

Appendix C: Part II Model Plans

Part II: Additional Incentives to Campus Faculty and Staff.

The statutory requirements, administrative rules, and TEA guidance for the Texas Educator Excellence Grant allow incentives to be paid to campus faculty and staff (other than classroom teachers) using Part II funds. Possible staff positions include, but are not limited to, classroom teachers not included under Part I, counselors, principals, assistant principals, speech therapists, instructional coaches, teacher aides, nurses, librarians, custodial staff, social workers, cafeteria staff, and other campus personnel who contribute to improved student achievement. (Please Note: Funding may not be used for athletics.)

The following three model plans are provided as samples to assist and inform the creation process for incentives under Part II. Although plans are identified by campus type, all plans are recommended for review. These plans provide examples of: 1) flat and tiered performance structures, and 2) performance targets for classified and unclassified faculty and staff.

Model I

Campus Type: Elementary School

Summary: This model represents an elementary school that places value on student development and achievement as well as community building. Award amounts to teachers/staff – who meet Part II criteria – vary by staff position(s).

Staff Position(s)	Performance Level(s)	Award Amount(s)
<ul style="list-style-type: none"> ▪ Music and Fine Art Teachers 	Involvement and attendance at 4 of 5 collaboration meetings and 2 of 3 family nights.	\$1,000
<ul style="list-style-type: none"> ▪ Librarian 	Holds bi-weekly after-school bookclub meetings with at least eight struggling readers for two six week periods. AND Administers reading assessments to students to measure reading grade-level proficiency at least twice a year.	\$1,600
<ul style="list-style-type: none"> ▪ Teacher Aides 	<p>Level 1: Provides bi-weekly tutoring to students (identified by the lead teacher) to improve skills and academic achievement for at least six of eight consecutive weeks.</p> <p>Level 2: Provides bi-weekly tutoring to students (identified by the lead teacher) to improve skills and academic achievement for at least 16 of 20 consecutive weeks.</p> <p>Level 3: Meets either performance level one or two and: Contributed to classroom-level improvements tied to the assigned classroom teacher as evidenced by the performance targets achieved (and established) under Part I incentives for the assigned classroom teacher.</p>	<p>Level 1: \$500</p> <p>Level 2: \$1,475</p> <p>Level 3: \$1,750</p>

*The number of activities listed, exceeds the standard number of activities completed annually at the campus.

Staff Position(s)	Performance Level(s)	Award Amount(s)
<ul style="list-style-type: none"> ▪ Principal ▪ Assistant Principal 	<p>Level 1: Met two** of the performance targets listed below. Level 2: Met three** of the performance targets listed below. Level 3: Met four** or more of the performance targets listed below.</p> <p>a. Campus received an exemplary state accountability rating.</p> <p>b. Campus received a school effectiveness index (measure of students' academic growth on state and district mandated criterion and norm-referenced tests in grades 1-11 and improvements on other school variable affecting achievement) value-added score in the top 20 percent of like campuses.</p> <p>c. Campus met TAKS standard for percentages of student groups that either: 1) met annual performance targets, or 2) had at least 90 percent of students meet standard.</p> <p>d. Campus met TAKS commended level for the percentages of student groups that either: 1) met the annual commended performance target(s), or 2) had at least 30 percent of students with TAKS scale scores of at least 2200 points.</p> <p>e. Reduced the number of weekly in-school suspensions (ISS) for at least (any) 20 weeks during the school year.</p> <p>f. Reduced the number of out-of-school suspensions for 2 of 4 semesters.</p> <p>g. Reduced the number of students referred to Saturday school for academic failure from the previous year by 15 percent or more.</p> <p><i>**Principals and Assistant Principals cannot achieve the same performance targets to qualify for awards. At least one or more of the achieved targets must be different for each position.</i></p>	<p>Level 1: \$1,500</p> <p>Level 2: \$3,000</p> <p>Level 3: \$3,800</p>

*The number of activities listed, exceeds the standard number of activities completed annually at the campus.

Staff Position(s)	Performance Level(s)	Award Amount(s)
<ul style="list-style-type: none"> ▪ Counselor 	<p>Level 1: 20 hours (during the school year) of mentoring and/or tutoring with selected students (at least five or more) documented through meeting logs.</p> <p>Level 2: 40 hours (during the school year) of mentoring and/or tutoring with selected students (at least five or more) documented through meeting logs.</p> <p>Level 3: Met level one or two and organized four* one-hour community-training sessions to support improved student academic achievement and parent involvement.</p>	<p>Level 1: \$1,500</p> <p>Level 2: \$3,000</p> <p>Level 3: \$3,800</p>
<ul style="list-style-type: none"> ▪ Nurse 	<p>Level 1: Achieved one activity listed below. Level 2: Achieved two activities listed below. Level 3: Achieved three activities listed below.</p> <p>Attends and presents at all family nights and receives at least a satisfactory end-of-year evaluation.</p> <p>Contacts 100 percent of all parents of ill students weekly for at least 24 weeks or more.</p> <p>Visits each classroom, two or more times a year, to present health information or assist in other health/medical related ways.</p>	<p>Level 1: \$600</p> <p>Level 2: \$1,200</p> <p>Level 3: \$1,750</p>

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Staff Position(s)	Performance Level(s)	Award Amount(s)
<ul style="list-style-type: none"> ▪ Custodians 	<p>98 percent on time arrival rate to campus.</p> <p style="text-align: center;">AND</p> <p>Level 1: a. Stays late when requested a reasonable amount (as defined by the campus planning committee) of time <i>or</i> assists with school safety, bi-weekly, for nine or more weeks.</p> <p>b. Completes 90 percent of all repair/maintenance tickets items weekly for at least 24 weeks during the school year.</p> <p style="text-align: center;">OR</p> <p>Level 2: a. Stays late when requested a reasonable amount (as defined by the campus planning committee) of time <i>and</i> assists with school safety, bi-weekly, for nine or more weeks.</p> <p>b. Completes 90 percent of all repair/maintenance tickets items, weekly, for at least 24 weeks during the school year.</p> <p style="text-align: center;">OR</p> <p>Level 3: a. Stays late when requested a reasonable amount (as defined by the campus planning committee) of time <i>and</i> assists with school safety, bi-weekly, for nine or more weeks.</p> <p>c. Completes 90 percent of all repair/maintenance tickets items, weekly, for at least 32 weeks during the school year.</p>	<p>Level 1: \$1,800</p> <p>Level 2: \$2,250</p> <p>Level 3: \$3,300</p>

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Staff Position(s)	Performance Level(s)	Award Amount(s)
<ul style="list-style-type: none"> ▪ In School Suspension (ISS) Staff 	<p>ISS Staff conducts meetings (at least two or more), to develop plans to improve student behavior, with all students** (and their parents) assigned to ISS more than three times a month.</p> <p>(**At least 70 percent of chronic ISS students, per month, should be identified for no less than six months.)</p>	\$2,200
<ul style="list-style-type: none"> ▪ Cafeteria Staff 	<ul style="list-style-type: none"> a. 98 Percent attendance rate, and b. 85 percent or greater bi-monthly cafeteria cleanliness passing rate on kitchen health and safety inspections/evaluations for no less than 24 weeks. 	\$600

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Model II

Campus Type: Middle School

Summary: This model represents a middle school that places value on student development and achievement as well as community building. Award amounts to teachers/staff – who meet Part II criteria – vary by staff position(s).

Staff Position(s)	Performance Level(s)	Award Amount(s)
▪ Music and Fine Art Teachers	<p>Level 1: Achieved one activity selected from the list below.</p> <p>Level 2: Achieved two activities selected from the list below.</p> <p>Level 3: Achieved three or more activities selected from the list below.</p> <p>a. Leads, coordinates, and plans Winter and Spring Fine Arts Celebrations.</p> <p>b. Increases attendance at Winter and Spring Fine Arts Celebrations by 20 percent or more (from previous year’s attendance rate).</p> <p>c. Increases voluntary student participation in Winter and/or Spring Fine Arts Celebration by 15 percent or more (from the previous year’s participation rate).</p> <p>d. Leads, coordinates, and plans, at a minimum, three* weeklong celebrations. These include, but are not limited to: galleries, assemblies, festivals, performances at the campus or feeder campuses, student portfolio presentations, and/or other campus committee approved activities.</p> <p>e. Increases regular after school participation in electives (i.e., band, forensics, drama, etc.) by 15 percent or more from the previous semester and/or school year (whichever is greater).</p>	<p>Level 1: \$1,250</p> <p>Level 2: \$2,750</p> <p>Level 3: \$3,500</p>

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Staff Position(s)	Performance Level(s)	Award Amount(s)
<ul style="list-style-type: none"> ▪ Teacher Aides 	<p>Level 1: Tutors students (identified by the lead teacher) bi-weekly, for at least six of eight consecutive weeks, to improve student academic skills and achievement.</p> <p>Level 2: Tutors students (identified by the lead teacher) tri-weekly, for at least six of eight consecutive weeks, to improve their academic skills and achievement.</p>	<p>Level 1: \$800</p> <p>Level 2: \$1,200</p>
<ul style="list-style-type: none"> ▪ Counselors 	<p>Level 1: Achieved one activity listed below.</p> <p>Level 2: Achieved two activities listed below.</p> <p>Level 3: Achieved three activities listed below.</p> <p>a. Coordinates at least six speakers twice* a year, two per grade level, to conduct motivational discussions, personal development sessions, and/or trainings (i.e., self-defense, health and hygiene, bullying, organizational skills, etc.).</p> <p>b. Manages/leads/coordinates campuswide bullying intervention program all year and decreases the number of reported bullying-related incidents by 20 percent or more (from the previous year).</p> <p>c. Increases the number of activities provided (per semester) to students to assist 8th graders with the transition to high school.</p>	<p>Level 1: \$1,500</p> <p>Level 2: \$2,200</p> <p>Level 3: \$3,400</p>

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Staff Position(s)	Performance Level(s)	Award Amount(s)
<ul style="list-style-type: none"> ▪ Principal 	<p>Level 1: Achieves three performance targets listed below. Level 2: Achieves four or more performance targets listed below.</p> <ul style="list-style-type: none"> a. Reduces the number of unexcused student absences each semester (from previous year's average). b. Increases campuswide student attendance rates each semester (from previous year's average). c. Holds monthly* school-community meetings with one or more of the following groups: parents, teachers, and community members. Meetings include: discussions and participation on the "state" of the school, and plans to implement two or more follow-up activities during the school year. d. Increases teacher attendance by 10 percent or more (from previous year's average). e. Increases teacher retention rate (from previous year's average). f. Increases community involvement in school as evidenced through additional businesses and/or community partnerships, events, trainings, resources, etc. g. Implements a junior achievement program designed to recognize improved achievement and excellence in academics. h. Campus receives an exemplary state accountability rating. i. Secures additional mentors for students (at least quarterly). j. Implements at least two or more local business, college, and/or university partnerships. 	<p>Level 1: \$2,250 Level 2: \$3,500</p>

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Staff Position(s)	Performance Level(s)	Award Amount(s)
<ul style="list-style-type: none"> ▪ Librarian 	<p>Leads, prepares, and coordinates bi-weekly after-school bookclub meetings with 12 or more struggling readers for no less than two six week periods.</p> <p style="text-align: center;">AND</p> <p>Provides project based after-school tutoring during two or more critical events/projects/competition periods throughout the year (i.e., science fair, history day, forensics week, fine arts celebration, debate, math Olympiad, spelling bees, etc.).</p> <p style="text-align: center;">OR</p> <p>Assists reading/language arts teachers by administering reading assessments to students to measure reading grade-level proficiency at least twice during the year.</p>	\$2,000
<ul style="list-style-type: none"> ▪ In School Suspension (ISS) Staff 	<p>Level 1: ISS Staff coordinates small discussions with no less than 75 percent of students sent to ISS (quarterly) to address behavior management and academic achievement. And, holds weekly discussions, with no less than 10 ISS students, for 24 weeks or more.</p> <p>Level 2:</p> <p>a. Staff coordinates small discussions with no less than 75 percent of students sent to ISS (quarterly) to address behavior management and academic achievement. And, holds weekly discussions, with no less than 10 ISS students, for 24 weeks or more.</p> <p>b. Staff monitors attendance of chronic (three or more times a month) ISS offenders and reduces the number of chronic offenders assigned to ISS by no less than 15 percent for at least three quarters or more.</p>	<p>Level 1: \$1,800</p> <p>Level 2: \$2,400</p>

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Staff Position(s)	Performance Level(s)	Award Amount(s)
<ul style="list-style-type: none"> ▪ Cafeteria Staff 	<p>Level 1: a. 100 Percent attendance rate, and b. 85 percent or greater bi-monthly cafeteria cleanliness passing rate on kitchen health and safety inspections/evaluations for no less than 24 weeks.</p> <p>Level 2: a. 95 percent or greater attendance rate, and b. 95 percent or greater bi-monthly cafeteria cleanliness passing rate on kitchen health and safety inspections/evaluations for no less than 30 weeks.</p> <p>Level 3: a. 95 percent or greater attendance rate, and b. 95 percent or greater weekly cafeteria cleanliness passing rate on kitchen health and safety inspections/evaluations for no less than 35 weeks.</p>	<p>Level 1: \$1,000</p> <p>Level 2: \$1,400</p> <p>Level 3: \$1,825</p>
<ul style="list-style-type: none"> ▪ Custodians 	<p>Level 1: a. 100 Percent attendance rate, and b. 85 percent or greater weekly rate of responsiveness and completion rate on repair/maintenance ticket items for no less than 24 weeks.</p> <p>Level 2: a. 95 percent or greater attendance rate, and b. 95 percent or greater weekly rate of responsiveness and completion rate on repair/maintenance ticket items for no less than 30 weeks.</p> <p>Level 3: a. 95 percent or greater attendance rate, and b. 95 percent or greater weekly rate of responsiveness and completion rate on repair/maintenance ticket items for no less than 35 weeks.</p>	<p>Level 1: \$1,550</p> <p>Level 2: \$1,850</p> <p>Level 3: \$2,250</p>

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Staff Position(s)	Performance Level(s)	Award Amount(s)
<ul style="list-style-type: none"> ▪ Assistant Principal 	<p>Level 1: Achieves three performances targets listed below. Level 2: Achieves four or more performance targets listed below.</p> <ol style="list-style-type: none"> a. Held two* grade-level team meetings per semester with students and teachers to discuss emerging issues, opportunities for students, academic, social, and athletic plans for the team, and coordination of student activities. b. Worked with the principal to coordinate the activities (at least two or more) selected during the grade-level team meetings. c. Reduced the number of students referred to ISS, monthly, for at least six months or more. d. Increased daily student attendance rate for at least 120 days or more (from previous year's average). e. Campus received an exemplary state accountability rating. f. Reduced the number of students referred to Saturday school for academic failure (from the previous year by 15 percent or more). 	<p>Level 1: \$1,500 Level 2: \$3,200</p>

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Staff Position(s)	Performance Level(s)	Award Amount(s)
<ul style="list-style-type: none"> ▪ Nurse 	<p>Level 1: Provides, at a minimum, 10* monthly appointments (before, during, and/or after-school) for students to discuss and receive health related information for no less than six months.</p> <p style="text-align: center;">AND</p> <p>Provides a minimum of three* general health-related information meetings for students and parents.</p> <p>Level 2: Option A: Achieved any three or more of the below activities. Option B: Achieved activity (a), (c), and at least one other activity.</p> <p>a. Provides, at a minimum, 10* after school monthly appointments (before, during, and/or after-school) for students to discuss and receive health related information for no less than six months.</p> <p>b. Provides a minimum of three* after school general health-related information meetings for students and parents.</p> <p>c. Conducts meetings with parents of at-risk students (at least 12 students per quarter) at least quarterly.</p> <p>d. Regularly (as defined by the campus planning committee) coordinates/collaborates with Communities and Schools, family services, drop-out prevention centers/programs, etc.</p> <p>e. Assists with the reduction of school bullying/school violence through education, information dissemination, and/or participation in campuswide provided activities.</p>	<p>Level 1: \$1,550</p> <p>Level 2: Option A: \$2,000 Option B: \$2,600</p>

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Model III

Campus Type: High School

Summary: This model represents a high school that places value on student development and achievement as well as community building. Award amounts to teachers/staff – who meet Part II criteria – vary by staff position(s).

Staff Position(s)	Performance Level(s)	Award Amount(s)
<ul style="list-style-type: none"> ▪ Music and Fine Art Teachers 	<p>Level 1: Achieved one activity selected from the list below.</p> <p>Level 2: Achieved two activities selected from the list below.</p> <p>Level 3: Achieved three or more activities selected from the list below.</p> <ul style="list-style-type: none"> a. Leads, coordinates, and plans Fall <i>and</i> Spring Musicals*. b. Increases attendance at Fall <i>and</i> Spring Musicals by 20 percent (from previous year’s attendance rate). c. Increases voluntary student participation in Winter and/or Spring Fine Arts Celebrations by 15 percent or more (from the previous year’s participation rate). d. Leads, coordinates, and plans two* or more Art Fairs and/or Plays/Performances. e. Leads, coordinates, and plans, at a minimum, three* weeklong celebrations. These include, but are not limited to: galleries, displays, assemblies, festivals, performances at the campus or at feeder campuses, student portfolio presentations, and/or any other (campus planning committee approved) fine arts or musical activity. f. Provides bi-weekly after-school assistance/tutoring to students for project completion, play part rehearsal, etc. g. Increases regular (as defined by the campus planning committee) after school participation in electives (i.e., band, forensics, etc.) by 15 percent or more from the previous semester and/or year (whichever is greater). 	<p>Level 1: \$1,250</p> <p>Level 2: \$2,750</p> <p>Level 3: \$3,500</p>

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Staff Position(s)	Performance Level(s)	Award Amount(s)
<ul style="list-style-type: none"> ▪ Principal 	<p>Level 1: Achieves three performance targets listed below. Level 2: Achieves four performance targets listed below. Level 3: Achieves five or more performance targets listed below.</p> <ul style="list-style-type: none"> a. Reduces the number of unexcused student absences each semester (from previous year’s average). b. Increases campuswide student attendance rates each semester (from previous year’s average). c. Holds monthly* school-community meetings with one or more of the following groups: parents, teachers, and community members. Meetings include: discussions and participation on the “state” of the school, and plans to implement two or more follow-up activities during the school year. d. Increases SAT/ACT participation rates by 15 percent or more (from previous year’s average). e. Increases campuswide average student SAT essay scores by six points or more, or increases campuswide average multiple-choice scores by 40 points or more. f. Increases SAT combined critical reading and mathematics re-take scores by 30 points or more campuswide. g. Increases the number of students achieving dual credit by 10 percent or more (from previous year’s average). h. Increases the number of students qualifying as college ready by 10 percent or more (from previous year’s average). i. Increases campuswide graduation rate by 10 percent or more (from previous year’s average). j. Increases teacher attendance by 10 percent or more (from previous year’s average). k. Increases teacher retention rate by 10 percent (from previous 	<p>Level 1: \$1,700 Level 2: \$3,000 Level 3: \$4,500</p>

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	<p>year's average).</p> <ul style="list-style-type: none">a. Increases community involvement in school as evidenced through additional businesses and/or community partnerships, events, trainings, resources, etc.b. Implements a junior achievement program designed to recognize improved achievement and excellence in academics.n. Secures additional mentors for students (at least quarterly).o. Implements a student internship program with local business, college, and university partnerships.	
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Staff Position(s)	Performance Level(s)	Award Amount(s)
<ul style="list-style-type: none"> ▪ Assistant Principal 	<p>Level 1: Achieves three or more of the following:</p> <ul style="list-style-type: none"> a. Improves daily rate of student attendance for at least 110 days or more. b. Campus received an exemplary state accountability rating. c. Campus received a school effectiveness index (measure of students' academic growth on state and district mandated criterion and norm-referenced tests in grades 1-11 and improvements on other school variable affecting achievement) value-added score in the top third of like campuses. d. Reduces the number of weekly in-school suspensions (ISS) for at least (any) 20 weeks during the school year. e. Reduces the number of out-of-school suspensions for 2 of 4 semesters. f. Reduces the number of students referred to Saturday school for academic failure (from the previous year by 15 percent or more). g. Leads monthly* meetings with students and teachers, by grade-level teams, to discuss emerging issues, opportunities for students, academic, social, and athletic plans for the grade-level team, and coordination of student activities. <p>Level 2: Achieves four or more of the following:</p> <ul style="list-style-type: none"> a. Improves daily rate of student attendance for at least 140 days or more. b. Campus received an exemplary state accountability rating. c. Campus received a school effectiveness index (measure of students' academic growth on state and district mandated 	<p>Level 1: \$1,700</p> <p>Level 2: \$3,500</p>

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	<p>criterion and norm-referenced tests in grades 1-11 and improvements on other school variable affecting achievement) value-added score in the top 20 percent of like campuses.</p> <ul style="list-style-type: none">d. Reduces the number of weekly in-school suspensions (ISS) for at least (any) 27 weeks during the school year.e. Reduces the number of out-of-school suspensions for 3 of 4 semesters.f. Reduces the number of students referred to Saturday school for academic failure (from the previous year by 20 percent or more).g. Leads bi-monthly* meetings with students and teachers, by grade-level teams, to discuss emerging issues, opportunities for students, academic, social, and athletic plans for the grade-level team, and coordination of student activities.	
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Staff Position(s)	Performance Level(s)	Award Amount(s)
<ul style="list-style-type: none"> ▪ Teacher Aides 	<p>Level 1: a) Provides bi-weekly additional assistance to students (before, during, and/or after-school) on study and organizational skills for at least 8 of 10 weeks.</p> <p>b) Attends/participates in at least half of all parent nights and other parental involvement activities.</p> <p>Level 2: a) Provides bi-weekly additional assistance to students (before, during, and/or after-school) on study and organizational skills for at least 15 of 18 weeks.</p> <p>b) Attends/participates in at least 75 percent of all parent nights and other parental involvement activities.</p> <p>Level 3: Teacher Aid meets either performance level one or two and: a. Contributed to classroom-level improvement tied to the classroom teacher as evidenced by either the campus effectiveness measure and/or classroom student performance on a state assessment.</p>	<p>Level 1: \$800</p> <p>Level 2: \$1,150</p> <p>Level 3: \$1,400</p>

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Staff Position(s)	Performance Level(s)	Award Amount(s)
<ul style="list-style-type: none"> ▪ Custodians 	<p>Level 1: a. 100 Percent attendance rate, and b. 85 percent or greater weekly rate of responsiveness and completion rate on repair/maintenance ticket items for no less than 24 weeks.</p> <p>Level 2: a. 95 percent or greater attendance rate, and b. 95 percent or greater weekly rate of responsiveness and completion rate on repair/maintenance ticket items for no less than 30 weeks.</p> <p>Level 3: a. 95 percent or greater attendance rate, and b. 95 percent or greater weekly rate of responsiveness and completion rate on repair/maintenance ticket items for no less than 35 weeks.</p> <p>Bonus: Achieves one performance level above and the following: a. Coordinates, at least six or more, student led “clean the campus” days after athletic, fine arts, science, and/or other campus events, etc.</p>	<p>Level 1: \$1,800</p> <p>Level 2: \$2,250</p> <p>Level 3: \$3,300</p> <p>Bonus: \$300</p>

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Staff Position(s)	Performance Level(s)	Award Amount(s)
<ul style="list-style-type: none"> ▪ Cafeteria Staff 	<p>Level 1: a. 100 Percent attendance rate, and b. 85 percent or greater bi-monthly cafeteria cleanliness passing rate on kitchen health and safety inspections/evaluations for no less than 24 weeks.</p> <p>Level 2: a. 95 percent or greater attendance rate; b. 95 percent or greater bi-monthly cafeteria cleanliness passing rate on kitchen health and safety inspections/evaluations for no less than 30 weeks; and c. Increases number of weekly student volunteers to assist with cafeteria clean-up and lunch distribution for at least two quarters.</p> <p>Level 3: a. 95 percent or greater attendance rate; b. 95 percent or greater weekly cafeteria cleanliness passing rate on kitchen health and safety inspections/evaluations for no less than 35 weeks; and c. Increases number of weekly parent and student volunteers assisting with cafeteria clean-up, safety, and lunch distribution for at least one semester.</p>	<p>Level 1: \$1,000</p> <p>Level 2: \$1,300</p> <p>Level 3: \$1,800</p>

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Staff Position(s)	Performance Level(s)	Award Amount(s)
<ul style="list-style-type: none"> ▪ Librarian 	<p>Leads, prepares, and coordinates at least bi-weekly after-school mini-sessions (i.e., how to do academic research using the world wide web, how to complete a financial aid form, when to apply to college, tips for writing a persuasive essay, etc.) for at least eight weeks throughout the year.</p> <p style="text-align: center;">AND</p> <p>Provides project based after-school tutoring during two or more critical events/projects/competition periods throughout the year (i.e., science fair, history day, forensics week, fine arts celebration, debate, math Olympiad, etc.).</p> <p>Bonus: Achieves the above performance measures and the following:</p> <ul style="list-style-type: none"> a) Increases, at least bi-monthly, the number of students visiting the library for academic related purposes for at least six months. 	<p>\$3,250</p> <p>Bonus: \$600</p>

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Staff Position(s)	Performance Level(s)	Award Amount(s)
<ul style="list-style-type: none"> ▪ Counselors 	<p>Level 1: Achieves two of the following. Level 2: Achieves three or more of the following.</p> <ul style="list-style-type: none"> a. Reduces the number of total students dropping courses each semester. b. Increases the number of students taking grade-level coursework by 15 percent or more (from the previous school year). c. Increases the number of students applying to community colleges and/or 4-year colleges and universities by 15 percent or more (from the previous year). d. Increases the number of eligible students completing federal financial aid forms on time. e. Decreases the number of truant students for 3 of 4 semesters. f. Holds at least quarterly meetings with students on graduation plans (parents must attend at least one meeting). g. Increases the number of mathematics and reading/language arts college credit hours earned among graduating students. h. Increases the number of students accessing dual credit classes. i. Increases the number of students taking the SAT and/or ACT assessment as measured by using the highest percentage of test takers from each year for the previous three years. 	<p>Level 1: \$3,000 Level 2: \$4,000</p>

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