

Texas Educator Excellence Grant – Cycle 3
Highland Park Elementary School
2008-09

The Governor's Educator Excellence Award Program made available to Highland Park Elementary School the Texas Educator Grant Program for the 2008-09 school year. Highland Park was chosen to participate in this noncompetitive grant based on the low socio-economic status of the campus and the high performance of the students as a Recognized campus for the school year 2006-07. The school was given the opportunity to apply for a \$50,000 grant.

Grant Purpose

The grant purpose is to provide a system of financial incentives to award educators who demonstrate the ability to achieve higher levels of student academic performance. The stated TEA goal of the program is to create a financial incentive system for teachers and to increase student performance.

Grant Requirements

The grant specifies that at least 75% of the funds must be spent on teacher incentives and that up to 25% may be distributed to other campus personnel. Teachers must demonstrate both success in improving student performance and collaboration with faculty and staff that contribute to improving the overall student performance. Success must be measurable using objective, quantifiable measures and the teacher impact on student achievement must be measurable at the individual or "team" level. "Teams" may be made up of grade or subject area groups.

The incentive plan must be developed by a committee of campus teachers, approved by a campus wide teacher vote, and approved by a district committee.

The Process

In keeping with the grant purpose and guidelines, a district committee was formed to begin the process. The district committee met and developed a process for selecting the campus committee. In addition, the district committee prepared information and materials for the campus to explain the grant purpose to all staff. A framework was also developed to assist the campus committee in the initial development phase of a plan.

The campus committee drafted a plan that was voted on by the teaching staff at Highland Park. The final plan was submitted to the district committee. The district committee may suggest modifications which would further align the plan to campus and district goals. The plan will then be presented to the Board of Trustees for review.

Plan Development

After developing an understanding of the grant purpose and guidelines, the Highland Park grant committee developed a plan incorporating the following key elements:

The overall plan should foster collaboration among all staff, recognize the contribution of all staff, and promote campus and district goals.

The committee interpreted the grant's purpose as primarily being a performance incentive for teachers. Following grant guidelines, 85% of the grant was allocated to Part I incentives for teaching staff.

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All teachers are responsible for either the performance of their specific students or for contributing to campus goals for all students. Therefore, performance incentives of substantially equal amounts have been established for all classroom teachers.

Support professionals and non-professionals contribute greatly to the overall success of students at Highland Park and should therefore participate in the performance incentive program.

Campus administrators are an integral and important factor in the success of the students and the campus. This grant, however, is designed specifically as a teacher incentive program and administrators will not be participants in the plan.

Staff Groupings

The committee defined three staff groups eligible for participation in the grant as follows:

Teachers

Professional Support

Non Professional Support

Performance Incentive Plan – Teachers

Teachers must meet both the performance and collaboration standards to receive the TEEG reward.

The performance incentive for core classroom teachers will be awarded as follows:

- (\$1,530 or \$1,730 depending on grade level) Performance standards were set for each teacher. Each grade level teacher will earn a performance incentive for meeting the established goals for math, reading, or science. Teachers serving students in multiple grade levels will have performance standards based on all tested grade levels.
- (\$1,530) Elective teachers will be eligible for performance incentives based on individually determined activities that support campus goals.
- (\$200) - The collaboration portion of the incentive will be earned by the teacher participating in at least 90% of designated staff development meetings.
- (\$200) – The teacher initiative portion of the incentive will be earned by the teacher being present 97% of the contracted days and for participation in at least 85% of tutorial sessions.

Performance Incentive Plan – Professional Support

Professional support staff has an opportunity to earn up to \$400 based on the campus maintaining a Recognized rating and for maintaining a personal attendance rate of 97% or greater.

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Performance Incentive Plan – Non-Professional Support

A schedule has been established for all non-professional support to earn a reward based on the campus maintaining a Recognized rating and for maintaining an attendance rate of 97%.

Reward Amounts - Recap

Based upon the plan outlined above, the following potential award amounts are established:

All Full Time Teachers - \$1,930 (Fourth Grade - \$2,130)

Professional Support - \$175 - \$400 depending on percent of day at Highland Park

Non-professional support - \$150 - \$700 depending on position and percent of day at Highland Park

Board Approval for Rewards Less Than \$3,000

The grant guidelines require that the Board of Trustees approve grants to teachers of less than \$3,000. The Highland Park committee has established a plan with rewards less than the recommended \$3,000 because the grant allocation was not sufficient to establish higher rewards based on the key elements and philosophy established by the committee.

Summary

Highland Park Elementary School is pleased to have the opportunity to participate in the Texas Educator Excellence Award Program. Staff should be reminded that this program was developed to stimulate growth in student performance and should not be viewed as a salary based pay increase. This grant provides a great opportunity for all staff to work collaboratively toward achieving our collective, primary goal of improving student performance and at the same time personally rewards those teachers and staff members who achieve high performance standards.

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Final Payout Plan 2007-2008

Part 1

Part 1										
Position	Grade Level	Performance Award Potential	Criteria	Criteria 2		Category 3				Total
	Performance			Collaboration Award Potential	Collaboration	Teacher Initiative	Teacher Initiative Award Potential	Campus Performance Rating Support Staff	Award Potential	
Core Teacher	Pre-K 3	1530	Know 5 letters and know 5 numbers by the end of the year	200	Participated in 90% Staff Development	Assists in tutorials 85% and Attendance Rate > or = 97%	200			1930
Core Teacher	Pre-K 4	1530	Know 5 letters and 5 numbers by the end of the year and 70% mastery DRI Lesson 40	200	Participated in 90% Staff Development	Assists in tutorials 85% and Attendance Rate > or = 97%	200			1930
Core Teacher	K	1530	75 & Master Lesson 90 in RM, 75% Master EOY math assessment	200	Participated in 90% Staff Development	Assists in tutorials 85% and Attendance Rate > or = 97%	200			1930
Core Teacher	K	1530	75 & Master Lesson 90 in RM, 75% Master EOY math assessment	200	Participated in 90% Staff Development	Assists in tutorials 85% and Attendance Rate > or = 97%	200			1930
Core Teacher	1	1530	75% Master Lesson 130 in RMI, 75% Master EOY Math assessment	200	Participated in 90% Staff Development	Assists in tutorials 85% and Attendance Rate > or = 97%	200			1930
Core Teacher	1	1530	75% Master Lesson 130 in RMI, 75% Master EOY Math assessment	200	Participated in 90% Staff Development	Assists in tutorials 85% and Attendance Rate > or = 97%	200			1930
Core Teacher	2	1530	75% Master Lesson 81 in RMI, 75% master EOY math assessment	200	Participated in 90% Staff Development	Assists in tutorials 85% and Attendance Rate > or = 97%	200			1930
Core Teacher	2	1530	75% Master Lesson 81 in RMI, 75% master EOY math assessment	200	Participated in 90% Staff Development	Assists in tutorials 85% and Attendance Rate > or = 97%	200			1930
Core Teacher	2	1530	75% Master Lesson 81 in RMI, 75% master EOY math assessment	200	Participated in 90% Staff Development	Assists in tutorials 85% and Attendance Rate > or = 97%	200			1930
Core Teacher	3	1530	3rd Grade TAKS Reading = 90% or higher	200	Participated in 90% Staff Development	Assists in tutorials 85% and Attendance Rate > or = 97%	200			1930

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Position	Criteria 1			Criteria 2		Category 3				Total
	Grade Level	Performance Award Potential	Criteria	Collaboration Award Potential	Collaboration	Teacher Initiative	Teacher Initiative Award Potential	Campus Performance Rating Support Staff	Award Potential	
	Performance									
Core Teacher	3	1530	3rd Grade TAKS Math = 85% or higher	200	Participated in 90% Staff Development	Taught 80% or During or After School Tutorials and Attendance Rate > or = 97%	200			1930
Core Teacher	4	1530	4th Grade TAKS Math = 90% or higher	200	Participated in 90% Staff Development	Taught 80% or During or After School Tutorials and Attendance Rate > or = 97%	200			1930
Core Teacher	4	1730	4th Grade TAKS Reading = 90%, 4th Grade Writing = 90 or higher	200	Participated in 90% Staff Development	Taught 80% or During or After School Tutorials and Attendance Rate > or = 97%	200			2130
Core Teacher	5	1530	5th Grade TAKS Math = 90% or higher	200	Participated in 90% Staff Development	Taught 80% or During or After School Tutorials and Attendance Rate > or = 97%	200			1930
Core Teacher	5	1530	5th Grade TAKS Science = 90% or higher	200	Participated in 90% Staff Development	Taught 80% or During or After School Tutorials and Attendance Rate > or = 97%	200			1930
Core Teacher	5	1530	5th Grade TAKS Reading = 90% or higher	200	Participated in 90% Staff Development	Taught 80% or During or After School Tutorials and Attendance Rate > or = 97%	200			1930
SPED	Pre-K- 5	1530	Prorated Based on success of all grade levels	200	Participated in 90% Staff Development	Taught 80% or During or After School Tutorials and Attendance Rate > or = 97%	200			1930
Reading Specialist	Pre-K -5	1530	Prorated Based on success of all grade levels	200	Participated in 90% Staff Development	Taught 80% or During or After School Tutorials and Attendance Rate > or = 97%	200			1930
P.E.	Pre-K- 5	1530	Will offer incentive activities for students mastering benchmark	200	Participated in 90% Staff Development	Attendance Rate > or = 97%	200			1930
Art/Music	Pre-K- 5	1530	Will present 3 VIPS programs during the 08-09 school year	200	Participated in 90% Staff Development	Attendance Rate > or = 97%	200			1930
Computer/Sci-TEK	Pre-K- 5	1530	Will offer support to core teachers with enrichment activities used in the computer and Sci-Tek labs continuously	200	Participated in 90% Staff Development	Attendance Rate > or = 97%	200			1930

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		Criteria 1	Criteria 2	Category 3						Total
Position	Grade Level	Performance Award Potential	Criteria	Collaboration Award Potential	Collaboration	Teacher Initiative	Teacher Initiative Award Potential	Campus Performance Rating Support Staff	Award Potential	
	Performance									
Part 2										
Curriculum Coach	Pre-K- 5	1530	Prorated Based on success of all grade levels	200	Participated in 90% Staff Development	Attendance Rate > or = 97%	200			1930
Instructional Aide						Attendance Rate > or = 97%	200	Campus Earns Recognize	200	400
Counselor						Attendance Rate > or = 97%	200	Campus Earns Recognize	200	400
Diagnostician						Attendance Rate > or = 97%	200	Campus Earns Recognize	200	400
Secretary						Attendance Rate > or = 97%	350	Campus Earns Recognize	350	700
Receptionist						Attendance Rate > or = 97%	350	Campus Earns Recognize	350	700
Pre-K Aide						Attendance Rate > or = 97%	200	Campus Earns Recognize	200	400
Sp. Ed Aide						Attendance Rate > or = 97%	200	Campus Earns Recognize	200	400
Spanish Aide						Attendance Rate > or = 97%	200	Campus Earns Recognize	200	400
Library Aide						Attendance Rate > or = 97%	200	Campus Earns Recognize	400	600

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	Grade Level	Performance Award Potential	Criteria	Collaboration Award Potential	Collaboration	Teacher Initiative	Teacher Initiative Award Potential	Campus Performance Rating Support Staff	Award Potential	
	Performance									
Health Aide						Attendance Rate > or = 97%	200	Campus Earns Recognize	200	400
Lead Custodian						Attendance Rate > or = 97%	150	Campus Earns Recognize	150	300
Custodians						Attendance Rate > or = 97%	100	Campus Earns Recognize	100	200
Cafeteria						Attendance Rate > or = 97%	100	Campus Earns Recognize	100	200
Dyslexia	Pre-K- 5					Attendance Rate > or = 97%	175			175
ESL	Pre-K-5					Attendance Rate > or = 97%	200	Campus Earns Recognize	200	400
ES Lpart time	Pre-K-5					Attendance Rate > or = 97%	175			175
1/2 Day Sp.Ed aide						Attendance Rate > or = 97%	150			150
Speech						Attendance Rate > or = 97%	175			175