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by _____ of TEA.

**TEXAS EDUCATION AGENCY
Standard Application System (SAS)**

**School Year 2008-2009 through
2009-2010**

Beeville ISD
Organization Name

A. C. Jones HS
Campus Name

Negotiations 9.08

013-901
County District No.

9-Digit Vendor ID# _____
ESC Region **2**

NOGA ID No. _____
(Assigned by TEA)

**Texas Educator Excellence Grant, Cycle 3
Schedule #1 – General Information**

Use of the Standard Application System: This system provides a series of standard schedules to be used as formats by applicants who apply for funds administered by the Texas Education Agency. If additional clarification is needed, please call 512-463-9181.

Program Authority: House Bill 1, General Appropriations Act, Article III, Rider 72, 80th Texas Legislature, 2007

Project Beginning Date: 10/01/2008

Project Ending Date: 02/28/2010

Index to this Application: An X has been placed in the New Application column to indicate each schedule that **must** be submitted as a part of the application. The applicant must place an X in this column for each additional schedule submitted to complete the application. For amendments, the applicant must place an X in the Amendment Application column next to the schedule(s) being submitted as part of the amendment.

Sch No.	Schedule Name	Application	
		New	Amend
1	General Information	X	X
2	Certification for Shared Services		
3	Purpose of Amendment	NA	<input type="checkbox"/>
4	Program Requirements	X	<input type="checkbox"/>
4B	Program Description	X	<input type="checkbox"/>
4C	Performance Assessment and Evaluation	X	<input type="checkbox"/>
4D	Equitable Access and Participation		
4E	(Other Program Schedules)		
4F	Private Nonprofit School Participation		
5	Program Budget Summary	X	X
5B	Payroll Costs 6100	X	<input type="checkbox"/>
5C	Professional and Contracted Services 6200	X	<input type="checkbox"/>
5D	Supplies and Materials 6300	NA	<input type="checkbox"/>
5E	Other Operating Costs 6400	NA	<input type="checkbox"/>
5G	Capital Outlay 6600/15XX (Exclusive of 6619 and 6629)	NA	<input type="checkbox"/>
6A	General Provisions	X	NA
6B	Debarment and Suspension Certification		
6C	Lobbying Certification		
6D	Disclosure of Lobbying Activities		
6E	NCLB Provisions and Assurances		
6F	Program-Specific Provisions and Assurances		

Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations, application guidelines and instructions, the Provisions and Assurances, Debarment and Suspension, lobbying requirements, Special Provisions and Assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official

Typed First Name	Initial	Last Name	Title
Nancy		Jones	Assistant Superintendent
Phone	Fax	Email	Signature (blue ink preferred)
361-358-7111	361-358-7837	njones@beeveilleisd.net	

Only the legally responsible party may sign this application.

4 complete application copies with 3 original signature(s) must be received by 5:00 p.m., Thursday, May 08, 2008 at the:
Texas Education Agency
William B. Travis Bldg.
Document Control Center, Room 6-108
1701 North Congress Avenue
Austin, Texas 78701-1494
(512) 463-9304

TEA DOCUMENT CONTROL NO. _____
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**TEXAS EDUCATION AGENCY
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**School Year 2008-2009 through
2009-2010**

A. C. Jones HS

Campus Name

013-901

County District No.

Amendment No

**Texas Educator Excellence Grant, Cycle 3
Schedule #4—Program Requirements**

Part 1: Grant Program Information

Summary of Program

Purpose and Goals

The purpose of the TEEG, Cycle 3 is to achieve higher levels of student academic performance. The goals of the program are to create a financial incentive system for educators and increase student academic achievement.

Allowable Activities

Part I Funds (Teacher Incentives)

Funds under Part I (no less than 75 percent of the total grant allocation) may be spent as follows:

Teacher Incentives

1. Incentives awarded under this part may be used only for classroom teachers.
2. To the extent practicable, incentives should not be less than \$3,000 or greater than \$10,000 per teacher, unless otherwise justified.
3. **Incentives must only be awarded to teachers that meet Part I criteria one *and* two.**
4. Incentives may be awarded to teachers that, in addition to meeting program criteria one and two, also meet program criteria three and/or four.
5. Incentives under this part must be distributed to teachers no later than October 15, 2009, however based on the data sources/measures used an extension can be requested and approved on a case by case basis.

Part II Funds (Additional Incentives)

Funds under Part II (no more than 25 percent of the total grant allocation) may be used to grant incentives not funded through local, state, or federal funds. Part II funds can be used for:

Additional Campus Faculty and Staff

1. Incentive payments to campus faculty and staff other than classroom teachers (i.e., principals, assistant principals, teachers not eligible for incentives under classroom teacher definitions including counselors, speech therapists, instructional coaches, teacher's aides, nurses, librarians, members of the custodial staff), and other campus employees who have contributed to improved student achievement. *Note: Additional incentives may not be spent on employees whose primary responsibility is athletic activity supervision or superintendents.*

Classroom Teachers

1. Incentive payments to classroom teachers using the criteria and performance levels established under Part I.

Other Campuses

1. Eligible campuses may choose to extend funding to feeder campuses not assigned accountability ratings (i.e. a K-2 campus).

Professional Development

1. Professional development for classroom teachers that did not qualify for an award under Part I of the campus incentive plan.
2. Reimbursement of funds for professional development activities that improve classroom instruction and student achievement.

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**Texas Educator Excellence Grant, Cycle 3
Schedule #4—Program Requirements**

Part 1: Grant Program Information (continued)

Summary of Program

Allowable Activities

Signing Bonuses

1. Signing bonuses for classroom teachers new to the campus assigned to teach in subject areas designated by the Commissioner and/or the local school district as high-need.

Mentoring Programs

1. Teacher mentoring programs approved by the Commissioner (Appendix E: Approved Beginning Teacher Induction and Mentoring Program Providers).
2. Mentor teachers on the same campus, and if possible, teaching in the same subject matter, who:
 - have three or more years of teaching experience;
 - have demonstrated a proven record of engaging students and improving student performance; and
 - are trained in mentor programs approved by the Commissioner and the local school district.

New Teacher Induction Programs

1. Activities that support new teacher induction programs.

Common Planning Time and Curriculum Development

1. Activities that support common planning time and curriculum development.

Teacher Stipends

1. Stipends to teachers that:
 - participate in after-school or Saturday programs;
 - are certified in the main subject area in which they teach; and/or
 - hold certain postgraduate degrees (excluding education administration, mid-management, and superintendency certifications).

Other Programs

1. Other programs that contribute directly to improved student achievement.
2. Other programs designed to recruit and retain highly effective teachers.

Other Activities

1. Other activities that create and/or further the goals of incentive systems designed to improve student achievement including extending incentive program.

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_____ Amendment No

Texas Educator Excellence Grant, Cycle 3

Schedule #4B-Program Description: Project Management

Part 1: Component Description Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).

Partnership/Involvement of Classroom Teachers and Others

The process by which the campus committee members were chosen: The High School campus level committee is composed of individuals representing a diverse and broad mix of teachers, including representation from different grade levels and subject areas. The principal asked for volunteers and then chose teachers to sit on the committee which was made up of a combination of teachers, including representation from different grade levels and subject areas.

The process by which the campus committee created the incentive plan: whether or not and how they sought feedback from the larger campus teacher population: The A. C. Jones High School campus level committee created the campus incentive plan by utilizing the instructions contained in the Governors Education Excellence Award Program Texas Education Excellence Grant RFP, Cycle 3 instructions as well as the examples provided by TEA and research completed by the committee. The campus held several staff meetings in order to obtain feedback and reactions from other staff on the campus.

The process by which campuses collaborated with districts in creating the incentive plan: Our campus level committee provided the district level planning committee with drafts of our incentive plan at various stages of the review process so that we could solicit their input and feedback regarding the program. After our campus level committee approved the plan, the district planning committee approved the plan for submission to the district's Board of Trustees and TEA.

The process by which, if applicable, a campus vote among teachers took place and the outcome of that vote: The campus held a vote among our teachers and other staff members at a staff meeting held prior to submitting the plan to the district level committee for approval. The outcome of that vote was approval of the plan by a majority vote among our staff.

Management of Grant Activities

A. C. Jones High School staff will monitor the implementation of the proposed project on an ongoing basis to ensure successful completion of activities according to the timeline of anticipated dates of completion. The Principal will be the primary contact regarding the incentive plan and the principal will also be responsible for distributing grant funds to the teachers no earlier than May 2009. This process will consist of the following mechanisms:

- **Project Management:** Monitors the routines of program operation; tracks participant characteristics, programming, allocation of staff, costs, etc.; assists in making short-term corrections and planning for the future
- **Staying on Track:** Ensures that the project stays focused on Goals, Objectives, and Outcomes; collects in-depth quantitative data to increase understanding of project service delivery success and problems
- **Efficiency:** Streamlines service delivery, enhances coordination among project sites and services, and lowers the cost of services.
- **Accountability:** Produces evidence of program effects for internal and external audiences; provides evidence of cost-effectiveness of the project
- **Sustainability:** Provides evidence to school district officials and school board members that the program is effective and merits continuing expenditures of resources.

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Schedule #4B-Program Description: Project Management**

Part 1: Component Description Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).

Internal Communications, Coordination, and Reporting

Beeville ISD will assign the following responsibilities to the project members specified below:

Beeville ISD administration will: Identify sustainability risks; Estimate probability, impact, and timeframe; Recommend approach and actions; Report on progress. The district will provide copies of the incentive plan to any interested parties as well as publish the incentive plan through newsletters, our district website, local newspapers and any other means the district feels appropriate

A. C. Jones High School Campus Principal will: Ensures accuracy of probability, impact, and timeframe estimates; Review recommendations on approach and actions; Build action plans; Collect and monitor data for the incentive program throughout the year; Notify teachers of their progress in reaching the goals of the incentive plan through individual and staff meetings throughout the school year

A. C. Jones High School Principal will: Make control decisions (analyze, decide, execute) for project risks; Authorize expenditure of project resources; Assign or changes responsibility for risks within the project; Integrate project information received from the teachers and other staff.

Supplement-Not-Supplant

A. C. Jones High School, if successful, will utilize grant funds to supplement our current resources in order to provide the goals and objectives described in this grant project. A. C. Jones High School will use grant funds to supplement the districts budget funds for the A. C. Jones High School's proposed project. The district will not reduce or redirect current budget funding for campus initiatives. The district will maintain documentation that clearly demonstrates the supplementary nature of these funds. Additionally, the Beeville ISD's district improvement plan has identified funds to assist with future student success initiatives.

Beeville ISD's Board of Trustees have also identified in our current local budget, as well as our long-range campus improvement plan, sufficient operational funds in order to effectively maintain and operate other student programs necessary for academic success. The District feels that we are in compliance with the non-supplanting requirements relating to this grant initiative. A. C. Jones High School will utilize grant funds to supplement the projects identified in this grant application. We are committed to the success of our school district, staff, and students and we will continue to pursue additional funding sources, including private donations, other grant initiatives, and fundraising activities.

Teacher and/or Staff Excluded from Award Plan (If Applicable)

Not Applicable

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Texas Educator Excellence Grant, Cycle 3

Schedule #4B – Program Description: Project Management

Part 2: Required Activity Checklist and Timeline

#	Activities	Date (mm/dd/yy)	Activity Completed (Y or N)	Not Applicable (NA)
1	Select/Create Campus-level decision-making committee (Committee members should be listed on Schedule #4B, Part 1: List of Campus Committee Members)	04/15/08	Y	
2	Select a campus point of contact for the grant (Schedule #1, Part 3: Applicant Information)		Y	
3	Identify the teacher eligibility criteria for incentive awards under Part I	05/07/08	Y	
4	Describe the criteria used to exclude teachers and/or staff from receipt of any (Part I and/or Part II) awards, if applicable. (Schedule #4B, Part 4: Teacher and/or Staff Excluded from Award Plan)	-	-	NA
5	Select the performance measures that demonstrate Criterion 1 (Required – List on Schedule #4B - Program Description: Part I and Part II Campus Incentive Plan)	05/07/08	Y	
6	Select the performance measures that demonstrate Criterion 2 (Required – List on Schedule #4B - Program Description: Part I and Part II Campus Incentive Plan)	05/07/08	Y	
7	Select the performance measures that demonstrate Criterion 3 (Optional – List on Schedule #4B - Program Description: Part I and Part II Campus Incentive Plan)	05/07/08	Y	-
8	Select the performance measures that demonstrate Criterion 4 (Optional – List on Schedule #4B - Program Description: Part I and Part II Campus Incentive Plan)	-	-	NA
9	Identify additional incentives to be funded under Part II (Optional)	05/07/08	Y	-
10	Identify the activity/activities to be funded under Part II	05/07/08	Y	-
11	Maintain evidence of teacher participation on file such as meeting minutes, attendance records, and/or any other evidence of campus meetings		Y	
12	Develop the Contingency Plan for Redistribution of Part I Funds	05/07/08	Y	
13	Develop the Contingency Plan for Redistribution of Part II Funds	05/07/08	Y	-

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 School Year 2008-2009 through
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A. C. Jones HS
 Campus Name
013-901
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**Texas Educator Excellence Grant, Cycle 3
 Schedule #4B – Program Description: Project Management**

Part 2: Required Activity Checklist and Timeline (continued)

#	Activities	Date (mm/dd/yy)	Activity Completed (Y or N)	Not Applicable (NA)
14	Complete Teacher Letters of Support and Involvement (Schedule #4B, Part 3: Letters of Support and Involvement)		Y	
15	Identify the amount of incentive awards under Part I (Award amounts should range between \$3,000 and \$10,000; if award amounts fall outside these amounts, board approval is required).	05/07/08	Y	
16	Indicate whether or not incentive amounts included under Part I and Part II include or exclude any applicable TRS, benefits, and/or charges. (Schedule 4B—Program Description: Part I and Part II Campus Incentive Plan)	05/07/08	Y	
17	The Campus Incentive Plan was made available for public viewing. <i>Note: plan should be available throughout the entire grant cycle.</i>	05/07/08	Y	
18	Ensure TEEG performance criteria align to district-wide goals outlined in the District Awards for Teacher Excellence (DATE) grant, if applicable.		-	NA
19	TPRI waiver has been requested	-	-	NA
20	By signing Schedule #1, grantee assures that all revisions to the original plan as submitted to TEA (pre and post NOGA) will be brought forth to all levels of approvals (Campus, District and board if necessary)	05/07/08	Y	-

Part 3: Evidence of Campus Committee Participation and District Committee and Board Participation

#	Activities	Date mm/dd/yy	Vote Taken (Y or N)	Result # to #
21	The Campus-level decision-making committee voted to approve the Campus Incentive Plan.	05/07/08	Y	8 to 0
22	The Campus Incentive Plan was approved by a simple majority through a campus-wide vote.	05/07/08	Y	70 to 0
23	The District-level decision-making committee voted to approve the Campus Incentive Plan.	05/07/08	Y	20 to 0
24	The Campus Incentive Plan was presented, or will be presented, to the School Board of Trustees or Directors.	05/07/08		
25	Campus Incentive Plans that include award amounts outside the recommended range of \$3,000 - \$10,000 had this variance approved by the local school board.	05/07/08	Y	5 to 0

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A. C. Jones HS
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013-901
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Amendment No.

Texas Educator Excellence Grant, Cycle 3

Schedule #4B-Program Description: Part I Campus Incentive Plan

Criterion 1: Teacher has a record of improving student performance using objective, quantifiable measures. **Required.** (Minimum of 75 percent of total grant allocation).

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

Unacceptable Data Sources/Measures: SDAA, SDAAI, TPRI, PDAS ratings, Teacher Attendance, Campus Ratings (i.e., AYP ratings, AEIS ratings, etc.), Student Attendance, Others possible

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

Teacher Type(s)	Data Source(s)/ Measure(s)	Performance Level(s)	Incentive Amount	Includes Fringe Benefits
Grade: 9 th - 12 th (40 teachers) Subject/Function: Reading/LA Teachers Science Teachers Math Teachers Social Studies Teachers	2008-09 TAKS EOY Assessment (math, science, social studies, and reading/LA)	<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 individual teacher's overall pass rate for their tested students on the EOY TAKS assessment is equal to or greater than the pass rates for any of the following: 1. District or State Level 2. Campus Level 3. Campus Comparison Group</p> <p>Level 1: District or State Level \$125 Level 2: Campus Level \$150 Level 3: Campus Comparison Group \$200</p>	Level 1: \$125 Level 2: \$150 Level 3: \$200	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Grade: 9 th - 12 th (40 teachers) Subject/Function: Content areas - groups Reading/LA Teachers Science Teachers Math Teachers Social Studies Teachers	2008-09 TAKS EOY Assessment (math, science, social studies, and reading/LA)	<p>Each overall content area pass rates for tested students on the EOY TAKS assessment is equal to or greater than the pass rates for any of the following: 1. District or State Level 2. Campus Level 3. Campus Comparison Group</p> <p>Level 1: District or State Level \$125 Level 2: Campus Level \$150 Level 3: Campus Comparison Group \$200</p>	Level 1: \$125 Level 2: \$150 Level 3: \$200	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Note: Each teacher type must achieve each performance level as an individual in order to qualify for an award. Teachers are eligible for all three levels. Teachers teach multiple grade levels.

Note: Each teacher type must achieve each performance level as a content area group in order to qualify for an award. Teachers are eligible for all three levels. Teachers teach multiple grade levels.

Grade: 9 th – 12 th (26 teachers)	Local (campus or district wide) Benchmarks	Level 1: 65-75% (or more) of tested students showed at least 10% improvement between 1st and 2nd benchmark. OR	Level 1: \$125	<input checked="" type="checkbox"/> Yes
Subject/Function:		Level 2: 76% (or more) of students showed at least 10% improvement between 1st and 2nd benchmark.	Level 2: \$225	<input type="checkbox"/> No
Non-core subject areas		<i>Teachers are eligible for only one level.</i> <i>Note: Each teacher type must achieve each performance level as an individual based on their individual students in order to qualify for an award. Teachers teach multiple grade levels.</i>		
Grade: 9 th – 12 th (43 teachers)	Local Benchmarks	Level 1: 70% of students served met all ARD recommended levels on test	Level 1: \$125	<input checked="" type="checkbox"/> Yes
Subject/Function:		Level 2: 80% of students served met all ARD recommended levels on test	Level 2: \$225	<input type="checkbox"/> No
Special Education		<i>Teachers are eligible for only one level. Teachers teach multiple grade levels.</i>		

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Texas Educator Excellence Grant, Cycle 3

Schedule #4B-Program Description: Part I Campus Incentive Plan

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).

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

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

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
		<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.)		
<input checked="" type="checkbox"/> All Teachers identified under Criterion 1	Lesson plans, meeting minutes, class handouts/assignments, student work on the developed plans, sign-in sheets	Beginning August 26, 2008 and ending May 1, 2009 teachers meet and plan bi-monthly (no later than the 10th and 20th of each month) to develop four shared grade-level lesson plans to be used within three weeks of the planning meetings.	\$150	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<input checked="" type="checkbox"/> All Teachers identified under Criterion 1	Meeting minutes and sign-in sheets	Attendance at eight (non-extracurricular) committee meetings between August 25, 2008 and May 1, 2009, that directly relate to improved student performance. (Attendance at no less than four meetings must be completed by March 1.)	\$150	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<input checked="" type="checkbox"/> All Teachers identified under Criterion 1	Meeting minutes and sign-in sheets	Annual attendance at all of the following campus meetings August 25, 2008, through May 1, 2009: school wide faculty meetings; vertical team meetings; grade-level meetings; team meetings; department meetings; parent-teacher meeting; and staff development meetings.	Level 1: \$50 Level 2: \$75 Level 2: \$100	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Level 1: 95-97% attendance - \$50
Level 2: 98-99% attendance - \$75
Level 3: 100% attendance - \$100
Teachers are eligible for only one level.

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Texas Educator Excellence Grant, Cycle 3

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

Criterion 3: Teacher demonstrates ongoing initiative, commitment, professionalism, personalization, and involvement in other activities that directly result in improved student performance. **Optional.** (Minimum of 75 percent of total grant allocation).

Acceptable Measures: PDAS rating, 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.

Unacceptable Measures: Student attendance; parent attendance at parent involvement activities; participation in extracurricular activities not related to improved student academic performance.

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

Not Applicable (if checked, leave schedule blank)

Teacher Type(s)	Data Source(s) / Measure(s)	Performance Level(s) <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.)	Incentive Amount	Includes Fringe Benefits
<input checked="" type="checkbox"/> All Teachers identified under Criteria 1 and 2	Tutoring Logs	40 hours of documented (unpaid) outside of the school day student tutoring for students identified as at-risk during the year (September 1, 2008 – May 20, 2009): 2 students	\$200	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<input checked="" type="checkbox"/> All Teachers identified under Criteria 1 and 2	Campus 2008-09 AEIS	To demonstrate instructional personalization, the 2008-09 percentage of students qualifying as TAKS failers will be less than 5% per subject area. Non-TAKS teachers will work as a team with TAKS teachers to develop strategies, activities and/or worksheets to help students pass TAKS.	\$200	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<input checked="" type="checkbox"/> All Teachers identified under Criteria 1 and 2	Session Lesson Plans, handouts, evaluations, and Parent Attendance Sign-in Sheet	Each teacher will initiate 10 (or more) parent conference sessions(s) for students identified at-risk that will provide parents with information on how to assist their child with educational success. (Note: Sessions must: 1) no less than 30 minutes in duration; 2) be held outside the normal school day and be provided in addition to what the campus already requires; and 3) take place between August 2008 and May 1, 2009	\$100	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<input checked="" type="checkbox"/> All Teachers identified under Criteria 1 and 2	Attendance Records	Teachers will not miss more than 3 days of school between August 25, 2008 and May 1, 2009. = \$50	\$50	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<input checked="" type="checkbox"/> All Teachers identified under Criteria 1 and 2	Benchmark data, lesson plans,	ALL teachers will use district benchmark data to analyze specific areas of need within their classroom, modify lesson plans to meet those needs, and utilize information in their	\$150	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

meeting
minutes,
class
handouts/
assignme
nts,
student
work on
the
developed
plans,
sign-in
sheets

classrooms daily. Test scores must improve by 5% within the teacher's classroom each testing period and teachers must have at least 80% attendance at the department meetings to discuss scores.

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Texas Educator Excellence Grant, Cycle 3

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

**Part II Additional
Incentives to Campus
Faculty and Staff**

(Maximum 25 percent of total grant allocation).

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.

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

Unacceptable Measures:

- 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) (do not include individual names, list position type/title – do not group by paraprofessional or office staff)	Performance Level(s)	Maximum Incentive Amount	Includes Fringe Benefits
25	1 Principal, 3 assistant principals, 4 counselors, 1 instructional consultant, 1 PEIMS clerk, 1 registrar, 5 secretaries, 1 librarian and 7 instructional assistants, and 1 truancy officer	A: Participation in mentoring at least two (2) at-risk students from September 2008 to May 2009 B: Participation in at least 5 after school programs from September 2008 to May 2009 (Staff is eligible to receive both A and B)	A: \$250 B: \$300	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

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by _____ of TEA.

**TEXAS EDUCATION AGENCY
Standard Application System (SAS)**

**School Year 2008-2009 through
2009-2010**

A. C. Jones HS
Campus Name

013-901
County District No.

Amendment No _____

**Texas Educator Excellence Grant, Cycle 3
Schedule #4C – Performance Assessment and Evaluation**

Part 1: Component Description. Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).

Ongoing Monitoring/Continuous Improvement

Ongoing evaluation will be conducted as a component of the overall Incentive Program. The major goals of the project are to improve students' academic achievement, reduce the academic gap between subgroups, and ensure equity and excellence for all students. Program objectives and activities are designed to advance the goal, and the evaluation component is designed to measure progress toward that goal. Process Evaluation: To facilitate the evaluation and to comply with TEA reporting requirement, A. C. Jones High School administration will collect, compile, and analyze a variety of data. The types of data, the timetable for collecting them and their role in the overall evaluation design are: (1) Scores on diagnostic assessments - we will use the current years TAKS results, the use of TAKS scores will assist us in determining how our teachers are performing in the classroom and also to track their performance in meeting grant performance goals; (2) The principal will record suggestions made for improvement and will document improvements in teacher performance; (3) Meeting logs - sign-in sheets and minutes for team and department meetings held during the year will be maintained as one measure of teacher collaboration; (4) Activity logs - will be collected to document teacher, staff, and principal involvement in the project; (5) Professional development logs - the principal will maintain sign-in sheets, logs, and evaluation forms from each session of professional development to document teacher and administrative staff development and to inform staff about future needs and modifications; (6) During staff meetings our personnel will also be able to provide feedback, complaints, and concerns regarding the program; (7) District level and campus administration will be responsible for maintaining TAKS integrity and the security of testing documents and results. This information will be used to identify and correct program deficiencies as they are encountered and to provide for continuous improvement of the project.

Qualitative and Quantitative Data Collection Methods

The principal and other campus administrative personnel will collect the following quantitative and qualitative data during the grant project to collect and analyze data related to the performance measures. The data will be used to measure the effectiveness of the project: (1) Annual TAKS scores administered in the spring of each year. These results will be disaggregated and analyzed by the teachers and principal. (2) Written logs, minutes and sign-in sheets of collaborative, professional development, informational and decision-making meetings kept by meeting leaders and then compiled and analyzed by the principal. (3) Surveys distributed to teaching staff and other campus personnel collected by the principal to determine opinions related to the incentive program; (4) Staff development evaluation forms completed by the staff involved in the project and collected pre and post training by the principal. (5) Self-report surveys in the form of Likert scales and open ended responses will be administered to teachers at the beginning and again at the end of the project period.

Formative Evaluation

The district's formative evaluation examines the conduct of the project, including a determination of the effectiveness of the planning, design, implementation, and evaluation of the project. The district's formative evaluation information will be obtained from program administrators and participants (i.e., parents, teachers, students, others from the community, etc.) to determine quality measures according to the purpose and objectives of the project. Formative evaluation information will be obtained to determine the following information:

- the quality, type, and degree of planning, implementation, and evaluation of project activities;
- the quality, type, and degree of collaboration with project partners;
- the quality and level of communication with and reporting to management on the progress of the project and any problems encountered;
- the quality, type, and degree of participatory involvement practiced by the principal(s), teacher(s), parent(s), and when appropriate, student(s);
- the quality, type, and level of professional development activities;
- the quality, type, and level of services actually provided to the targeted population;
- the quality and type of curriculum that is utilized;
- the quality and type of instruction;
- the quality of any products/documents developed as part of the project; the strengths and weaknesses of the project design, implementation, and evaluation; and
- the extent to which recommendations for modifying or improving the program as a result of on-going evaluation activities were implemented.

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**TEXAS EDUCATION AGENCY
 Standard Application System (SAS)
 School Year 2008-2009 through
 2009-2010**

A. C. Jones HS
 Campus Name
013-901
 County District No.

Amendment No

**Texas Educator Excellence Grant, Cycle 3
 Schedule #5- Program Budget Summary**

Program Authority: House Bill 1, General Appropriations Act, Article III of the 80th Legislature, 2007, Rider 72 **Fund Code** 429

Project Period: October 1, 2008, through February 28, 2010

Class/Object Code and Description	Program Costs		Admin Costs (*Max 5% deducted from Part II Funds)	Total Budget	
	Part I (Min 75%)	Part II (Max 25%)			
Payroll Costs	5B 6100	\$141,512	15,488	3,000	160,000
Professional and Contracted Services	5C 6200		-	5,000	5,000
Supplies and Materials	5D 6300		-	-	-
Other Operating Costs	5E 6400		-	-	-
Debt Service	5F 6500				
Capital Outlay (Exclusive of 6619 and 6629)	5G 6600/ 15XX*		-	-	-
Building Purchase, Construction, or Improvements	5H 6629				
Total Direct Costs:		\$141,512	15,488	8,000	165,000
% Indirect Costs					

Total Budgeted Costs: \$141,512 15,488 8,000 165,000

Administrative Cost Calculation (*Must be deducted from Part II Funds)

Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs **\$165,000**
 Multiply by 0.05 (5% maximum limit) or a lesser amount **.05**
 Enter Amount Allowable for Administrative Costs **\$8,250**

Part 1 Calculation (Min 75%): The amount above under Part 1 cannot be less than the amount listed here.

Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs x **.75= \$123,750**

Part 2 Calculation (25%) or (up to 20%) if maximum administrative costs are taken:

Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs x **.25 or .20= \$36,250**

*15XX is used only by non-profit open enrollment charter schools.

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TEXAS EDUCATION AGENCY
Standard Application System (SAS)
School Year 2008-2009 through
2009-2010

A. C. Jones HS
 Campus Name
013-901
 County District No.

 Amendment No

Texas Educator Excellence Grant, Cycle 3
Schedule #5B—Payroll Costs (6100)

Budgeted Costs

Employee Position Titles	#Full-Time Effort	#Part-time Effort	Program Costs		Admin Costs (*Part II Only)	Total Budget
			Part I (Min 75%)	Part II (*Max 25%)		
Part I Incentive Payments						
1 Classroom Teachers	66	-	126,125			126,125
Part II Additional Incentives						
2 Principals/Administrators	1			550		550
3 Assistant Principals	3			1,650		1,650
4 Instructional Assistants	7			3,850		3,850
5 Teacher Supervisor						
6 Secretary/Administrative Assistant	5			2,750		2,750
7 Data Entry Clerk/PEIMS & Registrar	2			1,100		1,100
8 Grant Accountant/Bookkeeper						
9 Evaluator/Evaluation Specialist						
10 Counselor	4			2,200		2,200
11 Truancy Officer	1			550		550
12 Child Care Provider						
14 Bus Driver						
15 Cafeteria Staff						
16 Librarian	1			550		550
17 School Nurse						
Other Employee Positions						
18 Title: Instructional Consultant	1			550		550
22	Subtotal Employee Costs		126,125	13,750		139,875
Substitute, Extra-Duty, Benefits**						
23 6112 Substitute Pay						
24 6119 Professional Staff Extra-Duty Pay- for data management and monitoring of grant activities outside of regular contracted hours					3,000	3,000
25 6121 Support Staff Extra-Duty Pay						
26 6140 Employee Benefits**			15,387	1738		17,125
27	Subtotal Substitute, Extra-Duty, Benefits Costs		15,387	1738	3000	20,125
28	Grand Total Payroll Budget (line 22 + line 27)		141,512	15488	3000	160,000

*Administrative costs can only be deducted from Part II funds.

**Indicate the benefit amounts to be charged to the grant.

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**TEXAS EDUCATION AGENCY
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 School Year 2008-2009 through
 2009-2010**

A. C. Jones HS
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013-901
 County District No.

 Amendment No

**Texas Educator Excellence Grant, Cycle 3
 Schedule #5C - Professional and Contracted Services (6200)**

Budgeted Costs

Class/Object Code and Description	Program Costs		Admin Costs (*Part II Only)	Total Budget
	Part I (Min 75%)	Part II (*Max 25%)		
6200 Services Provided by Internal Service Fund				
6211 Legal Services				
6212 Audit Services (OMB Circular, A-133 Audits)				
Professional/Consulting Services				
# Topic or Area Addressed Payment				
1 Grant Administrator/data collection \$5,000				
2				
3				
4				
6219 5		-	\$5,000	\$5,000
6				
7				
8				
9				
10				
6220 Staff Tuition (6221/6222/6223/6229)				
Education Service Center Services				
<input type="checkbox"/> Data Processing <input type="checkbox"/> Curriculum Development				
6239 Services <input type="checkbox"/> Evaluation Services <input type="checkbox"/> Staff Development				
<input type="checkbox"/> Media Services <input type="checkbox"/> Other Services				
6249 Contracted Maintenance and Repair of Equipment				
6259 Utilities				
6269 Rental/Lease of Equipment or Building Space				
# Type of Equipment/Space Purpose Rate and Calculation				
1				
2				
3				
4				
5				
6				
7				
8				
9				

	10				
6299	Miscellaneous Contracted Services				
Total					
	Professional and Contracted Services Budget:		-	\$5,000	\$5,000

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