

Appendix B: Model Plans

The following eight model plans are provided as samples to assist with the creation process of a campuswide incentive plan. These models are consistent with the statutory requirements, administrative rules, and agency guidance for the Texas Educator Excellence Grant (TEEG).

Although plans are identified by campus type, all plans are recommended for review. These plans provide examples of: 1) required and optional criteria; 2) flat and tiered performance structures; 3) individual and team-level performance measures and levels; and 4) performance measures and structures for grade level content area teachers, elective, music, and physical education teachers.

Model: 1

Criteria Used: I, II

Campus Type: Elementary

Summary: This model was developed by an elementary school that places value on student achievement in reading and math and teacher collaboration. The campus incentive plan provides all teachers, Pre-Kindergarten through 5th grade, the opportunity to attain incentive awards. The plan uses several data sources and determines the data source associated with the different teacher types. The possible award amount for teachers who meet Criteria I and II is \$3000.

Criterion I: Teacher has a record of improving student performance using objective, quantifiable measures. Teacher must attain at least one of the performance levels for Criterion I to receive an award.

Teacher Type	Data sources	Performance Level(s)	Award Amount(s)
<ul style="list-style-type: none"> ▪ Pre-Kindergarten 	Language and Literacy Development	80%* or more of tested students showed level 4 mastery	\$2000
<ul style="list-style-type: none"> ▪ Kindergarten ▪ 1st grade ▪ 2nd grade 	Developmental Reading Assessment	Students met level 4 on the DRA	\$2000
<ul style="list-style-type: none"> ▪ 3rd -5th grade Bilingual ▪ 3rd - 5th grade ▪ Special Education (All grades) 	Logramos/ TAKS/SDAA/ITBS	Student pass rates in reading and math exceed the current campus average	\$2000

*Percent selected is greater than campus average

Criterion II: Teacher has a record of collaboration with faculty and staff that contributes to improving overall campus student achievement. Teacher must attain Criterion II, in addition to Criterion I, to receive an award.

Teacher Type	Data source(s)	Performance Level(s)	Award Amount(s)
<ul style="list-style-type: none"> ▪ Pre-Kindergarten ▪ Kindergarten ▪ 1st -5th grade ▪ 3rd-5th grade Bilingual ▪ Special Education (All Grades) 	Sign-in Sheets	Teacher attendance at common planning and grade level meetings was equal to or greater than 80%.*	\$1000

*Percent selected is greater than campus average

Model: 2**Criteria Used: I, II, III****Campus Type: Elementary**

Summary: This model was developed by an elementary school that places value on student achievement in reading, math and science, teacher involvement in parent-teacher relationships, and teacher-student tutoring. The campus incentive plan provides all teachers, Pre-Kindergarten through 5th grade, the opportunity to attain incentive awards. The plan uses several data sources and determines the data source associated with the different teacher types. The minimum possible award for teachers who met Criteria I and II is \$3000 and the maximum possible award amount is \$4000.

Criterion I: Teacher has a record of improving student performance using objective, quantifiable measures. Teacher must attain at least one of the performance levels for Criterion I to receive an award.

Teacher Type	Data source(s)	Performance Level(s)	Award Amount(s)
▪ Special Education (All Grades)	SDAA	Reading, Math, and Science: 85%-100%* student passing rate	\$2000
▪ Kindergarten	TPRI/TEJAS LEE	80%* or more of tested students achieved 60% on NRT	\$2000
▪ 1 st - 2 nd grade	ITBS/SA10	80%* or more of tested students achieved 60% on NRT	\$2000
▪ 3 rd grade	TAKS	85%-100%* student passing rate on Reading <i>and</i> Math assessments	\$2000
▪ 4 th - 5 th grade	TAKS	85%-100%* student passing rate on Reading, Math, <i>and</i> Science assessments	\$2000

*Percent selected is greater than campus average

Criterion II: Teacher has a record of collaboration with faculty and staff that contributes to improving overall campus student achievement. Teacher must attain Criterion II, in addition to Criterion I, to receive an award.

Teacher Type	Data source(s)	Performance Level(s)	Award Amount(s)
<ul style="list-style-type: none"> ▪ Kindergarten ▪ 1st grade ▪ 2nd grade ▪ 3rd grade ▪ 4th grade ▪ 5th grade ▪ Special Education (All Grades) 	Teacher mentoring and/or coaching	Master teachers will mentor/coach at least one teacher with lesson plan development at least monthly throughout the school year.**	\$1000
Grade Level Teams: <ul style="list-style-type: none"> ▪ Kindergarten ▪ 1st grade ▪ 2nd grade ▪ 3rd grade ▪ 4th grade ▪ 5th grade ▪ Special Education (All Grades) 	Sign in sheets for horizontal and vertical teams	85%* attendance and evidence of consistent participation in both horizontal and vertical teams**	\$1000

*Percent selected is greater than campus average

**For Criterion II, teachers can receive incentives for at least one measure and up to two measures.

Criterion III: Teacher demonstrates on-going initiative, commitment, professionalism, personalization, and involvement in other activities that directly result in improved student performance. In order to qualify for an award under Criterion III, teachers must qualify for an award under Criteria I and II.

Teacher Type	Data source(s)	Performance Level(s)	Award Amount(s)
<ul style="list-style-type: none"> ▪ Kindergarten ▪ 1st grade ▪ 2nd grade ▪ 3rd grade ▪ 4th grade ▪ 5th grade ▪ Special Education (All Grades) 	Attendance sheets	Attendance at 20, or more, grade level meetings***	\$300
	Tutorial Sign-in Sheets	Teachers conduct after school tutorial once a week throughout the school year.***	\$500
	PTO meeting sign-in sheets.	Teachers attend at least 95%* of PTO meeting.***	\$300
	Parent Teacher Conferences sign-in sheets	Teacher will conduct and document three parent-teacher individual conferences per student.***	\$500

*Percent selected is greater than campus average

***For Criterion III, teachers can receive incentives for at least one measure, but no more than two measures.

Model: 3

Criteria Used: I, II, III

Campus Type: Elementary

Summary: This model was developed by an elementary school that places value on student achievement in reading and math, teacher involvement in team collaborations, and professional development participation. The campus incentive plan provides all teachers, Pre-Kindergarten through 4th grade, the opportunity to attain incentive awards. The plan uses several data sources and determines the data source associated with the different teacher types. The minimum possible award for teachers who met Criteria I and II is \$3000 and the maximum possible award amount is \$4300.

Criterion I: Teacher has a record of improving student performance using objective, quantifiable measures. Teacher must attain at least one of the performance levels for Criterion I, in addition to Criterion II, to receive an award.

Teacher Type	Data source(s)	Performance Level(s)	Award Amount(s)
<ul style="list-style-type: none"> ▪ Pre Kindergarten ▪ Kindergarten 	End of Year TIPS	<p>Level 1: 80%* of tested students achieved Mastery in Reading and Math**</p> <p>Level 2: 85%* of tested students achieved Mastery in Reading and Math**</p>	<p>Level 1: \$2500</p> <p>Level 2: \$3000</p>
<ul style="list-style-type: none"> ▪ 1st grade ▪ 2nd grade 	ITBS and Aprenda	<p>Level 1: 70%* or more of tested students score 50th percentile on ITBS Reading and Math**</p> <p>75%* or more of tested students score 50th percentile on Aprenda Reading and Math**</p> <p>Level 2: 80%* or more of tested students score 50th percentile on ITBS Reading and Math**</p> <p>85%* or more of tested students score 50th percentile on Aprenda Reading and Math**</p>	

*Percent selected is greater than campus average

Teacher Type	Data source(s)	Performance Level(s)	Award Amount(s)
<ul style="list-style-type: none"> ▪ 3rd grade ▪ 4th grade 	TAKS	<p>Level 1: Reading, Math, and Science: 80%* student passing rate**</p> <p>Level 2: Reading, Math, and Science: 85%* student passing rate**</p>	<p>Level 1: \$2500</p> <p>Level 2: \$3000</p>
<ul style="list-style-type: none"> ▪ Special Education (All grades) 	Resource Special Ed ARD Expectations	<p>Level 1: 90%* or more of tested students exceeded ARD Expectations**</p> <p>Level 2: 95%* or more of tested students exceeded ARD Expectations**</p>	
<ul style="list-style-type: none"> ▪ ABLE/PACES teachers 	Individual assessments based on IEP's	<p>Level 1: 80%* of class achieved objective mastery with continued monitoring**</p> <p>Level 2: 90%* of class achieved objective mastery with continued monitoring**</p>	
<p>Grade Level Teams:</p> <ul style="list-style-type: none"> ▪ 1st grade Team ▪ 2nd grade Team ▪ 3rd grade Team ▪ 4th grade Team 	Data sources used to assess individual teacher(s)	90% of more of students on each team achieved Level 1 on Math and Reading assessments.**	Team Award: \$300

*Percent selected is greater than campus average

**For Criterion I, teachers can receive incentives individually and as a member of a team. However, teachers cannot receive a team award without meeting the individual teacher performance level(s) as indicated in the campus plan.

Criterion II: Teacher has a record of collaboration with faculty and staff that contributes to improving overall campus student achievement. Teacher must attain Criterion II, in addition to Criterion I, to receive an award.

Teacher Type	Data source(s)	Performance Level(s)	Award Amount(s)
<ul style="list-style-type: none"> ▪ Pre-Kindergarten ▪ Kindergarten ▪ 1st grade ▪ 2nd grade ▪ 3rd grade ▪ 4th grade ▪ Special Education (All Grades) ▪ ABLE/PACES teachers 	Team/committee Meeting minutes	Attendance at eight committee meetings per year.***	\$500
	Workshop presentation outlines, schedules, and sign-in sheets	Presentation or attendance at four workshop presentations per year.***	\$500

***For Criterion II, teachers can receive incentives for at least one measure and up to two measures.

Criterion III: Teacher demonstrates on-going initiative, commitment, professionalism, personalization, and involvement in other activities that directly result in improved student performance. In order to qualify for an award under Criterion III, teachers must qualify for an award under Criteria I and II.

Teacher Type	Data source(s)	Performance Level(s)	Award Amount(s)
<ul style="list-style-type: none"> ▪ Pre-Kindergarten ▪ Kindergarten ▪ 1st grade ▪ 2nd grade ▪ 3rd grade ▪ 4th grade ▪ Special Education (All Grades) ▪ ABLE/PACES teacher 	Professional Development attendance	12 hours of staff development****	\$500
	Participation in after-school tutoring program	Participation at least once a week throughout the school year****	\$500

****For Criterion III, teachers can receive incentives for no more than one measure.

Model: 4

Criteria Used: I, II, III

Campus Type: Elementary School

Summary: This model was developed by an elementary school that places value on student achievement in reading, math, writing, and science, teacher collaboration, professional development, and increased student support. The campus incentive plan provides all teachers, Pre-Kindergarten through 5th grade, the opportunity to attain incentive awards. The plan uses several data sources and determines the data source associated with the different teacher types. The minimum possible award for teachers who met Criteria I and II is \$2000 and the maximum possible award amount is \$4500.

Criterion I: Teacher has a record of improving student performance using objective, quantifiable measures. Teacher must attain Criterion I, in addition to Criterion II, to receive an award.

Teacher Type	Data source(s)	Performance Level(s)	Award Amount(s)
<ul style="list-style-type: none"> ▪ PreK - 2 	Reading, Math, Writing, and Science Local Benchmark assessment	Level 1: 70%-79.9% pass rates** Level 2: 80%-89.9% pass rates** Level 3: 90-100% pass rates**	Level 1: \$1500 Level 2: \$2000 Level 3: \$2500
<ul style="list-style-type: none"> ▪ 3rd grade ▪ 4th grade ▪ 5th grade 	Reading, Math, Writing, and Science TAKS		
<ul style="list-style-type: none"> ▪ Special Education 	SDAA, IEP Goals		

Teacher Type	Data source(s)	Performance Level(s)	Award Amount(s)
<ul style="list-style-type: none"> ▪ Music 	Student Portfolios	80% of students will pass portfolio review that includes note recognition, two concert presentations, and instrument performance**	\$2000
<ul style="list-style-type: none"> ▪ Physical Education 	Fitness Test Results	Level 1: 70% of students improve fitness test performance on mile run during 3 of 6 timed tests** Level 2: 85% of students improve fitness test performance on mile run during 3 of 6 timed tests**	Level 1: \$1500 Level 2: \$2000
Grade Level Teams: <ul style="list-style-type: none"> ▪ Pre-K ▪ 1st grade ▪ 2nd grade ▪ 3rd grade ▪ 4th grade ▪ 5th grade 	Grade level performance on Reading, Math, Writing, and Science assessments	Level 1: 70%-79.9% pass rates** Level 2: 80%-89.9% pass rates** Level 3: 90-100% pass rates**	Level 1: \$150 Level 2: \$300 Level 3: \$500

*Percent selected is greater than campus average

**For Criterion I, teachers can receive incentives individually and as a member of a team. However, teachers cannot receive a team award without meeting the individual teacher performance level(s) as indicated in the campus plan.

Criterion II: Teacher has a record of collaboration with faculty and staff that contributes to improving overall campus student achievement. Teacher must attain Criterion II, in addition to Criterion I, to receive an award.

Teacher Type	Data source(s)	Performance Level(s)	Award Amount(s)
<ul style="list-style-type: none"> ▪ Pre-K ▪ 1st grade ▪ 2nd grade ▪ 3rd grade ▪ 4th grade ▪ 5th grade ▪ Special Education 	Horizontal and Vertical Team Meeting minutes or sign in sheets	***At least 25 meetings per year	\$750
<ul style="list-style-type: none"> ▪ Pre-K ▪ 1st grade ▪ 2nd grade ▪ 3rd grade ▪ 4th grade ▪ 5th grade ▪ Music ▪ Physical Education ▪ Special Education 	Peer Teacher Observation	***Three observations per year by grade level teachers who will observe and give feedback to buddy teacher.	\$500
	Sponsorship/Leadership of Student Team or Activities (Non-stipend)	***Attendance roster indicating participation in at least 10 team or individual activities	\$750
	Attendance at Faculty Meetings	***Teacher attendance is equal to or greater than 95%*	\$500

*Percent selected is greater than campus average

***For Criterion II, teachers can receive incentives for at least one measure, but no more than two measures.

Criterion III: Teacher demonstrates on-going initiative, commitment, professionalism, personalization, and involvement in other activities that directly result in improved student performance. In order to qualify for an award under Criterion III, teachers must qualify for an award under Criteria I and II.

Teacher Type	Data source(s)	Performance Level(s)	Award Amount(s)
<ul style="list-style-type: none"> ▪ Pre-K ▪ 1st grade ▪ 2nd grade ▪ 3rd grade ▪ 4th grade ▪ 5th grade ▪ Music ▪ Physical Education ▪ Special Education 	Professional Development Hours	6 additional Non-Stipend staff development hours beyond the 12 Time Equivalency Hours	\$500

Model: 5

Criteria Used: I, II, III, IV

Campus Type: Middle School

Summary: This model was developed by a middle school that places value on student achievement in all subject areas, teacher involvement in lesson development and professional development participation. The campus incentive plan provides teachers in all grades the opportunity to attain incentive awards. The plan uses a few data sources and determines the data source associated with the different teacher types. The minimum possible award for teachers who met Criteria I and II is \$3000 and the maximum possible award amount is \$4450.

Criterion I: Teacher has a record of improving student performance using objective, quantifiable measures. Teacher must attain at least one of the performance levels for Criterion I, in addition to Criterion II, to receive an award.

Teacher Type	Data source(s)	Performance Level(s)	Award Amount(s)
<ul style="list-style-type: none"> ▪ Math ▪ English ▪ Social Studies ▪ Science 	TAKS	Student pass rates exceed the campus average in subject area assessment**	\$2250
<ul style="list-style-type: none"> ▪ Special Education 	SDAA	70%* of students met all ARD recommended levels on test**	\$2250
<ul style="list-style-type: none"> ▪ Elective 	Local Benchmarks	Students showed 10% growth between 1 st and 2 nd benchmark**	\$2250
Grade Level Teams: <ul style="list-style-type: none"> ▪ 6th grade ▪ 7th grade ▪ 8th grade 	TAKS	Level 1: 75%* of students passed 2 of 3 subject area tests per grade** Level 2: 85%* of students passed 2 of 3 subject area tests per grade**	Level 1: \$500 Level 2: \$700

*Percent selected is greater than campus average

**For Criterion I, teachers can receive incentives individually and as a member of a team. However, teachers cannot receive a team award without meeting the individual teacher performance level(s) as indicated in the campus plan.

Criterion II: Teacher has a record of collaboration with faculty and staff that contributes to improving overall campus student achievement. Teacher must attain Criterion II, in addition to Criterion I, to receive an award.

Teacher Type	Data source(s)	Performance Level(s)	Award Amount(s)
<ul style="list-style-type: none"> ▪ Math ▪ Science ▪ English ▪ Social Studies ▪ Special Education ▪ Elective 	Horizontal and Vertical Team Meeting minutes or sign in sheets	***At least 25 meetings per year	\$750
	Campus academic meeting sign-in sheets	***Teacher attendance at campus academic meetings was equal to or greater than 90%*	\$750

*Percent selected is greater than campus average

***For Criterion II, teachers can receive incentives for at least one measure and up to two measures.

Criterion III: Teacher demonstrates on-going initiative, commitment, professionalism, personalization, and involvement in other activities that directly result in improved student performance. In order to qualify for an award under Criterion III, teachers must qualify for awards under Criteria I and II.

Teacher Type	Data source(s)	Performance Level(s)	Award Amount(s)
<ul style="list-style-type: none"> ▪ Math ▪ Science ▪ English ▪ Social Studies ▪ Special Education 	Tutoring Logs	Level 1: Teacher provides afterschool tutoring to students once a month from September through May**** Level 2: Teacher provides afterschool tutoring to students once a week for at least 3 weeks of 6 week periods****	Level 1: \$250 Level 2: \$700
	Professional Development certificates of attendance	12 hours of staff development****	\$500

****For Criterion III, teachers can receive incentives for one of the measures.

Criterion IV: Teacher works in subject that is experiencing a critical shortage of teachers or has had high turnover. In order to qualify for an award under Criterion IV, teachers must qualify for awards under Criteria I and II.

Teacher Type	Data sources	Performance Levels	Award Amount(s)
<ul style="list-style-type: none"> ▪ Science ▪ Math 	Retaining teachers in hard to staff positions	Teacher is assigned to a local shortage area position	\$1000

Model: 6

Criteria Used: I, II, III

Campus Type: Middle School

Summary: This model was developed by a middle school that places value on student achievement in all subject areas, teacher involvement in lesson development and professional development participation. The campus incentive plan provides teachers in all grades the opportunity to attain incentive awards. The plan uses a few data sources and determines the data source associated with the different teacher types. The minimum possible award for teachers who met Criteria I and II is \$3000 and the maximum possible award amount is \$4500.

Criterion I: Teacher has a record of improving student performance using objective, quantifiable measures. Teacher must attain at least one of the performance levels for Criterion I, in addition to Criterion II, to receive an award.

Teacher Type	Data source(s)	Performance Level(s)	Award Amount(s)
<ul style="list-style-type: none"> ▪ Math ▪ English ▪ Social Studies ▪ Science 	TAKS	Student pass rates exceed the campus average in the subject area assessment	\$2500
<ul style="list-style-type: none"> ▪ Special Education 	SDAA	Level 1: 80%* or more of students met all ARD recommended levels on test Level 2: 90%* of students met all ARD recommended levels on test	Level 1: \$2500 Level 2: \$3000
<ul style="list-style-type: none"> ▪ Elective 	Local Benchmarks	Students showed 10% growth between 1 st and 2 nd benchmark	\$2500

*Percent selected is greater than campus average

Criterion II: Teacher has a record of collaboration with faculty and staff that contributes to improving overall campus student achievement. Teacher must attain Criterion II, in addition to Criterion I, to receive an award.

Teacher Type	Data source(s)	Performance Level(s)	Award Amount(s)
<ul style="list-style-type: none"> ▪ Math ▪ English ▪ Social Studies ▪ Science ▪ Special Education ▪ Elective 	Documentation of teacher participation in lesson plans development using district curriculum	**Completion of annual lesson plans for each subject area and for each grade at the end of the school year.	\$1000
	Meeting sign in sheets	**Attendance at campus academic meetings was equal to or greater than 90%*	\$500

*Percent selected is greater than campus average

**For Criterion II, teachers can receive incentives for at least one measure and up to two measures.

Criterion III: Teacher demonstrates on-going initiative, commitment, professionalism, personalization, and involvement in other activities that directly result in improved student performance. In order to qualify for an award under Criterion III,

Teacher Type	Data source(s)	Performance Level(s)	Award Amount(s)
<ul style="list-style-type: none"> ▪ Math ▪ English ▪ Social Studies ▪ Science ▪ Special Education ▪ Elective 	Professional Development certificates of attendance	12 hours of staff development	\$500

teachers must qualify for an award under Criterion I and II

Model: 7

Criteria Used: I, II, III

Campus Type: High School

Summary: This model was developed by a high school that places value on student achievement in core subject areas, teacher involvement in lesson sharing and professional development participation. The campus incentive plan provides core teachers in all grades the opportunity to attain incentive awards. The plan uses a few data sources and determines the data source associated with the different teacher types. The minimum possible award for teachers who met Criteria I and II is \$2750 and the maximum possible award amount is \$4500.

Criterion I: Teacher has a record of improving student performance using objective, quantifiable measures. Teacher must attain at least one of the performance levels for Criterion I, in addition to Criterion II, to receive an award.

Teacher Type	Data source(s)	Performance Level(s)	Award Amount(s)
<ul style="list-style-type: none"> ▪ Math, 9-12 ▪ English, 9-12 grades ▪ Social Studies, 9-12 grades ▪ Science, 9-12 grades ▪ Special Education (All Grades) 	TAKS/ SDAAII Scores	Level 1: 80-89%* of all students meeting all performance objectives Level 2: 90%* or more of all students meeting all performance objectives	Level 1: \$2000 Level 2: \$3000
<ul style="list-style-type: none"> ▪ Advanced Placement (AP) Teachers 	AP assessments	Level 1: 65%* of students score 3 or higher Level 2: 75% of students score 3 or higher Level 3: 80% of students score 3 or higher	Level 1: \$2000 Level 2: \$2750 Level 3: \$3000

*Percent selected is greater than campus average

Criterion II: Teacher has a record of collaboration with faculty and staff that contributes to improving overall campus student achievement. Teacher must attain Criterion II, in addition to Criterion I, to receive an award.

Teacher Type	Data source(s)	Performance Level(s)	Award Amount(s)
<ul style="list-style-type: none"> ▪ Participating Math, English, Social Studies, Science, Special Education, and Advanced Placement teachers 	Cross Curriculum Meeting minutes	Bi-weekly class meetings from September through April**	\$750
	Online Lesson Plan Sharing	80%* of lessons shared online and accessible to all staff**	\$750

*Percent selected is greater than campus average

**For Criterion II, teachers can receive incentives for one measure and up to two measures.

Criterion III: Teacher demonstrates on-going initiative, commitment, professionalism, personalization, and involvement in other activities that directly result in improved student performance. In order to qualify for an award under Criterion III, teachers must also qualify for awards under Criteria I and II.

Teacher Type	Data source(s)	Performance Level(s)	Award Amount(s)
<ul style="list-style-type: none"> ▪ Participating Math, English, Social Studies, Science, Special Education, and Advanced Placement teachers 	Professional Development certificates of attendance	12 hours of staff development***	\$500
	Peer classroom Observations	Two lessons observed every six weeks***	\$500

***For Criterion III, teachers can attain incentives for at least one measure and up to two measures.

Model: 8

Criteria Used: I, II, III, IV

Campus Type: High School

Summary: This model was developed by a high school places value on student achievement in all subject areas, teacher involvement in lesson development and professional development participation. The campus incentive plan provides teachers in all grades the opportunity to attain incentive awards. The plan uses a few data sources and determines the data source associated with the different teacher types. The minimum possible award for teachers who met Criteria I and II is \$2700 and the maximum possible award amount is \$3300.

Criterion I: Teacher has a record of improving student performance using objective, quantifiable measures. Teacher must attain at least one of the performance levels for Criterion I, in addition to Criterion II, to receive an award.

Teacher Type	Data source(s)	Performance Level(s)	Award Amount(s)
<ul style="list-style-type: none"> ▪ Math ▪ English ▪ Social Studies ▪ Science 	TAKS	Student pass rates exceed the campus average pass rate for each subject area assessment	\$2300
<ul style="list-style-type: none"> ▪ Special Education 	SDAII	70%* of students met all ARD recommended levels on test	\$2300
<ul style="list-style-type: none"> ▪ Elective 	Local Benchmarks	Students show at least 10% growth between 1 st and 2 nd benchmark	\$2300

*Percent selected is greater than campus average

Criterion II: Teacher has a record of collaboration with faculty and staff that contributes to improving overall campus student achievement. Teacher must attain Criterion II, in addition to Criterion I, to receive an award.

Teacher Type	Data source(s)	Performance Level(s)	Award Amount(s)
<ul style="list-style-type: none"> ▪ Math ▪ English ▪ Social Studies ▪ Science ▪ Special Education ▪ Elective 	Campus academic meetings sign-in sheets	**Teacher attendance at campus academic meetings was equal to or greater than 90%*	\$600
	Minutes with attendance lists of Advisory Task Force	**Teacher attendance at Advisory Task Force meetings was equal to or greater than 95%*	\$400

*Percent selected is greater than campus average

**For Criterion II, teachers can attain incentives for at least one measure and up to two measures.

Criterion III: Teacher demonstrates on-going initiative, commitment, professionalism, personalization, and involvement in other activities that directly result in improved student performance. In order to qualify for an award under Criterion III, teachers must qualify for awards under Criteria I and II.

Teacher Type	Data source(s)	Performance Level(s)	Award Amount(s)
<ul style="list-style-type: none"> ▪ Math ▪ English ▪ Social Studies ▪ Science ▪ Special Education ▪ Electives 	Afterschool tutoring logs	Level 1: Teachers provide afterschool tutoring to students twice a month from September through April.*** Level 2: Teachers provide afterschool tutoring to students once a week from September through April.***	Level 1: \$250 Level 2: \$750
	Professional Development certificates of attendance	12 hours of staff development***	\$500

***For Criterion III, teachers can receive incentives for at least one measure and up to two measures.

Criterion IV: Teacher works in subject that is experiencing a critical shortage of teachers or has had high turnover. In order to qualify for awards under Criteria IV, teachers must qualify for awards under Criteria I and II.

Teacher Type	Data source(s)	Performance Level(s)	Award Amount(s)
<ul style="list-style-type: none"> ▪ Science ▪ Math 	Retaining teachers in hard to staff positions	Teacher is assigned to a local shortage area position	\$1000