as well as designated teachers moving up in their designation levels over time.

Teacher Incentive Allotment Writing Committee

Dr. Sharon M. Shields (Leadership)

Mr. James Villa

Mr. Todd Gooden (Teacher Observation)

Mrs. Angie Ward

Dr. Charla Rudd (Student Growth)

Mr. Christopher Borland

Mrs. Sandra Gibson

Mr. James Garrett (Spending)

Dr. Peggy Johnson

Leadership Review

Mrs. Lisa Seawright

Dr. Shaunte Scott

Mrs. Kristi Rizo

Mrs. Ginny Ellis

Mrs. Jeanne Gravitt

ONCE A PIRATE, ALWAYS A PIRATE!