

METZ ELEMENTARY SCHOOL



84 Robert Martinez Jr.
Austin, TX 78702
512-414-4408, FAX 472-3412
<http://www.austinschools.org/metz/>

September 1, 2006

To whom it may concern,

My involvement with the grant was as follows. We were introduced to the grant at a faculty meeting where we selected a committee to write the grant. The committee was made up of grade level leaders as well as members representing the classified employees and other staff. The committee members met to discuss criteria and then met with their teams to receive feedback. They returned our feedback to the committee and wrote up the criteria. After the criteria was written the committee members returned to their respective teams for additional feedback. Changes were made to reflect the input of the teams, the criteria were set and the grant was written and presented to the CAC. The CAC unanimously approved the plan.

I support the grant that has been developed by the committee. I believe that it is equitable to all members of the campus. The criteria are realistic and achievable and the grant will not be difficult to administer. The committee did a good job making sure that all staff members have the opportunity to be rewarded for their hard work.

Sincerely,

A handwritten signature in black ink, appearing to read 'Mayra Muñoz'.

Mayra Muñoz
Spanish HOSTS teacher

September 1, 2006

To whom it may concern:

The Metz staff was notified of the ability to apply for this grant and grade level teams immediately met to determine who would be interested in representing them. Once those people were determined, the grant committee came up with a two-week calendar of meetings to write the grant.

There was a constant flow of information as it was gathered, from the grant committee to grade level team meetings, back to grant committee, etc. Use of e mail also facilitated other ideas, thoughts, comments and such. My grade level also agreed to have additional unscheduled team meetings when necessary to get needed input or agreement.

The process was beneficial in many ways. It brought attention to the manner in which we help our student population and helped us focus on ways to extend this positive influence. We looked at what we do, how to make it better and then went beyond that to improve our outreach to student, family and community.

Using the areas of student performance, collaboration and professionalism, we wrote a grant that expects everyone to reach for that next level of performance. Our teams feel that it validates our work while encouraging us to stretch that extra bit that could make the difference for our students.

Sincerely,

A handwritten signature in cursive script, appearing to read "Laura M. Martinez", enclosed within a faint, hand-drawn rectangular border.

Laura M. Martinez

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September 1, 2006

To Whom It May Concern:

As a teacher at Metz Elementary, I took part in the collaborative effort to establish the Governor's Education Excellence grant on our campus. We began the grant process at a faculty meeting, where all staff members were made aware of the grant and how it could possibly benefit our campus. At that time, the principal asked for each grade level team to nominate a team member to be a part of the grant committee. It was decided by all grade levels to ask team leaders to be part of the committee.

At the first grant committee meeting, we elected a contact person to help give us direction in the grant writing process. We elected Linda Anderson, who remained our contact person throughout the writing of the grant. Following the initial committee meeting, we met at least four other times, including two meetings with a district representative, Alan Towler. After each grant committee meeting, team leaders reported back to their teams and asked for further input and guidance. We continually looked to all staff members for ideas and improvements.

I feel that the committee was diligent in its endeavor to receive faculty input. There was a continuous effort to establish open communication between those writing the grant and all staff members effected by the grant.

Sincerely,

A handwritten signature in cursive script, appearing to read "L. Hernandez".

Lisa Hernandez
5th Grade Teacher
Metz Elementary

Gov. Excellence Award Minutes Began 3pm Ended 6:45

8-21-06

In attendance: Jennifer Atkinson, Rebecca Rhemke, Elvia Whitten, Laura Martinez, Michelle Navarro, Ana Presse (left at 3:45 for a dentist appointment), Alicia Castillo, Lisa Hernandez, Linda Anderson, Sarah Robertson, Sandi Heimsath, Joel De La Garza, Principal (see pg #1 for grade level, subject area)

alan towler came to answer questions and help us beginbegin by seeing the end!

Main Idea: There has to be criteria decided and met to fulfill the grant!

Observable actions to meet criteria.

Simple measurable criteria!

Use TEA website to find answers to frequently asked questions.

concerns about the time this will take to write, concerns about resentment

Elvia made the point that the point system is hardly any money. Everyone started with \$1000 and got a little more on top of that.

You can't put anyone in the "teacher" category that can't meet the criteria

But you can have special section for computer, parent support specialist

Team Meetings occurred on 8-22-06

Gov. Excellence Award Minutes Began 3pm Ended 6:45

8-23-06

In attendance: Jennifer Atkinson, Rebecca Rhemke, Elvia Whitten, Laura Martinez, Michelle Navarro, Ana Presse (left at 3:45 for a dentist appointment), Alicia Castillo, Lisa Hernandez, Linda Anderson, Sarah Robertson, Sandi Heimsath (see pg #1 for grade level, subject area)

Linda discussed the agenda and the possible committees

4 possible groups:

measurements for teacher performance criteria

campus collaboration (teacher collaboration)

determine \$ for people who are in 25%

determine other uses for

grant writing

budgeting

time line

Friday meet with committee

monday meeting and bring back what committee

tuesday finalized

wednesday we all meet and give Alan or plan

Thursday present it to CAC

PreK

25% split evenly with everyone

Don, Faith Sp Areas (part time get 1/3) should be in teacher

join PTA, 75-80% of parent conference, special areas+ could attend 12 or more conferences

attend 2 other school events

no points system needed

clarify that we are eligible for grant, we weren't awarded it

Kinder

3 main points

included in the 75% (sp areas, Faith)

didn't like the point system, who will keep track, how do you put sp area teachers in if you used test results

fixed amt \$1000 for returning next year and what ever is left over and the rest could be distributed to people who do other activities (extra activities)

Tutoring was directly linked to student improvement so tutoring was needed separate from "other activities" (keep it in mind that some people tutor and already get paid)
shouldn't divide \$ equally between 25%

Don brian monica counselor hosts office staff should get more then nurse, cafeteria, part time custodians AND all 25% of grant should be given to these people not spent on materials or other things

you don't know the value of the points until the end of the school year! so THAT is why you used points

1st

-dra or tpri to measure

-important to us that you participate in a school thing

-and tutoring

strongly felt parent conference because you never know what kids you will get

commit and participate in some things

-if we come up with a point system the important things they thought were highly qualified, team leader, pta, tutoring

pay other people, varied amounts

playground

hosts faith mayra sp areas in 75%

2nd

librarian don counselor, faith, sp areas part time special, speech, new arrival teacher %75

returning teachers who complete a year get base amount

new teachers who stay a year receive base amount

purpose is to motivate teachers to help kids pass

if grade level pass 70% reading, math, science, social studies (points)

as a grade level commended (5points)

special ed 70% meet ARD goals

tpri and dra as a grade level reach 70% (20points)

professionalism:

Advanced Educ, Highly Qualified, Masters, (3points as a team)

attendance (points)

service committee (points)

core committee (points)

family nights, fund raising back to school taks (points)

questions came up about how you keep points, the teachers have to do it??

concerning the 70% grade level thing elvia said that in the lower grades our low kids aren't identified yet but they might be in the older, so you could require teacher to impact that kid to get them dismissed or some kind of documentation to show that you did xyz interventions then you could still get paid

GIVE AS A TEAM AND AS A TEACHER!!

25% money:

classifieds shouldn't be required to do as much as teachers because we are salaried

everyone gets the same amount

if whole school reaches 70% classifieds should get something

if classifieds attend service events etc they could earn points

3rd

Brian & Don need compensation

Special Areas & Faith should be teachers

not resource and HOSTS

thought everyone should get part of the 25% no consensus

4th

everyone is valuable
rewarding people:
teacher retention is critical
who have been teaching a long time at Metz
tutoring was important
teacher of the year
bilingual
teachers who get 70% grade level
masters degree

5th

faith, linda myra, sp. areas all teachers
25% not much input, even and as fair as possible
70% passing taks, good number
commended gets extra points (each increment of 10% should receive more points)
all core areas have an equal weight
linda brought up the point that 3rd grade couldn't earn as much money as 4th and 5th
inclusion students? how is TA rewarded for the student's performance?
25% needed to be even
Base pay and points on top of that!
Other areas of recognition:
-30 hours of non-required prof development
-highly qualified (MAKE SURE TO INCLUDE BILINGUAL)
-attendance
-campus teacher of the year
-team leader
-cac member
-tutorials (should be rewarded MORE then other little nights)
-additional service social stuff
-neighborhood walk is a good idea

Special Areas

create a mission statement on what we think the grant is
please keep equitable as possible
25% should be equal
who is in 75% faith hosts, sp areas, brian, don
measurable criteria should be basic-
-certified teacher or working towards cert..
-give direct instructions to students
-responsible for state curriculum

collaboration

-participate in certain # of extra activities

LINDA's Team

please note, we all do direct instruction
We don't care where we are put!
2 people that should get more in the others group Brian and Monica
nurses shouldn't get money
parent training, office, custodians YES
special areas should be teachers BUT we have concerns that they won't be able to stay in teachers

measurements

-taks 3-4-5th
-preK should pick something to use
-dra tpri 1st and 2nd and k
-sdaa for special ed.

if any 25% left over use for collaboration, provide a 1/2 day sub so they could meet as a team

if you did collaboration you got 40% of 100% and if you passed testing you got 60%

professionalism

-any past awards would be included

-attendance important

-have 6 choices and attend 2-3

Sp Ed

everyone who can fit in the 75% should be in there, the more even the 25% would be for the others

all groups should be given equally amounts, all kids do what they do because EVERYONE here does what they do from custodians to teachers

criteria for sp. ed.

-two parent contacts per kid in sp. ed. (ARD and some other documenting)

-attend additional service stuff

-students achieve 70% of sdaa

some committee to keep track of people's points...linda said it is all written

Classifieds /Other

attendance (Don't go over your days) IF WE PUT THIS IN, IT HAS TO BE DEFINED

special areas, Faith, 2 HOSTS teachers 25%

Don & Brian in 25%

why do administrators get money?

no input on how we should disperse the 75%

New Arrival Teacher should be with teachers / 75%

does 1/2 time teachers (art & pe) get any money because maybe we aren't their home school and maybe they got more money

if they commit to this year and next they get a \$100 (or whatever)

commit to 1-3 academic activity would get \$50 per activity (lit math night, read across america) no more then 3

commit to 1-3 social activities would get \$50 (helping PTA on Sat, teacher talent, carnival, cinco)

Gov. Excellence Award meeting Minutes

8-28-06

all members In attendance: Jennifer Atkinson, Rebecca Rhemke, Elvia Whitten, Laura Martinez, Michelle Navarro, Ana Presse, Alicia Castillo, Lisa Hernandez, Linda Anderson, Sarah Robertson, Sandi Heimsath present from 12:00 - 4:45pm (see pg #1 for grade level, subject area)

voting on whether extra people who must stay in the "other" category get the same as the support staff put in the 75% area *if it is possible*

monica, don, faith, sp areas, hosts (not t.a.), counselor....

voted 10 out of 11 to pay them the same *if possible to do so after groups have met and presented*

option for people like Brian....because this person does this and this and this, we want to recognize.....

nurses can't be included in grant, cafeteria yes

after brief intro and discussion, members split into groups to work on their part of the grant

members met back at 3pm and presented their part to the entire committee

Committee made some small adjustments to each section, these were noted by each member on their hard copy

committee will bring info back to Grade Level / Team Meetings on Tuesday

Linda is to be contacted if there are any parts that are met with strong concern by team members

Team Meetings occurred on 8-29-06

Gov. Excellence Award meeting minutes

8-30-06

all members In attendance: Jennifer Atkinson, Rebecca Rhemke, Elvia Whitten, Laura Martinez, Michelle Navarro, Ana Presse, Alicia Castillo, Lisa Hernandez, Linda Anderson, Sarah Robertson, Sandi Heimsath , Joel De La Garza, principal.(see pg #1 for grade level, subject area)

Alan Towler met with us and answered many questions and made many clarifications. After Mr. Towler left, the committee discussed Part 2. Linda received numerous request to make all certified teachers in Part 2 get as equal as possible financial incentive as the teachers in Part 1. A plan was discussed and it was decided that the certified teachers in Part 2 would get 100 points, TA's around 75 points, office staff around 5) points and cafeteria and custodians and monitors 25 points. (This was later changed to 100 points, 75 points, 65 points and 45 points respectively.) Sarah Robertson felt very strongly that it should be equal all the way across with everyone in Part 2 eligible for the same number of points. It was voted on and the majority wanted the unequal points.

CAC meeting

8-31-06

The grant was presented to the CAC and it was unanimously approved.

<u>COMMITTEE MEMBER</u> <u>WHY SELECTED</u>	<u>SUBJECT TAUGHT/GRADE LEVEL</u>	<u>YEARS@METZ</u>
LAURA MARTINEZ TEAM LEADER	CLASSROOM TEACHER PRE KINDERGARTEN	14
ELVIA WHITTEN TEAM LEADER	CLASSROOM TEACHER KINDERGARTEN	9
JENNIFER ATKINSON TEAM LEADER	CLASSROOM TEACHER FIRST GRADE	8
MICHELLE NAVARRO TEAM LEADER	CLASSROOM TEACHER SECOND GRADE	5
ANA PRESSE TEAM LEADER	CLASSROOM TEACHER THIRD GRADE	11
SANDI HEIMSATH TEAM LEADER	CLASSROOM TEACHER FOURTH GRADE	6
LISA HERNANDEZ TEAM LEADER	CLASSROOM TEACHER FIFTH GRADE	10
SARAH ROBERTSON TEAM LEADER	SPECIAL EDUCATION TEACHER	8
REBECCA REHMKE TEAM LEADER	SPECIAL AREA TEACHER	2
*LINDA ANDERSON VOTED ON BY TEAM	READING INTERVENTION TEACHER SUPPORT STAFF	5
ALICIA CASTILLO VOTED ON BY TEAM	OFFICE STAFF CLASSIFIED	9

- GRANT COMMITTEE CHAIR

SUBJECT: Governor's Educator Excellence Award Grant Program –
Texas Educator Excellence Grant (R-2)

PRESENTER: Julie Lyons

RECOMMENDATION

Approval of the incentive plans designed by the 20 campuses eligible for the Texas Educator Excellence Grant.

BACKGROUND INFORMATION

In May, the Board approved the incentive plans developed by Blackshear and Oak Springs as part of first Governor's Educator Excellence Award Grant Program. The first cycle were three-year grants with \$60,000 allocated each year for campus-developed incentive plans.

In July, the Texas Education Agency notified the District that 20 campuses were eligible to apply for the second cycle of the Governor's Educator Excellence Award Grant Program – Texas Educator Excellence Grant. The campuses, and their funding allocations, are:

High Schools

Akins	\$230,000
Crockett	\$220,000
Lanier	\$210,000
Travis	\$200,000

Middle Schools

Dobie	\$120,000
Mendez	\$120,000

Elementary Schools

Allison	\$ 75,000
Andrews	\$ 90,000
Barrington	\$120,000
Blanton	\$ 90,000
Cook	\$125,000
Houston	\$125,000
Jordan	\$ 90,000
Linder	\$135,000
Maplewood	\$ 45,000

Metz	\$ 75,000
Norman	\$ 75,000
Ridgetop	\$ 40,000
Rodriguez	\$120,000
Widen	\$120,000

The campuses received this award based on their having Math and/or Reading TAKS scores within the top quartile with respect to Comparable Improvement, based on the 2004-05 results. The purpose of the grant is to provide a system of financial incentives to award educators who demonstrate the ability to achieve higher levels of student academic performance.

The grant award is for one year only, and 75% of it must be spent only for incentive awards for classroom teachers (defined as an educator who teaches in an academic instructional setting not less than an average of four hours per day.) The plans must address areas A and B and may include areas C and D as noted below.

- A. Success in improving student performance using objective, quantifiable measures
AND
- B. Collaboration with faculty and staff that contribute to improving overall student performance on the campus
AND/OR
- C. Teacher's assignment in area that is experiencing a critical shortage of teachers or has had high turnover
AND/OR
- D. Teacher's demonstration of on-going initiative, commitment, personalization, professionalism, and involvement in other activities that directly result in improved student performance

In order to receive any incentive, the teacher must meet the standards set under A and B. The amount of the award per teacher and what criteria must be met to receive the award must be determined by a campus team, with significant teacher involvement, and approved by the Campus Advisory Council (CAC).

The remaining 25% must be used to provide incentives to other non-teaching staff and/or for activities such as professional development and teacher mentoring support.

ADMINISTRATIVE CONSIDERATIONS

Teacher committees were formed at the campuses and these committees developed the incentive plans with assistance from central administration. The plans have been approved by the CACs and the District Advisory Council, and reviewed by the Superintendent. The plans award teacher incentives based on point systems or fixed stipend amounts for specific achievements and/or for service at high needs campuses. The plans also award incentives to non-teaching staff.

This grant is due at TEA by no later than October 5. We are asking that the Board of Trustees acknowledge receipt of the grant proposals. The AISD Teacher Compensation and Support Task Force will be reviewing these plans, and will report to the Board on what they learned from them and whether they are feasible for district-wide replication.

ACTION REQUIRED

Board approval.

CONTACT PERSON(S)

Julie Lyons
Maria Whitsett
Michael Houser