

**BOARD OF EDUCATION
BEEVILLE INDEPENDENT SCHOOL DISTRICT**

Date: February 20, 2007

**Subject: Texas Educator Excellence
Grants Learning Resource Center**

Submitted By: Mrs. Bernal

INFORMATION

BACKGROUND INFORMATION: Earlier this year, four of our schools were eligible for the 2006-2007 Governor's Educator Excellence Award Program—Texas Educator Excellence Grant. AC Jones is eligible for \$165,000. FMC Elementary is eligible for \$50,000. Madderra-Flournoy Elementary is eligible for \$45,000. RA Hall Elementary is eligible for \$50,000. We were excited to find out in December that the Learning Resource Center was also eligible for this grant in the amount of \$50,000.

In September, you were given an overview of the components and requirements of this grant program. At this meeting, Dee Dee Bernal, principal of the Learning Resource Center, will share details of the campus grant. A brief overview of the grant plan is included in this agenda. In addition, it is posted at the website: www.beevilleisd.net.

ITEMS ADDRESSED:

Texas Educator Excellence Grants for the Learning Resource Center

RECOMMENDED ACTION:

None

BUDGETARY INFORMATION:

None

**Governor's Educator Excellence Award Program
Texas Educator Excellence Grant
School Year 2006-2007**

**Learning Resource Center
Amount of Grant: \$40,000**

PS3200 Narrative: Program Description; Part 1; Partnership/Involvement of Others: After learning about the award, the first step was to hold a campus meeting on December 13, 2006. The Assistant Superintendent, the Learning Resource Staff members met to discuss and acquire information on the process that was to be followed if we decided to participate in the grant. It was decided at the time that the committee for the campus should be the BLT (Building Leadership Team).

The campus committee is the regular BLT (Building Leader Team). Members of the BLT met on December 13, 2006 to learn about the incentive grant and its requirements. Attached are the sign-in sheet and the minutes for the first meeting. The members of the BLT attended the meeting and listened to the presentation provided by Mrs. Jones. The second meeting of the BLT took place on Thursday, January 4, 2007. Sign-in and minutes of this meeting are also attached. Discussion continued after the second meeting with the final proposal being presented to the entire staff at a meeting on January 5, 2007. At that time the campus voted on the proposal.

The voting was done by a survey of two questions on a secret ballot and the results of the vote are attached. One hundred percent of the staff agreed to the grant proposal.

Part One of the grant, which is 75% of the total money, will be rewarded using Criteria 1 and 2. Under Criterion 1 all teachers will have the opportunity to earn an award based on appropriate measures for each teacher. Criterion 2 addresses the collaboration of all teachers and will be measured by weekly meetings for planning and reviewing of Individual Student IEP's. Criterion 3 addresses professionalism, personalization and involvement in other activities that directly result in improved student performance. Criterion 1, 2, and 3 are required, and the data sources and measures were chosen to give every teacher the opportunity to earn an award. The principal and consultant will collect the data on each of the criteria and will keep individual records for each teacher or team as appropriate. Appropriate data and measures will be collected to allow for a comparison between the beginning of the year and the end of the year.

If for any reason the money in Criterion 1 is not awarded to the teacher involved in each area, that money will be divided equally among all other teachers in the criterion who did meet the expected achievement. Money in Criterion 2 will be divided equally among all teachers who meet the collaboration requirements.

PS3200 Narrative: Program Description; Part 1; Management of Grant Activities: Since the grant activities are already in place and are currently being used on our campus, we will continue to monitor each of the addressed areas. Data will be collected and kept by each teacher as appropriate.

The BLT meets once a month and at each of the monthly meetings the principal will check on the progress of the activities and will note any relevant feedback concerning the grant. Dee Dee Bernal, the principal, will be the person accountable for the timeline and activities of the grant.

PS3200 Narrative: Program Description; Part 1; Internal communications, coordination and reporting: For Criterion 1 teachers will administer appropriate benchmarks at the beginning of the year. Results will be turned in to the principal or her designee and will be kept on file for comparison to the benchmark that will be administered at the end of the year. Criterion 2 and 3 will be documented by weekly sign-in sheets for the collaboration and planning meetings, and also record of Individual Student Plans will be documented for each teacher.

Teachers will be provided feedback on their status with the grant every six weeks. A copy of the checklist kept in their file will be delivered to them, enabling them to make note of their status.

A copy of the plan will be available on the campus website. A district press release will also be issued informing the public that they may view the plan on the website or by coming by the campus office.

PS3200 Narrative: Program Description; Part 1; Supplement not supplant: Activities of this program will be targeted at improving student achievement through incentives to teachers and other personnel. Specific coordination will take place between this project and ongoing initiatives. None of the funds in this grant will be used for any services or activities required by state law, State Board of Education rule, or local policy.

PS3200 Program Description; Part 2; Program description: Part 2 is 25% of grant and will be used to award the non-teaching staff members who contribute to the success of the campus. The BLT felt that the assistants, PEIMS clerk, secretary, and custodian, as well as the principal and counselor should have the opportunity to receive an award. The data sources and measures that will be used is the contribution of each staff member to the improvement of student achievement.

PS3200 Narrative: Performance Assessment and Evaluation; Ongoing monitoring/correction of deficiencies/continuous improvement: Teachers will turn in the necessary data (i.e., benchmark scores) as the assessments are administered. The principal, Dee Dee Bernal, and the counselor, Traci Younts, will meet with teachers throughout the year to go over the data collected to help keep them on track for achieving their award. Weekly sign-ins for planning will be collected along with the data related to the Student Plans. These planning meetings will be used to brainstorm ideas for helping to improve scores. Higher level thinking through enrichment activities as well as tutorials for students that need additional assistance will be offered as part of the regular school day.

BLT members will share with the monthly meetings any concerns as the program is being implemented.

The integrity of the TAKS administration and testing security will be upheld by the testing coordinator and the principal. Every teacher who administers a TAKS test will be trained and will

sign an oath of Test Security and Confidential Integrity, and all other staff will sign an oath acknowledging test security.

PS3200 Narrative: Performance Assessment and Evaluation; Qualitative and Quantitative Data Collection Methods: As the data sources and measurements vary by teacher, the collection process will be different for each. All data will be collected by the principal and consultant who will meet with the different teachers to analyze the information. Sign ins for weekly meetings will be collected and weekly checks of Student Plans being turned in on time and being aligned with timelines and curriculum will be monitored.

For Criterion 1, quantitative methods will be used to determine eligibility in all areas assessed. The ARP (Academic Recovery Teachers) will administer benchmarks at the beginning and end of the year, with the expectation 30 percent to 54 percent of the students showing improvement in the end of the year benchmark.

Eligibility for Criterion 2 will be a combination of qualitative and quantitative measures. Sign-ins for weekly planning sessions as well as meetings with the principal and counselor will be an indication of collaboration, with the quantitative measurement being documentation of the number of times a teacher does not turn in lesson plans or Student Plans by the prescribed deadline.

PS3200 Narrative: Performance Assessment and Evaluation; Performance Measures: There are 6 teachers who are being evaluated for Part 1, representing 100% of the teaching staff. For Part 1, Criterion 1 any money not awarded to a teacher will be divided evenly among all teachers who did meet their criteria requirements. Any money in Part 1, Criterion 2 that is not awarded will be divided evenly between all teachers who did meet the collaboration and lesson planning requirements.

In Part 2, there are two certified personnel and seven support staff who are participating. The expectation is for each of these staff members to contribute to increase student performance and the money will be awarded for their continued commitment to the success of our students.

Texas Educator Excellence Grant Plan						
Learning Resource Center						
Part 1						(\$30,000 Total)
Criteria	Included? (Yes or no)	Data Sources and Measures	Performance Levels	Weight of Criterion	# of Teachers	Amount of Award
1. Teacher has a record of improving performance using objective, quantifiable evaluation (Required)	Yes	Pre & Post TAKS Benchmark Test	<p>Level 1: 30% - 54% of students show improvement from Pre-Test to Post-Test TEKS based Benchmark Tests</p> <p>Level 2: 55% or more of students show improvement from Pre-Test to Post-Test TEKS based Benchmark Tests</p>	<p>Level 1: Base award</p> <p>Level 2: Additional 10% of maximum award</p>	4	<p>Level 1: \$3,000</p> <p>Level 2: \$500</p>
	Yes	DAEP	<p>Level 1: 30% - 54% of students complete their IEP portfolio which includes TAKS objectives</p> <p>Level 2: 55% or more students complete their IEP portfolio which includes TAKS objectives</p>	<p>Level 1: Base award</p> <p>Level 2: Additional 10% of maximum award</p>	2	<p>Level 1: \$3,000</p> <p>Level 2: \$500</p>
2. Teacher has a record of collaboration with faculty and staff that contributes to improving overall campus student achievement (Required)	Yes	Individual Education Plan	Student IEP are aligned with district curriculum. Weekly meetings of core staff to document and collaborate on student progress. IEP progress is turned in every three weeks 95% of the time.	Percentage: 20% of maximum award	6	\$1,000

<p>3. Teacher demonstrates on-going initiative, commitment, professionalism, personalization, and involvement in other activities that directly result in improved student performance</p>	<p>Yes</p>	<p>Participation in vertical team instructional planning meetings, district professional development workshops and regional professional development workshops/seminars as determined through minutes, sign-in sheets and certificates of completion</p>	<p>Level 1: 80% attendance at scheduled meetings and workshops Level 2: 81% or greater attendance at scheduled meetings and workshops</p>	<p>Percentage: Level 1: 6% of maximum award Level 2: Additional 4% of maximum award</p>	<p>6</p>	<p>Level 1: \$300 Level 2: \$200</p>
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Part II			
			(\$10,000 Total)
Staff	Data Sources and Measures	# of staff involved	Amount of award
Principal and Counselor	Contributes to improve student achievement	2	Award: \$2,000 (\$4,000 Total)
Assistants, secretary, Clerk, & Custodian	Contributes to improve student achievement	7	Award: \$857 (\$6,000 Total)
Plan 1 Alternative Plan			
Allocated money that is designated for each area and that is not paid out due to team/teacher failure to reach the required performance level will be divided equally among the teachers who did meet the performance level for that criterion.			
Plan II Alternative Plan			
Money that is designated for each are in Part II that is not awarded due to failure to reach the required performance level will be designated for staff development for the 2007-2008 school year. Training needs will be determined by low performance on 2007 TAKS objectives.			