

<p>For TEA Use Only Adjustments and/or annotations made on this have been confirmed with _____ by telephone/FAX on _____ of TEA.</p>	<p>TEXAS EDUCATION AGENCY Standard Application System (SAS)</p> <p>School Year 2007-2008 through 2008-2009</p>	<p>101-917 County District No.</p> <p>_____ Amendment No</p>
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**Governor's Educator Excellence Award Program – Texas Educator Excellence Grant, Cycle 2
Schedule #4B–Program Description: Part I and Part II Campus Incentive Plan**

This page may be duplicated as many times as needed to provide all information required for Criterion 1.

<p>Criterion 1: Teacher has a record of improving student performance using objective, quantifiable measures. (Required)</p>	<p>Acceptable Data Sources/Measures: TAKS, TPRI, SDAA, ITBS/Logramos, Aprenda, Student Portfolios, Local Benchmark Assessments, End-of-Year Assessments, Value Added Assessments, Others possible</p> <p>Unacceptable Data Sources/Measures: Teacher Attendance, Campus Rating, Student Attendance</p>
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Teacher Type	Data Sources and Measures	Performance Levels	Incentive Amount
Math	TAKS Scores	Math 6 >or= to 80% of all Regular students passing or 95% of Pre-AP students passing or 75% of Pre-AP Commended Math 7 > or = to 80% of all Regular students passing or 95% of Pre-AP students passing or 65% of Pre-AP Commended Math 8 > or = 74% of all Regular students passing or 95% of Pre-AP students passing or 60% of Pre-AP Commended as of the second administration of TAKS Math Vertical Team 6 - 8 >=83% passing On staff at Southmore or direct 5-6 feeder 2008-2009	\$2,150 individual award \$200 Team award
Reading	TAKS Scores	Reading 6 > or = 88% of all Regular students passing or 50% of Advanced ESL students passing or 95% of Pre-AP students passing or 80% of Pre-AP Commended Reading 7 > or = 85% of all Regular students passing or 50% of Advanced ESL students passing or 95% of Pre-AP students passing or 60% of Pre-AP Commended Reading 8 > or = 85% of all Regular students passing or 50% of Advanced ESL students passing or 95% of Pre-AP students passing or 60% of Pre-AP Commended as of the second administration of TAKS Reading Vertical team 6 - 8 >=88% passing On staff at Southmore or direct 5-6 feeder 2008-2009	\$2,150 individual award \$200 Team award
English	TAKS Scores	English 7 > or = 88% of all Regular passing or 50% of Advanced ESL students passing or 95% of Pre-AP students passing or 50% of Pre-AP students Commended English 6-7 Vertical Team >=90% passing On staff at Southmore or direct 5-6 feeder 2008-2009	\$2,150 individual award \$200 Team award
Social Studies	TAKS Scores	Social Studies 8 > or = 88% of all Regular students passing or 95% of Pre-AP students passing or 50% of Pre-AP students Commended Social Studies 6 - 8 Vertical Team >=90% passing On staff at Southmore or direct 5-6 feeder 2008-2009	\$2,150 individual award \$200 Team award

Science	TAKS Scores	<p>> or = 62% of all Regular students passing at 1 SEM or 95% of Pre-AP students passing or 25% of Pre-AP students Commended</p> <p>Science 6 - 8 Vertical Team >=65% (1 SEM) passing</p> <p>On staff at Southmore or direct 5-6 feeder 2008-2009</p>	<p>\$2,150 individual award</p> <p>\$200 Team award</p>
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This page may be duplicated as many times as needed to provide all information required for Criterion 2.

<p>Criterion 2: Teacher has a record of collaboration with faculty and staff that contributes to improving overall campus student achievement. (Required)</p>	<p>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</p> <p>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</p>
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Teacher Type	Data Sources and Measures	Performance Levels	Incentive Amount
All Core Content	Teacher logs, sign-in sheets, certificates of attendance	15 hours horizontal / vertical team planning 12 hours staff development, not including campus and District required (includes 6 hours required on own time) 10 hours Extended Day and/or Saturday Camp On staff at Southmore or direct 5-6 feeder 2008-2009	\$650

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This page may be duplicated as many times as needed to provide all information required for Criterion 3.

<p>Criterion 3: Teacher demonstrates ongoing initiative, commitment, professionalism, personalization, and involvement in other activities that directly result in improved student performance. (Optional)</p>	<p>Acceptable Measures: 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; teacher attendance; others measures that demonstrate commitment, professionalism, personalization, and involvement.</p> <p>Unacceptable Measures: Student attendance; parent attendance at parent involvement activities; participation in extracurricular activities not related to improved student academic performance.</p>
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Teacher Type	Data Sources and Measures	Performance Levels	Incentive Amount
		Not Using this measure	

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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
15	Elective Teachers	12 hours staff development in content area, not including campus and District required (includes 6 hours required on own time) 6 hours Extended Day support or 4 collaborative lessons On staff at Southmore or direct 5-6 feeder 2008-2009	\$650
7	Special Ed and ESL Teachers	12 hours staff development in content area, not including campus and District required (includes 6 hours required on own time) 6 hours Extended Day support On staff at Southmore or direct 5-6 feeder 2008-2009	\$650
10	Administrators, Counselors, Librarian, Nurse, Intervention Teacher	12 hours staff development in content area, not including campus and District required (includes 6 hours required on own time) 6 hours Extended Day support On staff at Southmore or direct 5-6 feeder 2008-2009	\$650
9	Instructional Aides	6 hours staff development or Extended Day support On staff at Southmore or direct 5-6 feeder 2008-2009	\$280
9	Office staff / ISC monitor	6 hours staff development or Extended Day support On staff at Southmore or direct 5-6 feeder 2008-2009	\$275- Office \$280- ISC monitor