

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

**APPLICATION FOR NEW GRANTS UNDER THE TEACHER INCENTIVE FUND
PROGRAM**

CFDA # 84.385A

PR/Award # S385A100133

OMB No. 1810-0700, Expiration Date: 11/30/2010

Closing Date: JUL 06, 2010

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission	* 2. Type of Application: * If Revision, select appropriate letter(s):	
<input type="checkbox"/> Preapplication	<input checked="" type="checkbox"/> New	
<input checked="" type="checkbox"/> Application	<input type="checkbox"/> Continuation	* Other (Specify)
<input type="checkbox"/> Changed/Corrected Application	<input type="checkbox"/> Revision	

* 3. Date Received:	4. Applicant Identifier:
7/6/2010	

5a. Federal Entity Identifier:	* 5b. Federal Award Identifier:
4820280 -- NCES	na

State Use Only:

6. Date Received by State:	7/6/2010	7. State Application Identifier:	TX-W-20100706-0002-50
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8. APPLICANT INFORMATION:

* a. Legal Name: Galveston Independent School District

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
---	---------------------------

██████████

██████████

d. Address:

* Street1:	████████████████████
Street2:	
* City:	██████████
County:	
State:	██
Province:	
* Country:	████
* Zip / Postal Code:	██████

e. Organizational Unit:

Department Name:	Division Name:
Special Initiatives	Curriculum and Instruction

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:	* First Name:	Marcia
Middle Name:		

* Last Name: Proctor

Suffix:

Title: Director of Special Initiatives

Organizational Affiliation:

Galveston Independent School District

* Telephone
Number:

██████████

Fax Number:

██████████

* Email:

██

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.385A

CFDA Title:

Application for New Grants Under the Teacher Incentive Fund Program

*** 12. Funding Opportunity Number:**

ED-GRANTS-052110-001

Title:

Teacher Incentive Fund

13. Competition Identification Number:

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

City of Galveston, Galveston County -- Jamaica Beach, Galveston County --

Bolivar Peninsula

*** 15. Descriptive Title of Applicant's Project:**

Galveston ISD Performance Based Compensation System

Attach supporting documents as specified in agency instructions.

Attachment:

Title : GISDstatereview.rtf

File : \\Server1\gisinfo\Grants\tif\gisdstatereview.rtf

Attachment:

Title :

File :

Attachment:

Title :

File :

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: 14

* b. Program/Project: 14

Attach an additional list of Program/Project Congressional Districts if needed.

Attachment:

Title :

File :

17. Proposed Project:

* a. Start Date: 10/1/2010

* b. End Date: 9/30/2015

18. Estimated Funding (\$):

a. Federal	\$	████████
b. Applicant	\$	
c. State	\$	
d. Local	\$	0
e. Other	\$	
f. Program Income	\$	
g. TOTAL	\$	████████

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on .

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

Yes No

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: Dr. * First Name: Ann

Middle Name:

* Last Name: Dixon

Suffix:

Title: Interim Superintendent

* Telephone Number: [REDACTED] Fax Number: [REDACTED]

* Email: [REDACTED]

* Signature of Authorized Representative:

* Date Signed:

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

Texas Review and Comment System

Review

Applicant/Origination [REDACTED]

Contact Ms. Marcia Proctor

Contact Phone: [REDACTED]

Project Name:

CFDA 84.385A - Teacher Incentive Fund

Funding Agency: ED

SAI/EIS#: TX-W-20100706-0002-50

Date Received: 07/06/2010

The State of Texas has waived review of this project for the reason or reasons shown below.
Waiver of review does not constitute approval of nor agreement with this project.

Reason for waiver:

Program not selected for review under TRACS.
Waived to COG: 16 - HGAC

Denise S. Francis, State Single Point of Contact
Governor's Office of Budget, Planning &
P.O. Box 12428
Austin, TX 78711
(512) 463-8465



U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
Galveston Independent School Dis...

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	█	█	█	█	█	█
2. Fringe Benefits	█	█	█	█	█	█
3. Travel	█	█	█	█	█	█
4. Equipment	█	█	█	█	█	█
5. Supplies	█	█	█	█	█	█
6. Contractual	█	█	█	█	█	█
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	█	█	█	█	█	█
10. Indirect Costs*	█	█	█	█	█	█
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	█	█	█	█	█	█

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No
- (2) If yes, please provide the following information:
 Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2010 To: 6/30/2011 (mm/dd/yyyy)
 Approving Federal agency: ED Other (please specify): Texas Education Agency The Indirect Cost Rate is 2.85%
- (3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
 Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 2.85%



U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
 Galveston Independent School Dis...

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. "794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance

of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

Signature of Authorized Certifying Representative:

Name of Authorized Certifying Representative: Ann Dixon

Title: Interim Superintendent

Date Submitted: 07/06/2010

Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

1. Type of Federal Action: <input type="checkbox"/> Contract <input checked="" type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	2. Status of Federal Action: <input checked="" type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	3. Report Type: <input checked="" type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change For Material Change only: Year: 0Quarter: 0 Date of Last Report:
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Galveston Independent School District Address: 3904 Avenue T City: Galveston State: TX Zip Code + 4: 77550-	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	
6. Federal Department/Agency: Department of Education	7. Federal Program Name/Description: Teacher Incentive Fund CFDA Number, if applicable: 84.385A	
8. Federal Action Number, if known:	9. Award Amount, if known: \$19400991	
10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): Address: City: State: Zip Code + 4: -	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: -	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: Dr. Ann Dixon Title: Interim Superintendent Applicant: Galveston Independent School District Date: 07/06/2010	
Federal Use Only:	Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)	

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements.

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal Loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance.

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee or any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

APPLICANT'S ORGANIZATION
Galveston Independent School District
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE
Prefix: Dr. First Name: Ann Middle Name:
Last Name: Dixon Suffix:
Title: Interim Superintendent
Signature: _____ Date: 07/06/2010
ED 80-0013 03/04

Section 427 of GEPA

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P. L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Applicants should use this section to address the GEPA provision.

Attachment:

Title : GISDGEPA.pdf

File : \\Server1\gisdinfo\Grants\tif\GISDGEPA.pdf

General Education Provisions Act (GEPA) Requirement Galveston Independent School District

The guiding principles of the Galveston Independent School District are equity of educational opportunities, student diversity, instructional improvement and optimal use of facilities. Furthermore, Galveston Independent School District does not discriminate on the basis of race, color, religion, national origin, sex, disability, age, military status, or any other basis prohibited by law.

Galveston Independent School District will provide equitable access and participation for students, teachers, administrators, staff members and other Teacher Incentive Grant Fund beneficiaries such as parents and community members so no one will be discriminated against in any programs.

Galveston ISD will prepare all communications including invitations, announcements, brochures to the community, parents, and students of the Teacher Incentive Grant Fund in Spanish and English.

Translators will be available for all community meetings for Spanish-speaking community members and parents to gather their input and address their questions.

Galveston ISD Teacher Incentive Grant Fund Program Teachers, Administrators, Other Staff Members and Students with disabilities will receive supplemental support or services as needed. Examples of assistance include the use of assistive technology, access to an interpreter, or instructional aide.

Project Narrative

Project Abstract

Attachment 1:

Title: **GISDTIFAbstract.pdf** Pages: 1 Uploaded File: \\Server1\gisinfo\AGrants\tif\GISDTIFAbstract.pdf

ABSTRACT

Galveston Independent School District (GISD) a designated Texas LEA **high-need LEA**, is seeking funding through the US Department of Education for a **Teacher Incentive Fund Grant (Main TIF Competition)** to develop and implement a performance-based teacher compensation system (PBCS). GISD will use increases in student achievement as the primary means by which to determine teacher and principal effectiveness and use this information to establish a more equitable system of compensation for teachers and principals. Our district stands ready to move forward with **all of the required Core Elements firmly in place**. GISD sees the institution of incentives as a key element in recruiting and retaining teachers after the devastation of Hurricane Ike.

The institution of the PBCS will support the training of 436 teachers and 54 administrators and the education of over 6300 students (74% minority population, 77% economically disadvantaged, 2,000 homeless students) who are struggling to recover after the devastation. The competence of our teachers and principals are at the core of our schools' effectiveness and this competence can be measured by student achievement gains. We feel that this change can be the intervention that will assure our students receive high quality instruction to prepare them for a challenging world and a community intervention that will allow Galveston to move toward recovery. This performance-based compensation system will also provide classroom evaluations conducted multiple times during each school year and a value added model of analysis of student gains.

Project Narrative

Application Narrative

Attachment 1:

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**Galveston Independent School District Performance Based Compensation System
(GISD PBCS)**

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PROJECT NARRATIVE

INTRODUCTION

The Galveston Independent School District (GISD), is a Texas Education Agency (TEA) designated Local Education Agency (LEA) and is applying for a grant from the U.S. Department of Education Teacher Incentive Fund (TIF) to create a comprehensive performance based compensation system (Regular TIF) to support increased student achievement as measured by improving district-wide state standards based assessment (SBA) currently TAKS scores, including all student group sub-populations. Student achievement will also include the increase in the annual high school completion rate, with a special focus on students considered at-risk of dropping out of school. Student achievement measurement will also include a value-added methodology that includes the development of a comprehensive data system that will track individual students and their teachers over time and tie increased student achievement to incentive pay.

A performance-based compensation system is ideally suited to meet the needs of GISD by providing opportunities to meet support educators in high need academic areas, increase student achievement and increase the recruitment and retention of highly qualified educators, by promoting the pursuit of advanced degrees, multiple certifications, and the cultivation of a district-wide plan of growing its own teachers and administrators.

In addition the Galveston ISD Performance Based Compensation System (PBCS) has all of the **Core Elements** in place to begin a rapid startup of a performance-based compensation system from day one of funding. In particular GISD PBCS has in place a mechanism for

addressing each of the following Core Elements: a) communication to teachers, administrators, and other school personnel, and the community at-large the components of the GISD PBCS; b) the involvement and support of teachers, principals, and other personnel; c) rigorous, transparent, and fair evaluation systems for teachers and principals that differentiate effectiveness using multiple rating categories that take into account student growth as significant factor, as well as classroom observations conducted at least twice during the school year; d) a comprehensive data-management system that will link all aspects of student achievement data to teacher and principal payroll and human resources systems; and e) a plan for ensuring that teachers and principals understand the specific measures of teacher and principal effectiveness included in the PBCS, and receive professional development that enables them to use data generated by these measures to improve their skills.

The mission of the Teacher Incentive Fund (TIF) completely matches the mission of Galveston ISD ---- *To provide excellence in education for all students*. Established in 1884, Galveston's public schools were initially governed by the City of Galveston until 1949 when the Texas Legislature created the Galveston Independent School District for the express purpose of providing a free public education to the children of the community. The district serves approximately 6,300 students, including the (Galveston) Island and Bolivar Peninsula, and has two high schools, two middle schools, five elementary schools and one Pre-K through ninth grade campus on Bolivar Peninsula. The district also offers alternative education programs and accelerated instruction programs for elementary, middle and high school students. The AIM College and Career Prep Center allows students to accelerate grade levels or in the case of high school allows students to obtain their high school credits at their own pace to graduate.

GISD's student body is ethnically and culturally diverse. Approximately 49% is Hispanic, 25% is African American, and 23% is white and 3% is of other races. The district employs more than 1,200 people with the annual operating budget for the 2009-2010 school year being \$68,127,043.

The research base behind the GISD PBCS is best summarized by:

“Research consistently shows that teacher quality - whether measured by content knowledge, experience, training and credentials, or general intellectual skills - is strongly related to student achievement: Simply, skilled teachers produce better student results. Many researchers and analysts argue that the fact that poor and minority students are the least likely to have qualified teachers is itself a major contributor to the achievement gap.”
(Center of Public Education 2/2007)

A growing body of research is substantiating the positive difference that high quality teachers and principals can make in the lives of school children. Notable recognition is also being given to the fact that many poor, minority, high-risk students are usually placed in classrooms staffed by less qualified teachers. A report published by the Education Trust in 2006, entitled Teaching Inequality: How Poor and Minority Students Are Shortchanged on Teacher Quality concludes:

— .Poor and minority children don't underachieve in school just because they often enter behind; but also because the schools that are supposed to serve them actually shortchange them in the one resource they most need to reach their potential - high quality teachers. Research has shown that when it comes to the distribution of best teachers, poor and minority students do not get their fair share.”

Likewise, the link between high quality school principals and high performing schools has been amply documented. Data from the US Department of Education's National Schools and Staffing Survey (SASS) showed that students in high-poverty secondary schools were 77% more likely to be taught by teachers without degrees in the subject area they were teaching than were their affluent counterparts. Students in high-minority schools were 40% more likely to be taught by out-of-field teachers. (Jerald & Ingersoil, 2002)

The GISD PBCS will focus on improving student achievement by creating a performance-based system to reward teachers and principals for their effectiveness in the classroom and their work in high need schools. GISD PBCS will work to achieve the following goal and objectives. The goal and the objectives of the project meet the requirements of the absolute priority and the competitive preference priorities.

Overarching Project Goal: Establish a system that provides teachers and principals, serving in high-need schools, with differentiated levels of compensation based primarily on student achievement gains at the school and classroom levels. This PCBS will also (a) consider classroom evaluations conducted multiple times during each school year; (b) provide educators with incentives to take on additional responsibilities and leadership roles within the district; and c) will provide for a value added model of analysis of student gains.

Objective 1: Establish a system that collects, relates, and analyzes relevant data, to determine which teachers and principals serving high-need schools should be compensated at which level, differentiated primarily on student achievement gains at the school and classroom levels.

Objective 2: Develop strategies to have 100% of math and science classes instructed by highly qualified teachers, 100% of Bilingual (Spanish), ESL and Special Education teaching positions

instructed by Bilingual (Spanish), ESL or Special Education certified teachers respectively, and to have a voluntary hard-to-staff teacher turnover rate of less than 95% by year 5.

Objective 3: Provide teachers with continuous support and feedback through classroom observations and walkthroughs (formal & informal) that occur at least 3 times in a nine-week grading period, and 4 formative (1 each during each nine-week grading period) and 1 summative evaluation.

Objective 4: Create a student-teacher/adult mentor program for 100% of students deficient in at least one subject area and teacher-teacher mentor program for all new teachers.

Objective 5: Increase the number of teachers, principals and assistant principals whose students reach a “Recognized” or “Exemplary” level of performance based on student assessment or faculty evaluation results.

Objective 6 (GPRA): Changes in teacher and principal compensation systems, as measured by the percentage of a district’s personnel budget that is used for performance related payments to effective (as measured by student achievement gains) teachers and principals.

Objective 7 (GPRA): Changes in LEA personnel deployment practices, as measured by changes over time are evident in the percentage of teachers and principals in high-need schools who have a record of effectiveness.

NEED FOR PROJECT

The Galveston Independent School District (GISD) is applying for a grant from the U.S. Department of Education Teacher Incentive Fund (TIF Regular) to create a comprehensive performance- based compensation system (PBCS) to increase student achievement as measured

by the district-wide improvement of state and nationally accepted assessments (including all student sub-population groups). Aforementioned assessments include, but are not limited to, the TAKS (Texas Assessment of Knowledge and Skills), the Texas Primary Reading Inventory (TPRI), Logramos, the ITBS (Iowa Test of Basic Skills), the State of Texas Assessment of Academic Readiness (STAAR), the PSAT, the SAT, AP examinations, and a value added model for assessing student achievement. Working towards this endeavor of improving student achievement will also include raising the annual high school completion rate, with a special focus on students considered at-risk of dropping out of school; raising the average daily attendance; and lowering the number of discipline referrals, suspensions, and expulsions.

TIF is ideally suited to meet the needs of GISD in increasing student achievement by providing opportunities to support educators in high need districts and high need academic areas, by increasing the recruitment and retention of highly qualified educators by promoting the pursuit of advanced degrees and multiple certifications, and by the cultivation of a district-wide plan of growing our own highly-qualified teachers and administrators and retaining them in the district.

Galveston ISD is a school district of stark contrasts. Although considered a property-wealthy district, because of a tax base made up primarily of vacation homes, a recent study conducted by the *Galveston Economic Development Partnership* reported the median household income for the city of Galveston at \$21,867, well below the county median of \$55,682. The study further reported that over 38% of Galveston households live below the poverty level, a figure that is significantly higher than the county's rate of 15%. These statistics are even bleaker at the district level where over 77% of the students enrolled in the GISD are classified as economically disadvantaged and 2,000 students are classified as homeless. Unfortunately, due to

the state Robin Hood mandates, GISD has to return \$10 million annually to the state and struggles to fund services for our significant population of at-risk students. Further exacerbating the challenges facing GISD, has been Galveston city's struggle to come back from the brink of total destruction after Hurricane Ike (September 2008). Just weeks into the 2008-2009 academic year, Galveston received a direct hit from the hurricane, resulting in the loss of 15-20,000 residents and 29% of GISD enrollment. In the year of the storm, enrollment fell to 5,565 students (2008-2009). In addition GISD's financial resources became very limited due to a combination of the following: 1) actual damage from Hurricane Ike, including complete reconstruction of 3 campuses and replacement of technology and instructional materials; 2) diminished ADA-based funding due to the loss of almost 30% of students following Hurricane Ike, 3) cost of implementing required state and federal initiatives, and 4) cost of implementing the new Schools of Choice initiative. Galveston is still classified as a **federal disaster area**.

Burnet and Scott Elementary Schools and Central Middle School received severe damage and were closed for repair through this academic year. Central Middle School will re-open for the 2010-2011 school year and Scott Elementary will become Galveston Early College High School. Burnet Elementary will likely remain permanently closed, because the repair was cost prohibitive.

GISD is still recovering from the financial impact of Hurricane Ike. There was an actual loss of [REDACTED] of which [REDACTED] was not covered by insurance or FEMA and a budget shortfall of [REDACTED] from the combined effects of loss and reduced enrollment. GISD made significant financial cuts in response to these events, including the reduction of 163 positions in March 2009. As point of reference, the current district-operating budget is [REDACTED].

Prior to Hurricane Ike, GISD’s Hispanic population increased 33% in the ten-year period of 1994-2003 and became the largest population group in the district. The Hispanic population growth during the next five years, 2003-2008 exceeded the rate of the previous ten years. Within 15 years, the Hispanic population transformed from the district’s smallest student group to its largest, accounting for almost half of the population. The percentage of students who are LEP grew at the same rate.

GISD	African American	Hispanic	White	LEP	Econ. Disadv.
1994	40.2%	27.8%	29.4%	8.8%	53.5%
2003	33.2%	37.2%	26.5%	11.7%	63.5%
2008	25.4%	48.7%	23.4%	13.9%	76.8%

As the LEP student population grew, so did the need for special language-learning programs. The district was not prepared for the rapid demographic shifts or the needs of LEP students and teachers to support the LEP programs. GISD quickly began implementing various programs to meet the challenges of providing equitable and high-quality instructional programs that were appropriate to meet the diverse academic and social needs of Hispanic and LEP students. However, bilingual education programs were primarily campus-developed and there was no district-level structure for identifying and serving these programs. The state’s 2008 monitoring report made the district aware that LEP students in particular, and Hispanic students in general, were not consistently receiving appropriate, differentiated and rigorous instruction required for developing language skills and content mastery in all subjects.

GISD began to work with the aid of technical assistance providers to evaluate all components of the Bilingual Education program; including instructional strategies, curriculum, student support initiatives, staffing patterns and the structure and organization of the program

within and across campuses. Among other issues, GISD was faced with the realization that the 7-12 grade dropout rate for LEP students was 7.1%, which was higher than the district average of 5.3%. Many new programs and services were planned for implementation in the 2008-2009 academic year. The district purchased and began to implement a vertically and horizontally aligned curriculum that provides both English and Spanish in the core contents (CSCOPE). Thirty-five (35) teachers participated in ESL Certification training and a Certification Preparation Class.

GISD has an ambitious plan to coordinate the implementation of a district-wide “Schools of Choice” program with the implementation of an effective, evidence-based Bilingual Education (BE) program and the creation of four new magnet programs and enhancement of one magnet program. The district has had to adapt quickly to the loss of students and the unexpected closure of three heavily damaged campuses, thus the district’s focus on the bilingual education program was diverted to some extent as a consequence of the catastrophic losses. This change in focus has placed GISD in Stage 3 of the TEA-mandated Intervention for its BE program.

As the overall student population continues to decline, the number of Hispanic students is increasing every year. Last year there were 43% Hispanic students, 30% African American, and 27% White. The number of students classified as LEP has nearly tripled, as they now make up 13.9% of our total student population up from 5 % last year. Our economically disadvantaged population has risen to 76.8% from 65.4%. The amount of students who are classified as at-risk has soared to 60%, as many families still reside in temporary housing and some are classified as homeless.

In an effort to reach out to the large Spanish-speaking community, the district began to provide a bilingual translator from within the district paraprofessional staff for Board meetings

and parent functions; however, the need for a qualified translator (particularly one who is biliterate) is being addressed through the district's Communications Department via the newly created Communications Action Planning committee (CAP). Recognizing that biliterate staff is not available at every campus, the CAP's primary goal is to ensure that all communications will be made available to the Spanish-speaking community through a centralized manner of operation (with the ultimate goal of having site-based biliterate staffing).

The academic performance of minority students is of serious concern. Minority student's score significantly lower by an average of 40-50% on the TAKS (Texas Assessment of Knowledge and Skills) than white students and have lower graduation rates. The disparity is even more significant with respect to college readiness scores with 20 – 25% gap between minority and white students. Only 13-14% of minority students attempt college readiness exams and AP courses with a 30% disparity between minorities and whites. Math and science scores are significantly lower across all groups than English and Social Studies scores; however, the disparity between minority students and economically disadvantaged students in math and science is even more apparent. There were 54 students who failed to graduate last year because they had not passed the TAKS exit level test on their 5th attempt. There is a 15 -19% discrepancy between minority and white graduation rates. Dropout rates for the district are 5.3% as retention has been a symptomatic problem for a long time in GISD. Approximately 30% of our students have been retained 1 or more times in their school career. Attendance rates for the district are 95.5%.

The declining school enrollment, post Hurricane Ike, required GISD to begin a Reduction In Force (RIF) of teachers, principals, administrators and other personnel; this, combined with the growth of surrounding districts that possess a more stable working environment, has led to a

teacher and administrator retention problem. Galveston ISD has an annual teacher turnover rate of 22.1%. A significant teacher recruitment dilemma has developed, as young teachers and administrators choose more lucrative districts where salary and student performance exceeds those of Galveston ISD. In the past, there was also a greater number of professional staff who lived in the city of Galveston; however, it is becoming increasingly more difficult to attract professional staff to move to Galveston and even more difficult to attract highly qualified professional staff in hard-to-staff areas to commute to work each day due to housing issues on Galveston Island.

Recruiting highly qualified or effective teachers, particularly in hard-to-staff subjects or specialty areas, such as mathematics, science, English language acquisition, and special education, and Career and Technology Education. and Retaining highly qualified or effective teachers and principals.

The recruitment and the ability to retain highly qualified teachers in Galveston ISD have lagged behind other local suburban school districts. A new teacher in Galveston ISD with a Bachelors Degree will command a salary of [REDACTED]. In the outlying school districts, the same teacher will earn [REDACTED] in Texas City ISD, [REDACTED] in Dickinson ISD, and [REDACTED] in Clear Creek ISD. In addition, Clear Creek ISD pays a signing bonus of [REDACTED] to teachers of math, science, and career and technology. Bilingual teachers in Clear Creek ISD receive a [REDACTED] signing bonus and a [REDACTED] yearly stipend. Dickinson ISD will pay an annually increasing stipend of [REDACTED] per year to retain their teachers and a teacher who has spent 15 years in the district will receive a [REDACTED] bonus in addition to their salary and their step (experience) increase. A highly qualified teacher with a Masters Degree can expect to earn [REDACTED] more each year in Dickinson ISD and Clear Creek ISD, while Texas City ISD pays an additional [REDACTED] for a Masters Degree.

Clear Creek ISD is the only surrounding school district that will reward a teacher an additional stipend for earning a doctorate.

Galveston ISD has been losing teachers in critical needs areas to these surrounding school districts. The surrounding area school districts are expanding by adding new campuses and facilities, increasing their workforce, job security, and chances for advancement.

Furthermore, Galveston ISD is most often viewed as a suburb of the city of Houston; therefore, it is Houston ISD that most often attracts highly qualified teachers (particularly in the area of bilingual education).

No other surrounding district between GISD and Houston ISD have seen such a growth in their English Learner and Hispanic population, particularly after having lost a third of the ADA since the 2008-2009 school year. Due to district's inability to attract highly qualified bilingual educators, the solution for GISD was to hire foreign nationals from Spanish-speaking countries to build up the bilingual professional workforce. Unfortunately, we now have a contingency of teachers whose primary language is not English, serving in the capacity of bilingual professionals, and these teachers do not stay permanently to serve our students.

The administrative pay scale mirrors the teacher salary schedule in the aforementioned school districts. Because of the uncertainty of student enrollment and the opportunity for better student performance on the state mandated tests (TAKS), Galveston ISD has had difficulty-recruiting administrators. Attracting Spanish-speaking administrators has been most difficult, primarily because there is a shortage of effective bilingual administrators throughout the region.

Student achievement (as defined in this notice) in each of the schools whose educators would be part of the PBCS is lower than in what the applicant determines are comparable schools in the

LEA, or another LEA in its State, in terms of key factors such as size, grade levels, and poverty levels;

It is particularly important to note the monumental challenges that face GISD in the raising of student achievement based on the demographics of its schools. Ball High School is the flagship school of the district. The ethnic breakdown of Ball High School is 27.4% White, 43.7% Hispanic, 26.2% African American with an Economically Disadvantaged percentage of 62.5%. The High School Completion/Graduation Rate is 74.4%. The graduation rate for White students is 81.1%, African American students graduate at a rate of 75.1%, but Hispanics graduate with a rate of only 65.8%. The graduation rate of Economically Disadvantaged students is 71.3%.

Only 54% of the Hispanic Ball High students passed all sections of the state mandated TAKS test. African American students did not fare any better as only 45% passed all sections of the test. This is in stark contrast to the 77% of White students who passed all sections of the test. Likewise, also in contrast, is the economically disadvantaged passing rate of 60%, while the enrollment of LEP students increased, the passing rate of these students went down from the previous year, from 16% to 14%.

The overall TAKS scores show a large gap between the science and math scores versus the reading/language arts and social studies scores. The latter scores are 85% and 91% respectively. Only 72% of the students passed science and only 65% passed math. It is important to note that the science and mathematics departments have the greatest annual teacher turnover.

This aforementioned trend is continual at all grade levels within Galveston ISD. The table below illustrates the most recent percentage of students in each grade that passed all tests.

Grade	African American	Hispanic	White	LEP	Econ. Disadv.
3	64%	79%	86%	91%	79%
4	66%	70%	90%	74%	74%
5	58%	58%	89%	28%	66%
6	63%	73%	91%	42%	73%
7	50%	83%	91%	NA	81%
8	NA	81%	98%	NA	86%

Some scores were not available (NA) at the time of this narrative; however, it should be noted that it was the first year that science was tested in the elementary schools. Equally important to note is that as the level of rigor in math increases, the overall scores for African Americans and Limited English Proficient students decrease.

The overall TAKS scores show a large gap between the science and math scores versus the reading/language arts and social studies scores. The latter scores are 85% and 91% respectively. Only 72% of the students passed science and only 65% passed math.

PROJECT DESIGN

Galveston ISD Performance Based Compensation System (GISD PBCS) design will serve as a guide for the implementation and administration of GISD PBCS as well as the district level implementation and support. The design accounts for the unique situation in Galveston following the hurricane and loss of students and highly qualified teachers as well as the mission, goals and plans of the district and the campuses. GISD will reward, at differentiated levels, teachers and administrators, who demonstrate their effectiveness by improving student

achievement as part of the coherent and integrated approach of GISD in strengthening our educator workforce.

**COMPETITIVE PRIORITY 1—ABSOLUTE DIFFERENTIATED LEVELS OF
COMPENSATION FOR EFFECTIVE TEACHERS AND PRINCIPALS**

The Galveston ISD Performance Based Compensation System (GISD PBCS) addresses the following areas related to the development of the PBCS that rewards, at differentiated levels, teachers and principals who demonstrate their effectiveness by improving student achievement as part of the coherent and integrated approach of GISD in strengthening the educator workforce. “Comparable” schools for the purposes of paragraph of this selection criterion and substantive levels of differentiated pay and the level of performance based is sufficiently substantial to achieve the desired results.

Clear Creek ISD, Dickinson ISD and Texas City ISD are the three school districts used in this narrative as “comparable” school districts. These districts were selected because they are situated in Galveston County (part of Clear Creek ISD is in Harris County), and they are GISD’s direct competitors for the procurement of teachers. These three districts have the most similarities in student demographics to GISD in Galveston County; however the 30% decline in ADA, and the substantial growth in the percentage of English Learners, is non-comparable. There may be other cities in Texas that have a greater demographic similarity to GISD, but those districts are not in direct competition with GISD in the hiring process for teachers and administrators.

The developers of the proposal examined successful incentive pay programs nationally to determine what would be a substantial incentive and what level would be rewarding to district staff at different levels. They examined districts that were in their immediate vicinity and posed the biggest challenge to GISD in recruiting and retaining high quality teachers. GISD also examined districts across the states that are like in size, examined cost of living statistics, labor statistics, unemployment rates and mobility rates. Also studied was the work of the Center for Educator Compensation Reform (CECR) in particular the work of Christian, Ford-Heywood, Schuermann & Rowland (2009-10) which set awards approaching the \$5,000 mark and upwards as —substantial.” Also we considered the option of allowing one school within the district or individuals within the district to —opin or opt out.” After conferencing with current TIF Cohort 1 and Cohort 2 awardees, GISD decided to include the entire district in the PBCS making it mandatory for the entire district. GISD weighted the importance of particular incentives on the need for improvement in certain content areas.

Thus GISD has decided that all teachers in Galveston ISD are eligible for financial awards based upon a tiered system where the scores are earned on multiple criteria, multiple evaluations of their classroom teaching, as well as their classroom-level achievement growth and school-level achievement growth, both of which are measured using a value-added model.

Performance awards are allocated according to the following breakdown:

- Teacher evaluations based on *Teaching Skills, Knowledge and Responsibilities Performance Standards*
- Individual classroom achievement growth including performance-based assessments and student attendance.

- School-wide achievement growth.
- Professional Development
- Student achievement based on student growth models

Give Significant weight to student growth based on objective data on student performance

Galveston ISD serves a significantly disadvantaged population of students who score well below expectations. Student achievement is the driving force behind the development of the GISD PBCS. Student growth will be measured throughout the school year using a variety of different measurements. These measures include but are not limited to formative assessments, standard-based assessments, performance-based assessments, student attendance, and discipline referrals. Students will be tracked throughout the year by employing a system of benchmark testing for all TAKS tested subjects. These benchmarks and other assessments will be used to evaluate the performance of all students during the 2010-2011 school year. Average scale scores, TLIs, and the percentage of students meeting the standard/minimum expectations will be analyzed across subject areas to provide insight into student performance on all state standard-based assessments (SBA). This data will be used to track students across disciplines and will provide insight into student performance over time. A value added statistical model will be utilized to track individual student growth across time, disciplines and instructors and will be integrated with the district Human Resources Department to facilitate incentive payouts. Significant time and effort and weight will be given to incentives based on student growth models. Also, the district will track the test performance of high school students in pre-AP and AP (Advanced Placement) courses. GISD is committed to the implementation of a full college readiness program and recently has increased the number of underserved students enrolled in

college preparatory courses. However, enrollment in college readiness programs needs to increase.

Performance-based assessment and the use of class assignments, auditions, recitals, projects, and so forth, while intended to evaluate the individual student, can be reviewed as a whole (using all or a sample) to evaluate a course. The use of portfolios, that include a student's work that may include but is not limited to student exams, research papers, projects, videotapes or audiotapes will provide additional data to effectively measure the full spectrum of student achievement and growth. Also, attendance will be incentivized as research shows a positive relationship exists between students' attendance rates and their success on assessment tasks (Roby, 2004; Railsback, 2004).

Include observation-based assessments of teacher and principal performance at multiple points in the year, carried out by evaluators trained in using objective evidence based rubrics for observation, aligned with professional teaching standards as part of the GISD coherent and integrated approach to strengthening the educator workforce.

Galveston ISD has firmly in place a rigorous, transparent, and fair evaluation systems for teachers and principals that differentiate levels of effectiveness using multiple rating categories that take into account data on student growth (as defined in this notice) as a significant factor, as well as classroom observations conducted at various times during the school year. Multiple ratings will be provided to teachers throughout the year in the form of walk-throughs and formal evaluations. The benefit of multiple evaluations and informal observations throughout the school year, instead of the traditional single end-of-year evaluation, is the ability to frequently modify and adjust teaching strategies during year resulting in increased student achievement.

GISD teacher evaluators are trained on the evaluation system and are experienced teacher evaluators. Teacher evaluators use the *clinical review methodology*—teacher evaluators use information from walk-throughs and formal assessments to communicate directly immediately with the teacher regarding their performance and provide planning for improvement. Evaluations will be given four times per year, once each nine-week grading period. The performance evaluation is a fluid process designed to identify individual strengths and weaknesses and develop strategies to improve effectiveness. During the four annual Teacher evaluations, two will be announced and two will be unannounced. For the two announced evaluations, the evaluator will schedule a time with the teacher to conduct the evaluation and a post-evaluation review. For the two unannounced evaluations, the evaluator will meet with the teacher during his/her planning period for review. The teacher will have three formative and one summative evaluation with the principal. This process will provide the teacher with three different evaluators and perspectives. The evaluation will seek to determine if the teacher is effective in communicating the TEKS as well as integrating methodologies learned during professional development. In addition to the formal evaluations, teachers will also have informal observations once every three weeks by other teachers, the campus school improvement coach and campus principal designees.

Much like teachers evaluations, GISD also has a rigorous principal evaluation system that includes school walk-throughs by the superintendent, formative evaluations of the principal and summative evaluation of principal growth and development as a school leader. The superintendent then develops individual professional development plan with the principal.

In addition to the teacher and principal evaluations, multiple measures of student growth will be examined to measure “high quality”—growth on state standards based

assessments, national assessments, student portfolios, and attendance and individual student growth across time and across teachers (value-added).

Salary augmentations will be given to master and mentor teachers because these teachers take on more responsibility and authority, and work a longer school year than the typical classroom teacher. They also receive leadership skills that significantly enhance the district and eventually improve student achievement.

Incorporates high-quality professional development activities that increase the capacity of teachers and principals to raise student achievement (as defined in this notice) and are directly linked to the specific measures of teacher and principal effectiveness included in the PBCS.

Although Galveston ISD is committed to rigorous job-embedded professional development, GISD's PBCS proposal makes a shift to student-embedded professional development – emphasizing a focus on student work. District teachers and principals working in the PBCS will be required to complete the additional professional development training scheduled by the district or they will forfeit their monetary incentives. The Assistant Superintendent for Curriculum and Instruction will develop a schedule for teachers' professional development. Education Service Center Region 4 will be used as a resource whenever possible along with additional sources that are independent providers of such services. Areas of professional development training for teachers and principals would include effective classroom management; gaining knowledge and tools to be more effective in schools and working with students; research based teaching strategies shared using a Mastery Learning Approach; understanding and awareness of teachers' perceptions and how their perceptions impact expectations of students; Leadership Development Program; Baldrige/Total Quality management; mentoring; data analysis and data coaching; and state standards. As part of TIF

funds, GISD would provide additional training time on content-specific instructional strategies and vertical collaboration time across levels (elementary to middle, middle to high) to math, science and Bilingual Education teachers.

In keeping with our project management focus that utilizes Total Quality Management (TQM), GISD will institute the Baldrige Model in all of the district schools and Central Office. The education version of the Baldrige Criteria was created in the mid-1990s as a framework for understanding and improving school performance and student learning. The Baldrige Criteria was originally developed to give American businesses a competitive edge in the global market. The process and tools developed for education retain the best aspects of the business approach while providing tools that specifically address the need for schools to improve practices to support student learning. Our district will involve principals, teachers, parents, community members, business, and related agencies in the process and in the professional development. The result will be a compensation system that is supported by major stakeholders and supported by TQM tools from Baldrige in Education.

In addition to the above listed areas of professional development, teachers on all campuses will also participate in district-wide training and meetings. At the end of the school year, the campus leadership team (composed of teachers, campus principal and campus curriculum instruction coordinator) will evaluate their progress and perform a needs assessment of their professional development. This team along with the Assistant Superintendent for Curriculum and Instruction will also select and develop further professional development based on student needs.

To enhance the usefulness of multiple observations, teachers and principals be will be taught how to give effective feedback by using the “Circle of Teaching.” This design will give

teachers the opportunity to meet and discuss how his/her performance is perceived by administrators, fellow teachers and evaluators. Teachers will receive an informal observation by his/her peers at least once every three weeks and receive feedback on their performance. The teacher will also have the same opportunity to informally observe other teachers and critique and/or implement teaching strategies observed.

Training on the GISD PBCS program including the evaluation process will also be scheduled for all stakeholders and all district personnel. This training will focus on understanding the purpose of multiple evaluations and how to properly and objectively administer evaluations. Evaluators cannot conduct any evaluations until this training is completed. Also training on the GISD PBCS will be provided every year during the preservice professional development in August to all district staff by the district PBCS Project Director.

Evidence of other measures, such as leadership roles that increase the effectiveness of other teachers in the school or LEA

Galveston Independent School District recognizes the importance of developing leaders among its teachers—growth and promotion from within. The district sponsors a leadership development academy to support teachers who have an interest in honing their skills. The academy provides teachers with the opportunity to assess their talents and interests through an interest inventory. Teachers also learn techniques for interacting with their peers, parents, and community and the development of Teacher Leaders.

For the GISD PBCS, teachers would be eligible for additional incentive pay for the following:

- Participation in the district's Leadership Development Academy

- Collaboration with faculty and staff at that contributes to improving overall student performance on the campus as documented through participation in a Professional Learning Community, on a Campus Improvement Planning Team, Campus Advisory Board, etc. Documentation through sign in sheets and minutes will validate the level of involvement.
- Publish Action Research by district teachers/administrators which outlines the results of an instructional practice/methodology used in the classroom or the school to improve student performance or student behavior
- Participation in District Level Committees/Advisory Boards
- Acceptance as a presenter for a local, state or national conference which focuses on best instructional practices or practices to improve student achievement, student behavior, dropout prevention/reduction
- Sponsorship of student academic enrichment activities
- Leadership as a mentor/coach for another teacher/administrator
- Leadership as a child advocacy serving as a –Big Brother/Big Sister”, court advocate, etc.

GISD fully expects to support district leadership development through the above-mentioned activities. These activities are supported through the district and are showing great promise in preparing district leadership. With an award incentive for involvement in the activities we feel that the program will be strengthened and district leadership will be enhanced and district leaders will be recruited.

PRIORITY 2—ABSOLUTE FISCAL SUSTAINABILITY OF THE PERFORMANCE-BASED COMPENSATION SYSTEM

(a) Projected costs associated with the development and implementation of the PBCS, during the project period and beyond, and has accepted the responsibility to provide such performance-based compensation to teacher, principals, and other personnel who earn it under the system. (b) Will provide from non-TIF funds over the course of the five year period an increasing share of PBC paid to teachers, principals, and other personnel in those project years in which LEA provides such payments as part of its PBCS.

Galveston ISD has already received support for the Teachers and Principals awarded for Student Achievement from the state DATE and TEEG program so our district leaders, teachers, principals and school board members all understand the performance based compensation system concept. In Spring 2010, during a meeting with the Development Department, the Assistant Superintendent for Curriculum and Instruction, Dr. Annette Scott, expressed her interest and support for an extension of the incentive plan for teachers and principals tied directly to student achievement. She also discussed a plan for teachers to mentor students and keep them on the track to finish high school and continue on to college. A meeting regarding the extensive program to develop school leaders from within the district was held. Dr. Scott presented the incentive plan to the GISD Board of Directors in May 2010 and received their support. Mr. Jim Connors and Dr. Scott met with district principals in June 2010 to review the incentive plan and receive feedback.

Galveston ISD is committed to sustaining its performance-based compensation system after

the grant period ends if the economy permits and the Galveston Island recovery continues. However, it is difficult for us to forecast the future, and, much like New Orleans after Katrina, the future rebuilding of our district and our community is uncertain. However the district realizes the need to retain quality teachers in hard-to-staff teaching areas such as math, science, Special Education and Bilingual Education to sustain this support through PBCS. Although it may not seem like a substantial amount of funds, GISD is receiving [REDACTED] from State of Texas Incentive Fund (DATE) and has received funding from the state TEEG (incentive) program before it was discontinued. Texas is very dedicated to incentive systems for educators. In addition, GISD also provides about [REDACTED] in extra duty stipends yearly and support a program of intense professional development. GISD supports teacher and administrator professional development in areas that are directly related to content areas, teacher growth, and teacher/principal leadership. Thus the district will utilize the following sources to meet ongoing funds: state funds, federal funds, future grant funds, in-kind donations, Title I funds, Title II, IDEA, reallocated general operating funds, and monetary donations from individuals and businesses. We feel we are well situated to continue our work in the PBCS arena and feel we can move forward with incentive pay long into the future.

**PRIORITY 3—ABSOLUTE- COMPREHENSIVE APPROACHES TO THE
PERFORMANCE-BASED COMPENSATION SYSTEM (PBCS)**

Include the use of data and evaluations for professional development and retention and tenure decisions in the LEA participating in the project during and after the end of the TIF project period.

Strategies for supporting our school improvement goals align perfectly with TIF and are directly in step with current rebuilding and district long-term goals. GISD will be providing extensive professional development to teachers and administrators (note listing above). Such areas of professional development and study as the use of data in making instructional decisions, mentoring for new teachers and for students most at risk of dropping out or failure, and the comprehensive Leadership Development Program are well documented in research and will be instituted and sustained.

Individual Teacher Improvement Plans will be instituted for each teacher so that areas of need for improvement or teacher growth will be built into the professional development plan for each teacher (and principal). Professional development goes beyond a hit or miss process and is targeted toward, not only district and individual school goals and needs, but to individual teachers needs and growth goals. All data sets (formal evaluations, walk-throughs, student achievement, student growth) will be examined to make sure the professional development plans and the retention and tenure decisions are based on solid data and evidence on teacher quality and student achievement. This process will be refined throughout the GISD PBCS program, thoroughly instituted by Year 2 of funding. Thus, by the last year of funding, this process will be part of the culture of the school and the district.

Priority 4 Competitive Preference Use of Value-Added Measures of Student Achievement

Use a value-added measure of the impact on student growth as a significant factor in calculating differentiated levels of compensation provided to teachers, principals, and other personnel.

In determining school and teacher contributions to student learning, GISD PBCS will incorporate a value-added model in all of the district schools. Our value-added philosophy is to

hold schools and teachers accountable for the learning gains of students they serve. Although many districts have held schools accountable for mean achievement levels, it makes no sense to do only this when students enter those schools with large mean differences in achievement as is the case with Galveston ISD. Also, given the high mobility of students across schools (within the district and outside the district), changes in mean achievement at the school level may have little relation to instructional effectiveness.

Sometimes it does not appear possible to separate teacher and school effects using currently available accountability data. At one extreme, it would be erroneous to attribute all variation between classrooms to teachers. Thus mean differences between schools are just difference in aggregate teacher effects. At the other extreme, all variation between schools is attributable to variation in the skill of school management and other school organization features, including instructional coordination across grades, teacher collaboration, teacher control, and school-level resources. In this view, teachers can be held accountable only for classroom variation within schools, So value-added measures are best aimed at assessing the combined effects of context and practice at the classroom and school level (Raudenbush, 2004).

After examining various value-added models, the GISD PBCS has chosen to use a multivariate response model (MRM), which is a layered multivariate, longitudinal, linear mixed model first described by Sanders, et al. (1997). The approach has advantages over all other approaches (other approaches being univariate response model/URM, ANCOVA using previous scores as predictor variables or ANCOVA with only the previous score as a covariate). First, regarding missing test scores, all data from each student are used no matter how sparse or complete. Since the entire observational vector is used, past, present and future student test data

are included in the estimation process. Second, the model mitigates the impact of measurement error in much the same way as the multiple-predictor ANCOVA and URM models but with the possibility of using even more data for each student. Third, since data from all students are represented in this analytical procedure, the concern about student selection bias is greatly reduced. Fourth, due to the layering, this model offers protection against known or unknown pulses that could provide influences on student achievement not attributable to educational intent. This model was designed from the beginning to accommodate team teaching and departmentalized instruction.

Implement a value-added model and robust data systems that collect the necessary data and ensure data quality.

The GISD PBCS Comprehensive data systems will include measures, data and indicators on students, standards based student achievement and value added models on student achievement. A data system is comprehensive when it collects and shares information at each level of the system for appropriate purposes, using appropriate measures.

Data are primarily used in two ways—to make accountability or summative decisions and to make continuous improvement or formative decisions related to system improvement and student achievement. Both types of data are necessary to simultaneously hold the system accountable. The data system will use value added modeling in addition to various incentive stipends such as:

- Pre and post-test value added model based on student achievement incentive

- Individualized TAKS, SDAA, TPRI, ITBS, and Advanced Placement student achievement incentive
- Classroom scores based on SDAA and TAKS student achievement incentive
- Principal and assistant principal incentive based on state and national assessments measuring student achievement
- Teacher incentives based on multiple observations
- Principal and assistant principal incentives based on multiple observations
- Incentive for teachers assuming additional responsibilities and leadership roles
- Recruitment and retention incentive

Includes a data-management system, consistent with the LEA's proposed PBCS, that can link student achievement (as defined in this notice) data to teacher and principal payroll and human resources systems.

Structuring teacher effectiveness measures and teacher incentive funds requires data systems that provide strong student-teacher links on a frequent basis to tie student performance data with teachers of record. These systems must either pull data from the student information system (SIS) and merge with other assessment data into a data warehouse or must employ protocols that link all data sources for reporting from a single source system. SIS systems in schools manage the student demographic, attendance, scheduling and often grade information of all students. Through the creation of schedules at the beginning of each semester for secondary schools, rosters are created for merging with student achievement data. In elementary schools, to measure teacher effectiveness, schedules must include beyond a homeroom teacher to link

individual teachers with students. Rosters must be updated simultaneously with the master schedule for accurate data to be reported to link teachers and students. This goes beyond the typical processes for accountability reporting. This ability to link student performance data with teachers is critical to be able to identify which teachers are increasing student growth.

The system for collection, verification, and integrity assurance of the data will be developed during the first 90 days of the project. This system will clearly document and verify the work and achievements of those participating in the program and the activities supported by the GISD PBCS. To this end, the data system supports the quantifiable improvement in the scores of the students in each core content area as measured by the Texas Assessment of Knowledge and Skills (TAKS). To accomplish these goals, the methodology for data collection will be consistent and comparable for all participating teachers and principals. It will include checks for validation and verification. Data, once collected, will be consistently compiled and formatted so as to be readily available to all users requiring access to the data. As important as it is to the purposes of the grant, the collection of data will be accomplished as unobtrusively as possible. Finally, the basis for monetary awards will be fully traceable to and supported by the data. Awards will be comparable and consistent across the district.

For each area of the GISD PBCS, linkage will be established between the classroom instructional staff member and the individual student and subject via one to one interactions or to school-wide achievement based on testing or value added student growth models. To accomplish this, each participating teacher, principal, assistant principal has a unique identifier. Data will be collected through various district systems and housed in the GISD PBCS data management system. Despite the use of different repositories, the analysis, communication and verification of data takes place through the data management site that is secure. Data is kept on secure

computers/servers that are password protected with access only for those with authority to view confidential student and staff information. All hard copy files are also secure through locking files cabinets in the program office.

Prior to submission of any data, it is reviewed for accuracy and validity. A multi-level approach of both quantitative and qualitative analysis to insure data validly will be used. For each component, verification is insured through verifiable third party documentation, with validly being assured by the third party's authority. The final third party documentation is validated through the Assistant Superintendent's office. The verification process for each component is as follows:

Component #1: Classroom Achievement based on Student Assessment Results –The Classroom Achievement data is verified at each level—at the teacher level, at the campus level, and at the district level. The verification process begins with verification of the teacher class rosters and caseloads each spring. Each teacher is required to sign and date their class rosters. Once the scores are received and tabulated, the teacher, the principal and the Assistant Superintendent again verify the data prior to submission for monetary award.

Component #2: Student Growth from Pre to Post Test –The Classroom Achievement data as verified at each level-at the teacher level, at the campus level, and at the district level. The verification process begins with verification of the teacher class rosters and caseloads each spring. Each teacher is required to sign and date their class rosters. Once the scores are received and tabulated, the data is again verified by the teacher, the principal, and the Assistant Superintendent.

Component #3: Campus Achievement Data-Staff rosters for each campus are verified through Human Resources and the campus principal. Records of the verifications are kept in the program office.

Component #4: Observation Achievement Data-At mid-year, supervisors submit hard copy and electronic copy evaluations to the program office as part of the payment protocol. At the end of the year, supervisors submit summative evaluations results. Both the supervisor and the staff member are required to sign and date these evaluations.

Component #5: Hard to Staff, Highly Qualified, Degree or Certification Achievement-Each staff member eligible for TIF funds is required to submit an ~~Intent to Complete a Degree or Certification in Teaching Field~~ or take the Highly Qualified Test Form” by May 15. Once the staff member has passed the Highly Qualified test or completed their degree or certification in their teaching field, the individual will notify Human Resources and the program office and will file the documentation with HR by June 15 each year.

Component #6: Teacher Student Mentor-These leadership roles are assigned prior to the beginning of the school year and are included in the teachers’ contracts. Sign in sheets and time sheets are kept for payroll record.

GISD complies with the state standards based assessment testing protocols and district assessment processes.

A Value-added Model is provided to teachers to enable them to use the data generated through the model to improve classroom practices.

Galveston ISD has fully embraced and firmly believes in research and improvement and expects high-levels of commitment and mutual trust among district staff, board of trustees,

school staff, parents, the community and educational partners to make this PBCS a success, as we believe--

“Sustained change in student academic performance can only occur when a cohesive, quality-based, unified system of teaching and learning is understood by all stakeholders” (Allen, J. 2005)

This project proposes to add new components to the district’s education system in order to increase the focus by teachers and principals on student work and to improve the flow and analysis of information and data. The components are Professional Learning Communities, enhanced system of teacher observation and evaluation, a new process for information gathering and analysis and increased use of data systems to inform district work.

Instituting Professional Learning Communities- This process is based on the work conducted nationally by the National Reform Faculty and has focused on using professional learning communities with teachers and principals to change the way school personnel look at and achieve their primary goal---successful student learning.

“The most promising strategy for sustained, substantive school improvement is developing the ability of school personnel to function as professional learning communities” (Dufour, 1998).

Professional Learning Communities regarding students learning is based on collaborative investigation of how they can better achieve their goals, Characteristics of Professional Learning Communities include: 1) Shared Vision; 2) Collective Inquiry; 3) Collaborative Teams; 4) Action orientation and experimentation; 5) Continuous improvement; and 6) Focus on results. In a Professional Learning Community all of these characteristics are evident. Educators create a sustainable environment that fosters cooperation, support, and personal growth while working together to achieve what they cannot accomplish alone. Teachers will participate in Professional

Learning Communities twice a month at the school level. Principals from all of the schools will participate into a Professional Learning Community at a minimum of twice a year.

In addition to developing strong learning communities, the GISD PBCS will engage in Collaborative Inquiry. Data Teams, formed from Learning Communities, working with project evaluators and data management teams, will investigate the current status of student learning and instructional practice to search for successes to celebrate and amplify. Their ongoing investigation into how to improve student learning continuously is guided by these simple questions: 1) How are we doing? 2) What are we doing well? How can we amplify our successes? 3) Who isn't learning? Who aren't we serving? What aren't they learning? 4) What in our practice could be causing that? How can we be sure? 5) What can we do to improve? 6) How do we know if it worked? 7) What do we do if the students don't learn?

Collaborative Inquiry is the relentless pursuit of excellence and equity put to the rigor of evidence and results. Although it is a process, not a destination, collaborative inquiry is very focused. Data Teams turn problems into quantifiable goals to be achieved and move purposefully toward them, one at a time, sometimes in small steps. As collaborative inquiry grows, schools move away from traditional data practices and toward those that build a "High-Performing and Data Using Culture." The GISD PBCS Data Teams will be developed working with and through the data management group who will house all the data needed for the incentive program and will work closely with project evaluators to interpret and use the data. The Data Teams will inform the Professional Learning Communities regarding data gathered from the project. Special professional development will be provided to inform and jump start the Data Teams.

The Collaborative Inquiry process will be used with the Data Teams to examine data gathered from the project data management team who will process all information regarding the PBCS, incentive payouts and the value-added modeling. It will focus on building leadership and capacity, which is the first and critical step across the bridge from data to results. This leadership will be built within the teaching staff and the administrators and will provide them with the knowledge and skills to use multiple data sources effectively and collaboratively to improve teaching and learning. This essential shift in leadership and capacity is what is seen in high performing schools, all members of the school community, and especially teachers who act as leaders, impacting the quality of relationships, school culture and student learning (Love, Stiles, Mundry & DiRanna, 2008).

Priority 5 Competitive Preference Increase recruitment and retention of effective teachers to serve high-need students and in hard to staff subjects and specialty areas in high need schools.

Determining the level of performance-based incentives is sufficiently substantial to achieve the desired results.

As discussed earlier in this proposal, while the GISD may exceed the TEA's minimum teacher salary pay, other Texas school districts, of comparable size and composition, still pay their teachers an average of 10-20 percent more than GISD. The competition for effective, highly qualified high need teachers is heated; particularly when a smaller sized school district is among large school districts and is vying for the best teachers. The TIF funds would allow for an

incentive recruitment bonus, which would help decrease the salary difference and would assist GISD with recruiting and retaining the most effective high need teachers.

GISD studied the salary schedules of comparable districts both within the Houston area, Southeast Texas Region and the entire state to make decisions on incentives. GISD proposal planning team also took into consideration the comparison in the cost of living, the quality of living and labor statistics for the area. The overall budget had to be considered since GISD has quite aggressively decided to provide incentives for all district teachers and administrators. Teachers will be provided incentives when they are effective which means that when their students are shown to be making (identified) progress on individual assessments or on value added models or they make significant gains in math, science, special education or Bilingual Education. The GISD PBCS model has been developed carefully with this in mind. The GISD PBCS incentive chart is located within the budget narrative as a reference.

Also, as previously mentioned, Galveston is in the midst of a massive rebuilding of the community and the school district. The school district was devastated by Hurricane Ike in September 2008 and continues to struggle to provide adequate housing for its residents. Other areas in the immediate southeast Texas area, and up the Ship Channel toward Houston ISD, and larger wealthier districts, all offer not only higher salaries but better living conditions.

Significant weight for incentives was given to the campus rating and the increased performance in math, science, special education classes, and Bilingual Education. Significant incentive weight is being given to increases on the state standards based assessment (TAKS test) in math, science, ELA/Reading, Social Studies or general meeting TAKS standards. Significant incentives are being provided to classrooms and teachers with students who did not meet standards last testing period but do now. Value added models will assess the highest individual

student gains and will provide additional incentives for a certain number of these teachers meeting this high standard.

In addition, as part of the current GISD PBCS *Communication Plan*, GISD will market their district and the PBCS to a larger national audience thus insuring a bigger applicant pool. As part of our evaluation activities, GISD will institute an exit interview process for both teachers and administrators. When teachers and administrators leave the district, GISD does not get feedback on reasons why they are leaving. Currently feedback is gathered in an informal manner which is inconclusive. Upon funding we would institute, with GISD Human Resources, a structured exit interview process. With this information, GISD will be better able to understand some of the underlying reasons for non-retention of certain staff.

Also, GISD PBCS project has a plan to work with the district Human Resources Department to recruit effective teachers from outside the state and to retain hard to staff area teachers through incentives and by providing leadership incentives.

Priority 6 Competitive Preference New Applicants to the Teacher Incentive Fund

Galveston ISD has not previously applied for nor has it received funding from the US DOE Teacher Incentive Fund (TIF) as either a single entity or any partnership

Adequacy of Support for the Proposed Project

(1) The management plan is likely to achieve the objectives of the proposed project on time and within budget, and includes clearly defined responsibilities and detailed timelines and milestones for accomplishing project tasks.

GISD has identified a Project Director to work directly with district staff at our campuses, as well as the administrators of several schools to ensure the program is meeting its goals and objectives. The Project Director will be responsible for overseeing the organizing of professional development, overseeing the monitoring system for teachers and principals, working with PEIMS Coordinator, and coordinating with the outside data management entity and the outside evaluator, as well as oversee all the district payouts to ensure that the program will be implemented properly and timely and transitioned into each campus smoothly. The Assistant Superintendent for Curriculum and Instruction, Dr. Annette Scott, will supervise the Project Director. In addition, GISD will also hire an administrative assistant who will work in all aspects of the project to provide support to not only the Project Director but also to the project implementation at each of the schools.

The effective and efficient management of several simultaneous tasks is critical to success in a project of this scope. In addition to the defined responsibilities of the management team, effective management rests on clear routines and procedures for project planning followed up with regular monitoring and quality assurance. Project plans and timelines will be developed and reviewed regularly as it is important to review specific milestones and the steps to reach these milestones. Clear expectations and regular review allow early detection and solution of problems. The project plan will become the base for developing individual staff work plans that list specific tasks and also make clear how these tasks relate to the overall project goals and criteria of success. Linking project goals with staff assignments will not only ensure efficient procedures but also motivate staff by highlighting the purpose and outcomes to which they are contributing.

Timelines, including significant milestones, are shown for each of the objectives of the work plan under Timeline Chart an underlying operation that is based on a well-tested rapid start-up plan. These timelines will be broken down through a quality assurance planning process upon funding to identify the major checkpoints for quality assurance as well as key outcomes and event dates and when major tasks will begin.

Regular communication among team members in different locations will be facilitated through technology. Face-to-face interaction is helpful in the early stages of project development, with plans developed jointly and formally documented. Plans, notes, and progress reports will be posted in a central, web-based workspace, so that all staff members, regardless of location, can easily refer to them. Conference calls, frequent email, and technology-facilitated file sharing will keep information flowing regularly. Meetings will be run efficiently through use of standard meeting management techniques. Each meeting has specific goals and an agenda planned to meet those goals. Norms of group participation will be made explicit and reinforced by group members. Each month, there will be a GISD PBCS Advisory Board meeting. This Board will be charged with constantly reviewing all aspects of the program and will serve as the committee that will hear any concerns or grievances regarding the incentive system. Monthly face-to-face project meetings will be held with all key stakeholders. Agendas are kept on all meetings. Action items are assigned to all Project Team Members. Budgets are monitored on a monthly basis using detailed cost reports that list expenses by line item, totals, and the discrepancy between budgeted and actual expenses for the current stage in the grant.

Timelines

	Milestone	Timeline	Personnel
1.	Presentation and adoption by the Board of Directors of the program goals and objectives. Inform stakeholders. Share basics of the communication plan for the project.	October 2010	Assistant Superintendent and Project Director
2.	Recruitment and hiring of any staff	October 2010	Project Management Team
3.	Recruitment and publicity via website and newspaper.	October 2010 May 2015	Assistant Superintendent for Curriculum and Instruction and Project Director
4.	Meetings to create evaluation criteria, establish baseline data, and present first communication plan for project and to school board for approval	October 2010, 2011, 2012, 2013, 2014	Project Director, Assistant Superintendent for Curriculum & Instruction, Building Coordinators, Campus Principals, Outside Evaluator
5.	Complete first pilot of full data management system	January 2011	Project Director, Assistant Superintendent for Curriculum & Instruction
6.	Meeting to establish baseline data, ongoing data collection, and provide	Oct 2010 July 2011	Project Director, Assistant Superintendent for Academics,

	Milestone	Timeline	Personnel
	staff development for targeted district personnel on data management system.	July 2012 July 2013 July 2013 July 2014	Curriculum Coordinators, Campus Principals
7.	Professional Development training begins.	Fall 2010	Project Director, Assistant Superintendent Curriculum & Instruction, Curriculum Coordinators
8.	Hold campus level meetings to review testing and curriculum information	Bi-month from Nov 2010 through May 2014	Project Director, Principals, Assistant Superintendent Curriculum & Instruction, Campus Curriculum Coordinators, District Curriculum Coordinators,
9.	Begin planning for professional development for following year	10/2010 10/2011 10/2012 10/2013 10/2014	Project Director, Assistant Superintendent Curriculum & Instruction, Curriculum Coordinators, Campus Principals
10.	Establish a campus calendar for observations and evaluation	10/2010 10/2011	Principals, Campus Curriculum Coordinators, Project Director,

	Milestone	Timeline	Personnel
		10/2012 10/2013 10/2014	Teachers
11.	Review teacher benchmark test results and evaluation	10/2010 10/2011 10/2012 10/2013 10/2014	Project Director, Data Management Team and evaluator, Principals, Teachers, Assistant Superintendent Curriculum & Instruction
12.	Review data from state and/or national tests for appropriate grade levels	07/2011 07/2012 07/2013 07/2014 07/2015	Project Director, Data Management Team, Principals, Teachers, Evaluator, Assistant Superintendent Curriculum & Instruction
13.	Review data from TEKS developed test for all grades and subjects	05/2008 05/2009 05/2010 05/2011 05/2012	Project Director, Data Analyst, Principals, Teachers, Evaluator, Assistant Superintendent Curriculum & Instruction, Assistant Superintendent of Business, Human Resources, Payroll
14.	Review of data from state and/or	07/2011	Project Director, Data

	Milestone	Timeline	Personnel
	national tests to determine teacher/principals incentive pay.	07/2012 07/2013 07/2014 07/2015	Management Team, Principals, Teachers, Evaluator, Assistant Superintendent Curriculum & Instruction, Superintendent for Business Operations, Human Resources, Payroll
15.	Review of data from TEKS developed tests to determine teacher/principals incentive pay.	06/2011 06/2012 06/2013 06/2014 06/2015	Project Director, Data Management Team, Principals, Teachers, Evaluator, Assistant Superintendent Curriculum & Instruction
16.	Incentive pay distribution	Multiple payouts during the Year (Year 1,2,3,4,5)	Project Director, Data Management Team, Human Resources, Superintendent for Business Operations, Payroll

The project director and other key personnel are qualified to carry out their responsibilities, and their time commitments are appropriate and adequate to implement the project effectively

The project management is designed from top to bottom. The Superintendent will have complete administrative oversight for this program and the School Board will be intimately involved with the process. The Assistant Superintendent for Curriculum and Instruction will be responsible for the management of the project staff and the solicitation of feedback from teachers, principals and administrators. The GISD TIF Project Director will work directly under the Assistant Superintendent for Curriculum and Instruction. The GISD Human Resources Department will work closely with the Project Director and the Data Management Team to insure proper incentive payouts. The TIF Project Director, Mr. James Connor, will manage the grant funds and expenditures to ensure that all expenses fall in line with grant restrictions and will be responsible for all grant fiscal accountability. Assistant Superintendent of Curriculum and Instruction, Dr. Annette Scott, will provide assistance to the Project Director for the management of TIF. Dr. Scott has extensive experience working with Incentive systems. She managed the distribution of the Texas Education Excellence Awards (TEEG) for recipient schools in Galveston ISD. She was also instrumental in the design and distribution of incentive awards through the District Award for Teacher Excellence (DATE). Dr. Scott designed a local incentive student achievement award for high school teachers approved by the local board of trustees. Dr. Scott is a veteran administrator with 38 years of educational experience.

Project Director, Jim Connor, the Director of Advanced Academics has been involved in education for 28 years. He has managed the distribution of the API Grant and will assume the responsibility for the overall management and direction of the GISD PBCS. Mr. Connor will report directly to the Assistant Superintendent for Curriculum and will be responsible for the implementation of GISD PBCS on all campuses and any additional, opened high-need campuses. He will manage the daily operations of the project, including working to organize the

professional development, scheduling these events at convenient times and locations for teachers, working with the data management group regarding student scores and achievement, working with principals, curriculum coordinators, and administrators for the development and implementation of teacher and principal evaluations, and providing the evaluator with needed data. He is a twelve-month employee and will work solely on this program.

An Administrative Assistant will be hired for the input, management and analysis of student information, including but not limited to demographics, TAKS scores, SAT/ACT scores and any other data that is collected pertaining to the measurement of student achievement. This individual will report to the Project Director.

The applicant will support the proposed project with funds provided under other Federal or State programs and local financial or in-kind resources.

The GISD PBCS will support the TIF through the State of Texas Incentive Program (DATE) which will serve as additional, supplemental incentive dollars. Galveston has successfully implemented the DATE Program for a number of years. In addition, GISD PBCS will provide additional dollars for professional development that might be needed and not anticipated now. For example, the new teacher mentor and new administrator mentor program will most likely expand a great deal during the initiative. GISD intends to support the mentoring. District technical infrastructure support will be provided in kind for the data management system as well as for the Human Resource Department's additional responsibilities. The Human Resources Department will take on additional responsibilities that will be in kind.

The requested grant amount and project costs are sufficient to attain project goals and reasonable in relation to the objectives and design of the project.

The requested grant funds are expected to be able to maintain goals and objectives of the project. Careful planning was taken in developing the incentive payouts. District and Project leadership studied the incentive systems of a number of comparable districts in the state, one in particular that received federal TIF dollars and is of comparable size, others in comparable size, and TIF awardees outside the state. In addition, GISD has had experience with the two state incentive systems (TEEG and DATE) and has learned a great deal about the scope of incentives and the awards needed at each level.

Quality of Local Evaluation

Use of strong and measurable performance objectives (that are clearly related to the goals of the project) for raising student achievement (as defined in this notice), increasing the effectiveness of teachers, principals and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools), and retaining and recruiting effective teachers, principals, and other personnel.

Project goals, objectives and performance measures were developed with the proposal planning team (Assistant Superintendent for Curriculum and Instruction, Director of Advanced Academics and building principals).

The overarching Project Goal is to establish a system that provides teachers and principals, serving in high-need schools with differentiated levels of compensation based primarily on student achievement gains at the school and classroom levels

Objective 1: Establish a system that provides teaches and principals, serving high-need schools with differentiated levels of compensation based primarily on student achievement gains at the school and classroom level.

Performance Measure 1.1: 100% of the District Leadership and individual school Leadership Teams meet by October 1, each year to review last year's progress and to provide recommendations for adjustments for continuation of differentiated incentive plans for teachers and principals at the classroom and school levels. (Year 1,2,3,4,5).

Performance Measure 1.2: 100% of eligible staff receive training and ongoing technical assistance on the district incentive plan every year (Year 1,2,3,4,5).

Performance Measure 1.3: Benchmarks based on the Texas Essential Knowledge and Skills (TEKS) are in place for 100% of grades and subject areas to measure student achievement for Pre-K through 12th grade (Year 1,2,3,4,5).

Performance Measure 1.4: An incentive plan for eligible staff is in place for 100% of subject areas and grade levels eligible for incentives based on the Texas State Curriculum or TEKS (Year 1,2,3,4,5).

Performance Measure 1.5: A comprehensive data management system for 100% of student performance assessments on which the incentives are based is developed (year 1) and maintained (Year 1,2,3,4,5).

Performance Measure 1.6: Incentive payouts are 100% based on the incentive plan and are completed each year (Year 1,2,3,4,5).

Performance Measure 1.7: Creation of professional Learning Communities in each of the district schools to provide for continuous learning and renewal (Year 1,2,3,4,5).

Performance Measure 1.8: A Communication Plan is in place and updated every year by the project leadership team. The Communication Plan is shared with the entire district. (Year 1,2,3,4,5)

Objective 2: Develop strategies to have 100% of Math and Science classes instructed by highly qualified teachers, 100% of ESL, Bilingual (Spanish) and Special Education teaching positions instructed by ESL, Bilingual (Spanish) or Special Education certified teachers respectively, and to have a voluntary hard to staff teacher turnover rate of less than 95% by year 5.

Performance Measure 2.1: 100% of campuses will have a recruitment and retention plan in place for hard to staff areas (Math, Science, Special Education, ESL and Bilingual Spanish) with the district HR and with each campus principal. (Year 1,2,3,4,5).

Performance Measure 2.2: Each year, 100% of the hard to staff, Math, Science, Special Education, ESL and Bilingual (Spanish) teachers at each campus will be highly-qualified (Year 2,3,4,5).

Performance Measure 2.3: 100% of the Bilingual (Spanish) teachers who enhance their skills by obtaining certification in Bilingual (Spanish) will be compensated based on the district incentive plan.

Performance Measure 2.4: 100% of the ESL teachers who enhance their skills by obtaining certification in ESL will be compensated based on the district incentive plan.

Performance Measure 2.5: 100% of the teachers who enhance their skills by obtaining a masters' degree in their teaching field will be compensated based on the SEE incentive plan. (Year 2,3,4,5).

Performance Measure 2.6: Hard to staff turnover rate will decrease each year. (Year 2,3,4,5).

Objective 3: Provide teachers with continuous support and feedback through classroom observations and walkthroughs (formal & informal) that occur at least 3 times in a nine-week grading period, and 4 formative (1 each during each nine-week grading period) and 1 summative evaluation.

Performance Measure 3.1: 100% of required teacher formative and summative evaluations are conducted each year (Year 1,2,3,4,5)

Performance Measure 3.2: Each campus Professional Development Plan is based on student performance measures. (Year 1,2,3,4,5).

Performance Measure 3.3: Professional Development will be conducted each year for school leadership teams to strengthen their understanding of data and its use in improving instruction in the classroom. (Year 1,2,3,4,5).

Performance Measure 3.4: 100% of principal and assistant-principal evaluations are conducted before July 15 of each year. (At the beginning of year, mid-year, end-of-year) (Year 1,2,3,4,5).

Objective 4: Create a student-teacher/adult mentor program for 100 percent of students deficient in at least one subject area and teacher-teacher mentor program for all new teachers.

Performance Measure 4.1: Each year 100% of high risk students who require a mentor, receive a mentor (Year 1,2,3,4,5)

Performance Measure 4.2: Each year 100% of new teachers receive a mentor (Year 1,2,3,4,5)

Performance Measure 4.3: Information is provided to district stakeholders through meetings that inform stakeholders of the student and new teacher mentoring programs. (Year 1,2,3,4,5)

Performance Measure 4.4: 100% of the campuses clearly identify professional development needs by October 15 each year (Year 2,3,4,5)

Performance Measure 4.5: 100% of the principals and assistant-principals will submit a professional development plan for themselves to the Superintendent and their supervisor, respectively by September 1 of each year (Year 2,3,4,5)

Objective 5: Increase the number of teachers, principals, assistant-principals, and assistant principals whose student's reach a "Recognized" or "Exemplary" level of performance based on student assessment or faculty evaluation results.

Performance Measure 5.1: Increase the number of teachers who are ~~Recognized~~ in Math as defined by the State of Texas through the TAKS (Year 1,2,3,4,5).

Performance Measure 5.2: Increase the number of teachers who are ~~Recognized~~ in Science as defined by the State of Texas through the TAKS (Year 1,2,3,4,5).

Performance Measure 5.3: Increase the number of teachers who are ~~Recognized~~ in Reading/ELA as defined by the State of Texas through the TAKS (Year 1,2,3,4,5).

Performance Measure 5.4: Increase the number of teachers who are ~~Recognized~~ in Social Studies as defined by the State of Texas through the TAKS (Year 1,2,3,4,5).

Performance Measure 5.5: Increase the number of teachers who are ~~Recognized~~ in Writing as defined by the State of Texas through the TAKS (Year 1,2,3,4,5).

Performance Measure 5.6: Increase the number of teachers whose students reach a passing rate of 80% or higher on the Pre-K checklist (Year 1,2,3,4,5).

Performance Measure 5.7: Increase the number of K, 1st, and 2nd grade teachers who reach at least 80% of students on grade level in reading and math as measured by a standardized test (Year 1,2,3,4,5).

Performance Measure 5.8: Increase the number of campuses who are ~~Recognized~~ by the State of Texas will increase each year by at least one campus. (Year 1,2,3,4,5)

Performance Measure 5.9: Increase the number of teachers who receive an ~~Exceeds~~ "Exceeds Expectations" on observation instrument (Year 1,2,3,4,5)

Performance Measure 5.10: Increase the number of principals and assistant-principals who receive ~~Exceeds Expectations~~ or higher on observation instruments will remain stable each year (Year 1,2,3,4,5)

Objective 6 (GPRA): Changes in teacher and principal compensation systems, as measured by the percentage of a district's personnel budget that is used for performance related payments to effective (as measured by student achievement gains) teachers and principals.

Performance Measure 6.1: Increase the total amount of incentives paid by the district divided by the total personnel budget (Year 1,2,3,4,5)

Objective 7 (GPRA): Changes in LEA personnel deployment practices, as measured by changes over time are evident in the percentage of teachers and principals in high-need schools who have a record of effectiveness.

Performance Measure 7.1: Significantly increase the number of teachers and principals who received an incentive payment based on student achievement results (Year 1,2,3,4,5).

Produce evaluation data that are quantitative and qualitative

GISD will contract with an external evaluation agency to carry out the local evaluation and to develop our internal data management system for all project evaluations of staff, payout procedures and tracking value added student achievement models. The GISD Business Office procurement procedures have been met and will be followed during the process.

Adequate evaluation procedures for ensuring feedback and continuous improvement will be addressed throughout the initiative. Data collection will occur on a continuous and systematic basis and will become part of a regular feedback loop to project staff, through

monthly meetings/conference calls and quarterly reports. This process insures that there is continuous use of data for decision-making and that management analysis of current project functioning feeds into decisions about what data are needed and if adjustments in the evaluation methodology are needed. During project conceptualization – the planning stages before proposal development and then the actual development of the proposal---project objectives under the major goal, a clear statement of objectives and clear, measureable performance measures were identified. The measures, both quantitative and qualitative, for each objective are identified in the performance measures (above). The GISD PBCD will use descriptive, qualitative and quantitative data for both formative and summative data analysis. Since the GISD PBC will include multiple campuses, it is essential that early formative data be collected and used to make decisions that will insure immediate and long-term success in achieving outcomes. Our evaluation process insures for the successful collection of this data.

The project management and evaluation strategies are designed to be rigorous in order to insure that the goal and objectives are achieved. This requires early and intensive data gathering with frequent analysis and discussion in order to make district and individual adjustments in delivery, content and supports. Since overall project data across the district will be gathered, as well as data pertinent to each individual campus, the project will produce information about what strategies are successful given a wide variety of campus characteristics, needs, and issues.

In addition, a critical part of the evaluation will be assessment of the degree to which the various supportive measures and activities reach the individual groups they are designed to help, how well they are implemented with respect to their design, and important changes occurring in the schools and classrooms during implementation. Data will be collected relating to the quality and usefulness of products in building the GISD PBCS capacity for teacher support and student

performance. Data identifying important contextual conditions and factors influencing these patterns will also be collected as the evaluation will inform GISD about where adjustments are needed to improve the overall efficiency and impact of services.

Data for evaluating the quality of services, impact of consortium services, and exploring alternative methods will be collected through online surveys of clients, site visits and samples of participants in the activities.

Accordingly, our external evaluator will detail an evaluation design that is robust and cost effective, using key elements of the Total Quality Management Strategy; online user satisfaction survey methodology; face-to-face interviews with key constituents; and other appropriate qualitative and quantitative methods as identified by the team. Following award of the contract, the contractor will work with the GISD PBCS program to develop a teacher incentive database that will be used in the support of a national model for teacher incentive pay and will work with the national evaluation group to complete a cross comparison of pay systems and will inform policy through our findings.

Data for evaluating the quality of services, impact of services, and exploring alternative methods will be collected through online surveys of clients, site visits and samples of participants in the activities. Data on a representative sample of teachers will be analyzed to determine the impact of the methodology.

Includes adequate evaluation procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

As part of our quality management process, a detailed plan of project activities will be developed during the first month of operation. The project has developed a rapid start-up procedure for the project that will insure that all staff are on board and ready to begin

implementation the first day of funding/operation. Our management and evaluation process provides the basis for quality outcomes from the onset. Once the project begins, the objective and activities will be reviewed once again by the Project Management Team as tasks to be accomplished. The objective for each of the activities provides the basis for establishing the outcome-based measure or result. We will use a Total Quality Management (TQM) approach that is a proven strategy for design, deployment and continuous improvement of high performance programs. TQM provides a comprehensive framework for managing and improving performance and begins by insuring for each milestone with each objective, that there is a clear focus and agreement between the members of the management team on what is to be accomplished, what is the outcome-based measure and that they are in agreement with the needs and expectations of the district. If there is a discrepancy or mismatch anywhere, the project or activity must be realigned to create a match. Once the match is achieved, human resources and the process are examined to determine if they are appropriate and adequate for achieving the activity (objective). Once again, if this does not match, the system must be realigned (perhaps through training or redesign). This Total Quality Management (TQM) criteria ties the management and evaluation process together insuring that the project is continually reviewed, evaluation results are useful and of good quality, and improvement to the program is implemented. Once the project is funded, a detailed chart will be prepared for each outcome working with and through the GISD PBCS.

Project Narrative

High-Need Schools Documentation

Attachment 1:

Title: **freereducedpercentageisd.pdf** Pages: **4** Uploaded File: **\\Server1
\\gisinfo\AGrants\tif\freereducedpercentageisd.pdf**

Basic Claim

[Send Comments](#) | [Get Help](#)

Submit Successful

Click cancel to return to the previous screen or make any changes below.

District Number: 084902

City: GALVESTON

District Name: GALVESTON ISD

Claim Period: 05/2010

Program Year: 2010

Claim Received Date: 6/4/2010

Claim Status: REDY

Claim Type: ORIG

Most Recent Payment Date: None

Area Eligible

	Lunch	Snack	Snack	Breakfast	Severe Need	SMGP
Number of Schools:	13	11	2	13	8	0
Number of Days in Operation:	20	20	20	20	20	0
Average Daily Attendance (ADA):	5700	5628	479	5648	5222	
Average Daily Participation (ADP):	4311	1170	112	3487	2717	0
Students Approved For:		Free: 4598		Reduced: 305		

Is this summer ONLY claim:

National School Lunch Program

District qualifies for 2-cent lunch supplemental rates

Reimbursable Meals

Paid: [Redacted]
Reduced: [Redacted]
Free: [Redacted]
Total Lunch Meals: [Redacted]

Reimbursement

Paid: [Redacted]
Reduced: [Redacted]
Free: [Redacted]
Total Lunch Reimbursement: [Redacted]

After School Snack Program

Reimbursable Area Eligible Snacks

Free : [Redacted]
Reimbursable Snacks
Paid: [Redacted]
Reduced: [Redacted]
Free: [Redacted]
Total Snack Meals: [Redacted]

Reimbursement

Free: [Redacted]
Reimbursement
Paid: [Redacted]
Reduced: [Redacted]
Free: [Redacted]
Total Snack Reimbursement: [Redacted]

Total Lunch and Snack Reimbursement: \$222,993.00

School Breakfast Program

Regular Breakfast

Reimbursable Meals

Paid: [REDACTED]
Reduced: [REDACTED]
Free: [REDACTED]
Sub-total Meals: [REDACTED]

Reimbursement

Paid: [REDACTED]
Reduced: [REDACTED]
Free: [REDACTED]
Total Regular Breakfast Reimbursement: [REDACTED]

Severe Need Breakfast

Reimbursable Meals

Reduced: [REDACTED]
Free: [REDACTED]
Sub-total Meals: [REDACTED]

Reimbursement

Reduced: [REDACTED]
Free: [REDACTED]
Total Severe Need Reimbursement: [REDACTED]

Total Breakfast Reimbursement: [REDACTED]

School Summer Program

Reimbursable Meals

Summer Lunch: 0
Summer Snack: 0
Summer Supper: 0
Summer Breakfast: 0
Summer Severe Need Breakfast: 0
Total Summer Meals: 0

Reimbursement

Lunch: [REDACTED]
Snack: [REDACTED]
Supper: [REDACTED]
Breakfast: [REDACTED]
SNB: [REDACTED]
Total Summer Reimbursement: [REDACTED]

Total Lunch (Regular, Snack and Summer): [REDACTED]
Total Breakfast (Regular and Summer): [REDACTED]
Total SNB (Regular and Summer): [REDACTED]

Grand Total: [REDACTED]

FREE & REDUCED
2009 - 2010

DATE	FREE	%	REDUCED	%	ENRLMENT	TOTAL %
9/30/2009	5433	86%	268	4%	6298	90%
10/30/2009	4085	64%	346	6%	6355	70%
11/30/2009	4305	68%	340	5%	6357	73%
12/18/2009	4337	68%	332	5%	6363	73%
1/29/2010	4443	69%	314	5%	6422	74%
2/26/2010	4513	70%	310	5%	6441	75%
3/31/2010	4513	70%	311	5%	6423	75%
4/30/2010	4561	71%	305	5%	6412	76%
5/30/2010	4564	71%	296	5%	6383	76%

Enrollment Summary

Date: 06/03/2010

Counts

Site	Blank	Free	Reduced	Denied	Withdrawn	Temp Free	Temp Reduced	Inactive	No App	Refused Benefits	Total * Enrollment
Invalid Site ID	0	7	0	0	0	0	0	45	0	0	7
CO Central Office	0	0	0	0	0	0	0	0	0	0	0
NA NOT IN USE	0	0	0	0	0	0	0	0	0	0	0
001 Ball High School	4	1,090	63	56	0	6	0	1,567	586	0	1,805
005 DAEP	0	0	0	0	0	0	0	15	0	0	0
006 Galveston Early College	0	64	7	5	0	0	0	8	23	0	99
007 Aim High	0	121	4	1	0	0	0	119	41	0	167
041 Austin Middle School	0	205	33	35	0	0	0	110	212	0	485
042 Central Middle School	0	0	0	0	0	0	0	111	0	0	0
044 Weis Middle School	0	830	40	39	0	2	0	748	92	0	1,003
046 Aim Middle	0	52	2	2	0	0	0	8	1	0	57
102 Crenshaw	0	103	1	1	0	0	0	145	2	0	107
103 Burnet Elementary School	0	0	0	0	0	0	0	121	0	0	0
104 Morgan Elementary	0	624	31	11	0	1	0	301	32	0	699
105 Scott Elementary School	0	0	0	0	0	0	0	167	0	0	0
106 Oppe Elementary School	1	447	40	49	0	0	0	305	123	2	662
107 Parker Elementary School	0	567	49	52	0	3	1	313	92	0	764
108 Rosenberg Elementary	0	188	6	7	0	0	0	263	6	0	207
109 San Jacinto Elementary	0	0	0	0	0	0	0	0	0	0	0
114 Kipp Coastal	0	252	18	20	0	1	0	46	25	0	316
Grand Total:	5	4,550	294	278	0	13	1	4,392	1,235	2	6,378

* NOTE: Total Enrollment counts DO NOT include Withdrawn and Inactive students.

Project Narrative

Union, Teacher, Principal Commitment Letters or Surveys

Attachment 1:

Title: **gisdsupportletters.pdf** Pages: **10** Uploaded File: **\\Server1\gisdinfo\AGrants\tif\gisdsupportletters.pdf**

Letters of Support

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 - a. Principal – Annette Dailey
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 - a. Acting Principal – Eric Paul
7. Early Childhood University
 - a. Assistant Principal – Bob Balshaw
8. Early College High School
 - a. Director – Debra Owens
9. LA Morgan Elementary School
 - a. Principal – Rachelle Joseph
10. Parker Elementary School
 - a. Principal – Melvin Bouldin

GALVESTON

INDEPENDENT SCHOOL DISTRICT
CONSTRUCTING A LEGACY OF EXCELLENCE

July 6, 2010

To Whom It May Concern,

As the site administrator responsible for the academic achievement of students and the professional development of staff, I wholeheartedly support the district's pursuit of acquiring funding to implement an incentive program for professional staff.

I understand that the core elements of the program include the following:

(a) A plan for effectively communicating to teachers, administrators, other school personnel, and the community at-large the components of its PBCS;

(b) The involvement and support of teachers, principals, and other personnel (including input from teachers, principals, and other personnel in the schools and LEAs to be served by the grant) and the involvement and support of unions in participating LEAs (where they are the designated exclusive representatives for the purpose of collective bargaining) that is needed to carry out the grant;

(c) Rigorous, transparent, and fair evaluation systems for teachers and principals that differentiate effectiveness using multiple rating categories that take into account student growth (as defined in this notice) as a significant factor, as well as classroom observations conducted at least twice during the school year. The evaluation process must: (1) use an objective, evidence-based rubric aligned with professional teaching or leadership standards and the LEA's coherent and integrated approach to strengthening the educator workforce; (2) provide for observations of each teacher or principal at least twice during the school year by individuals (who may include peer reviewers) who are provided specialized training; (3) incorporate the collection and evaluation of additional forms of evidence; and (4) ensure a high degree of inter-rater reliability (i.e., agreement among two or more raters who score approximately the same);

(d) A data-management system that can link student achievement (as defined in this notice) data to teacher and principal payroll and human resources systems; and

(e) A plan for ensuring that teachers and principals understand the specific measures of teacher and principal effectiveness included in the PBCS, and receive professional development that enables them to use data generated by these measures to improve their practice.

Sincerely,



Dr. Annette Scott
Assistant Superintendent
Curriculum & Instruction

AIM College and Career Preparatory Center

3014 Ave. T

Galveston, TX. 77550

To Whom It May Concern,

As the site administrator responsible for the academic achievement of students and the professional development of staff, I wholeheartedly support the district's pursuit of acquiring funding to implement an incentive program for professional staff.

I understand that the core elements of the program include the following:

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(e) A plan for ensuring that teachers and principals understand the specific measures of teacher and principal effectiveness included in the PBCS, and receive professional development that enables them to use data generated by these measures to improve their practice.

Sincerely,



GALVESTON INDEPENDENT SCHOOL DISTRICT CONSTRUCTING A LEGACY OF EXCELLENCE

July 1, 2010

To Whom It May Concern,

As the site administrator responsible for the academic achievement of students and the professional development of staff, I wholeheartedly support the district's pursuit of acquiring funding to implement an incentive program for professional staff.

I understand that the core elements of the program include the following:

- (a) A plan for effectively communicating to teachers, administrators, other school personnel, and the community at-large the components of its PBCS;
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- (e) A plan for ensuring that teachers and principals understand the specific measures of teacher and principal effectiveness included in the PBCS, and receive professional development that enables them to use data generated by these measures to improve their practice.

Sincerely,

Cathy Van Ness

Cathy Van Ness, Principal-Science, Technology, Engineering, and Math Magnet Program
@Austin Middle School
P.O. Box 660 Galveston, Texas 77553 (409)765-9374 (409)621-1047 (Office)
cathy_vanness@gisd.org

GALVESTON

INDEPENDENT SCHOOL DISTRICT

Changing for Tomorrow

Ball High School

To Whom It May Concern,

As the site administrator responsible for the academic achievement of students and the professional development of staff, I wholeheartedly support the district's pursuit of acquiring funding to implement an incentive program for professional staff.

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- (e) A plan for ensuring that teachers and principals understand the specific measures of teacher and principal effectiveness included in the PBCS, and receive professional development that enables them to use data generated by these measures to improve their practice.

Sincerely,



Dean Blair, Principal

4115 Ave. O - Galveston, Texas 77550 • (409) 766-5715 (Office) • 409-766-5738 (Fax)

Galveston
Independent School District

Central Middle School

Ann Dixon

Annette Dailey

Superintendent

Principal

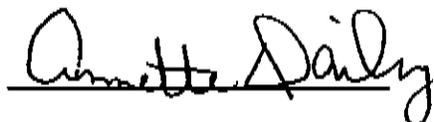
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- (d) A data-management system¹ that can link student achievement (as defined in this notice) data to teacher and principal payroll and human resources systems; and
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Sincerely,



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(b) The involvement and support of teachers, principals, and other personnel (including input from teachers, principals, and other personnel in the schools and LEAs to be served by the grant) and the involvement and support of unions in participating LEAs (where they are the designated exclusive representatives for the purpose of collective bargaining) that is needed to carry out the grant;

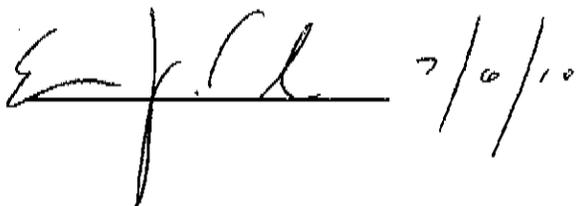
(c) Rigorous, transparent, and fair evaluation systems for teachers and principals that differentiate effectiveness using multiple rating categories that take into account student growth (as defined in this notice) as a significant factor, as well as classroom observations conducted at least twice during the school year. The evaluation process must: (1) use an objective, evidence-based rubric aligned with professional teaching or leadership standards and the LEA's coherent and integrated approach to strengthening the educator workforce; (2) provide for observations of each teacher or principal at least twice during the school year by individuals (who may include peer reviewers) who are provided specialized training; (3) incorporate the collection and evaluation of additional forms of evidence; and (4) ensure a high degree of inter-rater reliability (i.e., agreement among two or more raters who score approximately the same);

(d) A data-management system¹ that can link student achievement (as defined in this notice) data to teacher and principal payroll and human resources systems; and

(e) A plan for ensuring that teachers and principals understand the specific measures of teacher and principal effectiveness included in the PBCS, and receive professional development that enables them to use data generated by these measures to improve their practice.

Sincerely,

Eric J. Paul, Acting Principal Crenshaw School, Galveston ISD



To Whom It May Concern,

As the site administrator responsible for the academic achievement of students and the professional development of staff, I wholeheartedly support the district's pursuit of acquiring funding to implement an incentive program for professional staff.

I understand that the core elements of the program include the following:

(a) A plan for effectively communicating to teachers, administrators, other school personnel, and the community at-large the components of its PBCS;

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Sincerely,

Bob Bolshak
Assistant Principal *ECU*



Galveston Early College High School

Debra Owens, Principal

4116 Avenue N½

Galveston, Texas 77550

409-750-9386

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Yours In Education,

Debra Owens

Director

Galveston Early College High School

GALVESTON

INDEPENDENT SCHOOL DISTRICT
CONSTRUCTING A LEGACY OF EXCELLENCE

July 1, 2010

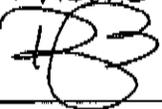
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Sincerely,

Rachelle Joseph


Rachelle Joseph, Principal-LA Morgan School of Science and Engineering
P.O. Box 660 Galveston, Texas 77553 (409)763-1333 (409)763-1334 (Office)
rachelle_joseph@gisd.org

To Whom It May Concern,

As the site administrator responsible for the academic achievement of students and the professional development of staff, I wholeheartedly support the district's pursuit of acquiring funding to implement an incentive program for professional staff.

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Sincerely,

Malini Bower M.

Parker Elementary School

Principal

Project Narrative

Other Attachments

Attachment 1:

Title: **GISDresumes** Pages: **8** Uploaded File: **\\Server1\gisinfo\AGrants\tif\GISDTIFresumes.pdf**

Resumes

Table of Contents

1. Dr. Annette Scott – Program Advisor
2. Jim Connor – Program Director

Annette Scott, Ed.D.



EDUCATION

Baylor University	Ed.D.	1990	Educational Administration
University of Houston/Victoria	M.E.	1980	Guidance/Counseling
Sam Houston State University	B.A.	1970	English

CERTIFICATION

Superintendent	1989
Mid-Management Administrator	1987
Counselor	1980
Secondary English	1970
Secondary French	1970

PROFESSIONAL EXPERIENCE

2007- present	Assistant Superintendent C & I	Galveston I.S.D.
2004-2007	Executive Director for Curriculum & Instruction	Galveston I.S.D.
2001-2004	Student Achievement Consultant	Lightspan, Inc./Plato Learning
1997-2001	Principal	Reagan High School, Austin
1994-1995	Adjunct Professor	University of Houston, Victoria
1990-1997	Principal	Stroman High School, Victoria
1988-1990	Principal	Dudley Gifted/Talented Magnet
1984-1988	Assistant Principal for Instruction	Victoria High School
1977-1984	Teacher: English	Victoria I.S.D.
1974-1977	Teacher: Language Arts	Beeville I.S.D.
1971-1974	Teacher: English	Port Arthur I.S.D.

RESEARCH/PUBLICATIONS

Guest Editorial: Schools of Choice, Galveston County Daily News, Monday, April 19, 2010.

Article: Magnet School of America e-Choice Magazine, 2008

Dissertation: "Parent-Training Programs in Selected Texas Elementary Schools" Baylor University

Article: "The Vital Link: Parent Participation in School Improvement" *Instructional Leader*, publication of Texas Elementary Principals and Supervisors Association, V,IV,no 3,p2-3,11 (June 1991) Co-author with Karleen Noake.

Article: "Sharing the Power: Prescriptions for Principals" *Instructional Leader*, publication of Texas Elementary Principals and Supervisors Association, V, IV, o.4, p.4-5,8 (August 1991) Co-author with Karleen Noake.

Article: "Restructuring with Minimum Effort" *TEPSA Journal* (Spring 1991) Co-author with Karleen Noake.

Article: "Academic Teaming Using Covey's Seven Habits" *Texas Study* (Fall 1997)

HONORS/ACHIEVEMENTS

President Elect Magnet Schools of Texas	2009
Region 6 Representative for Magnet Schools of America	2009-2011

District Director for AVID	2008 - present
Instrumental in Galveston ISD Attaining Unitary Status	2008
Southeast Texas Regional STEM Advisory Board	2008
APQC Math and Science Student Achievement Study	2007
Galveston County Children & Youth Board Member	2007
Central Office Administrator of the Year	2006
Commissioner's Advisory Council for the Education of Gifted Students	1999-2001
Editorial Board of the Texas Association for the Gifted & Talented	1999
Texas Successful Schools Award	1997, 1998
Children's Defense Fund – Stand for children	1996, 1997
Greater Victoria Hispanic Chamber of Commerce Award	1996
Co-chair, High School Committee-Texas Assn. of Secondary Principals	1996
NAACP Outstanding Educator Award	1994
Governor's Gold Star School Principal	1992-1995
Facilitator for Project Peace	1993-1994
Administrator of the Year for Texas Association of Journalism	1992
Distinguished Education Award I/D/E/A Fellows Program	1991-1997
Region III Principals Academy	1992
South Texas Woman of the Year Award	1991
One of three finalists for Texas Administrator of the Year, ATPE	1991
Lead Teacher for the Golden Crescent Alliance for Minorities in Engineering	
State Advisor for Texas Future Teachers of America	
Texas Education Agency Curriculum Committee for Language Arts	
State Trainer for Texas Teacher Appraisal System	
TEPSA Academy II	

PROGRAMS PRESENTED

Commencement Speaker at University of Houston/Victoria	
Community Project – <i>Meeting the Needs of Disadvantage Students</i>	
Baylor University – <i>Building Self Esteem; Creative Problem Solving; At-Risk Students; Effective Teaching Practices</i>	
Texas Association of School Boards- <i>Strategies for Involving Parents in School</i>	
National Coalition for Marginal Students	
Making the Grade: <i>Meeting the Needs of the Underserved</i>	
Third Annual Integrated Learning Systems Users conference: <i>Working with Parents and the Community</i>	
Phi Delta Kappa: <i>Year Round School – A Solution to Overcrowding</i>	
Texas Association of School Boards/Texas Association of School Administrators Joint Annual Conference: <i>Successfully Meeting the Needs of a Culturally Diverse School</i>	
Second National Conference on School Restructuring	
TEPSA Winter conference: <i>Restructuring – Gathering the Work Crew</i>	
National Coalition for Equality in Learning: <i>Teen Pregnancy and Parenting</i>	
Association for Supervision and Curriculum Development, 47 th Annual Conference: <i>Corporate America in Public Schools – A Quality Investment</i>	
Texas staff Development Council: Keynote Speaker, April 1992	

STAFF DEVELOPMENT

University Park Institute with Jobs for the Future	2009
NCLB School Improvement	2009
Advancement Via Individual Determination (200 plus hours)	2008 - present
Performance Base Monitoring Analysis System	2007
Federal Programs Compliance Requirements	2007
Meeting Fiscal Requirements under NCLB	2007
Magnet Schools and Schools of Choice	2007 - present
Meeting the Standards	2006
Questioning for Understanding (QUILT)	2005
Teacher Expectation Student Achievement (TESA)	2005
24/7 Classroom Walk Through	2004

Research Reporting for Student Achievement	2002
Data Analysis	2002
Product Orientation	2001
Customer Service for Lightspan, Inc.	2001
Principles of Learning with Lauren Resnick	2000
TEKS for Leaders	2000
Professional Development and Appraisal System of Texas	2000
Texas Curriculum Management Audit	1999
New Jersey Writing Project in Texas	1997
District Technology	1997 - present
• Word Processing	
• Graphics	
• Databases & Spreadsheets	
• Internet	
Conflict Resolution	1995
Texas School Improvement Initiative	1993-2001
Strategic Planning	1992-1994
Leadership Development Process	1992-1994

Jim Connor

Professional Profile

Twenty eight years experience as classroom teacher of Biology/AP Biology/ Environmental Science.

- Developed a Science Pull-Out Curriculum for 10th and 11th graders with an 80% success rate.
- Developed and instituted the Science TAKS curriculum for the 12th grade Science TAKS class. Had a 65% success rate after the first exam; and an 85% success rate in total.
- Developed and coordinated the curriculum for the Science TAKS Blitz for Galveston Ball High School 2007 – 2008. 90% of the students achieved success on their first trial
- Graduated from the UH-Clear Lake Principal Program with a 3.9.
- Member of Ball High School Site-Based Management Team 2006 - 2008.
- Developed the curriculum for GED classes at Ball High School.
- Ball High School administrator of Study Island Software program.
- Administrative Internship completed at Galveston Ball High School 2008.
- Extensive fundraising and community involvement background.

Professional Experience

Galveston ISD, Galveston TX
2009

Director of Advanced Academics

Achievements:

- AVID co-District Director
- Oversaw the implementation of the AVID curriculum through five schools in Galveston ISD
- Oversaw the implementation of the API grant
- Instituted Chinese language program at Ball High School and Parker Elementary
- Directed AP and Pre AP teacher training through Laying the Foundation and the College Board
- Began the implementation of Algebra 1 to all 8th graders throughout GISD
- Directed specialized training of intensified Algebra 1 with Agile Minds and the Dana Center

Galveston Ball High School, Galveston TX
2005 – 2009
Varsity Baseball Coach

Achievements:

- Increased win total from the previous three years
- Instituted a Fall and Summer Baseball Program
- Increased participation and success at JV and Freshmen levels
- Initiated and helped guide a Baseball-Softball Booster Club
- Helped form and market the first Baseball/Softball Media Guide in School history
- TAKS Science tutoring program enabled 82% of TAKS groups to pass the TAKS Science Test.
- Over 90% of repeat 12 graders passed the TAKS Science Exam

CE King High School, Houston, TX
2004 – 2005
Varsity Baseball Coach

Achievements:

- Won more baseball games in 2005 then the previous 4 years combined.
- Instituted the first freshman baseball program in School history
- Increased participation, and success dramatically
- Spearheaded Little League Clinics for Coaches
- Began an extensive renovation program on the existing baseball facility
- Involved players in a Fall Baseball League, Two Summer Baseball Leagues
- Was granted the first athletic period for baseball, to begin in fall of 2005

Responsibilities:

- Worked exclusively with Vince Sebo, Sheldon Athletic Director to improve facilities, equipment. and coaches
- Biology Teacher (5 classes)
- Oversaw 3 teams and 5 coaches

St. Thomas High School, Houston, TX
1987 - 2004

Varsity Baseball Coach

Achievements:

- 2004: TAPPS 3-5A District Champion, STATE CHAMPION
- 2003: TAPPS 3-5A District Champion, State semi-finalist
- 2002: TAPPS 3-5A District Champion, State semi-finalist
- 2001: TAPPS 3-5A District Champion, STATE CHAMPION
- 2000: TCIL State Finalist
- 1996: TCIL STATE CHAMPION, 5A Coach of the Year
- 1995: TCIL STATE CHAMPION, 5A Coach of the Year
- 1994: TCIL STATE CHAMPION, 5A Coach of the Year
- 1993: TCIL STATE CHAMPION, 5A Coach of the Year
- 1992: TCIL STATE CHAMPION, 5A Coach of the Year
- 1991: TCIL STATE CHAMPION, 5A Coach of the Year
- 1990: TCIL STATE CHAMPION, 5A Coach of the Year
- 1989: TCIL STATE CHAMPION, 5A Coach of the Year

Responsibilities:

- Taught Biology/AP Biology/Environmental Science/PE/Health
- Master Teacher in Science
- Served as the Director of Central Houston Baseball Summer League 1987- 2004. Accustomed to developing a strong rapport with local media contacts and area coaches.

Mount Carmel HS, Houston, TX
1982 - 1986

Varsity Baseball Coach

Achievements:

- Two -time District Champion
- State Semi-Finalist

Responsibilities:

- Coached Basketball/Football and Volleyball
- Taught Biology/PE and Health

Education

Sam Houston State University, Huntsville, TX
M.S Physical Education
August 1982

Westfield State College, Westfield MA
B.S. Physical Education
December 1980

University of Houston Clear Lake
Principal Certification
June 2008

References

Available Upon Request

Budget Narrative

Budget Narrative

Attachment 1:

Title: **GISDbudgetnarrative.pdf** Pages: **24** Uploaded File: **\\Server1
\\gisinfo\AGrants\tif\GISDbudgetnarrative.pdf**

Proposed Budget Narrative

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Galveston ISD, Galveston, TX

Teacher Incentive Fund

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Constructionpage 8

Otherpage 8

Indirect Costspage 8

PBCS Chartspage 9

Project Budget Narrative

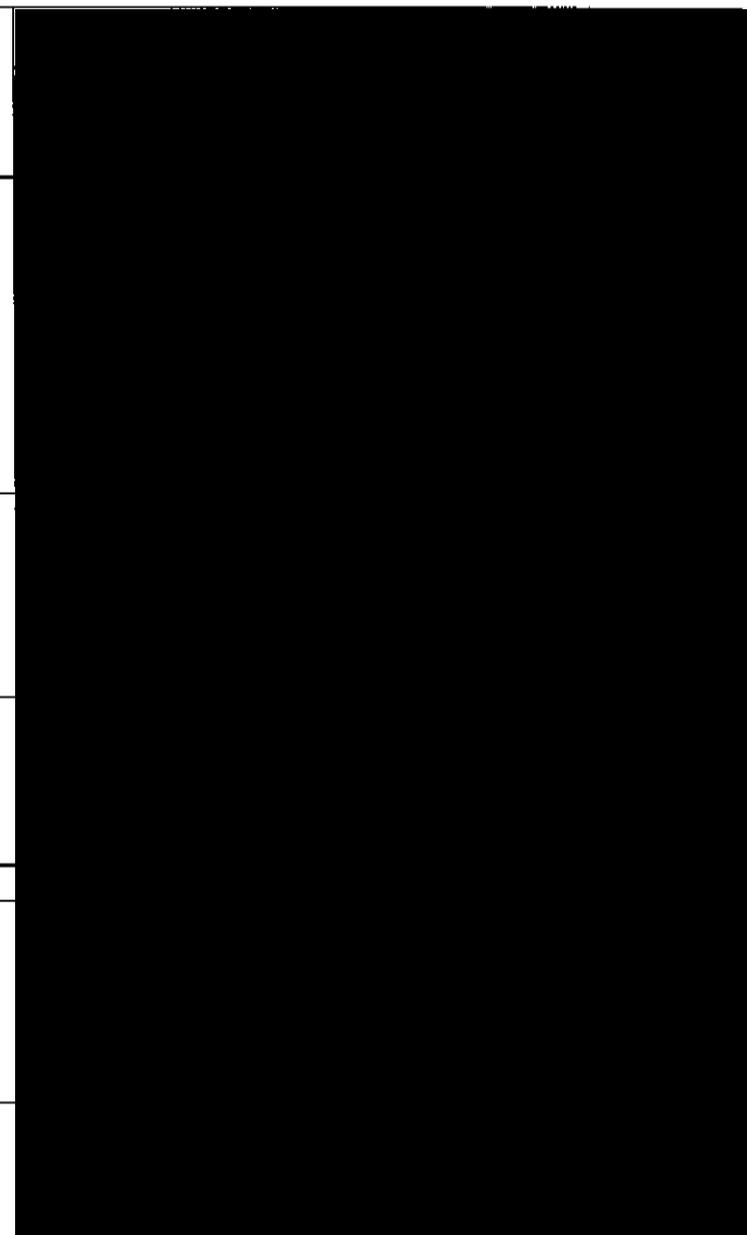
This budget narrative was designed by Galveston Independent School District in an attempt to create a comprehensive performance based compensation system to support increased student achievement. Each line item is explained in full, with yearly amounts for the term of the grant included. If a cost will remain constant for the term of the grant is was listed as “yearly”.

The charts listing the individual awards for administrators, teachers and other staff are also included in this narrative.

Category	Description of Budget Item	Federal	Matching	Total
Personnel	<u>Assistant Superintendent for Curriculum and Instruction</u> Responsibilities will include overall management of the faculty, general oversight of all professional development, and solicitation of feedback from stakeholders, supervision of PCBS Project Director. 10 percent of her time will be devoted to the program			
	<u>Galveston ISD PBCS Project Director</u> Reports to the Assistant Superintendent for Curriculum and Instruction. Responsible for the implementation of the PCBS; management of the daily operations of the project; coordinating activities and data with other district personnel; coordinating work with outside evaluator; ensuring that all submissions to the Department Of Education are submitted correctly and in a timely manner; supervision of PCBS Administrative Assistant Full-time, year round position			
	<u>PBCS Administrative Assistant</u> Reports to the PBCS Project Director. Responsible for entering, managing, and analyzing student achievement and other related data needed for the PBCS; coordinates information with other district personnel. Full-time, year round position			
	<u>Part 1 Section 1: Campus Principal Incentives</u> Campus TEA/AYP Rating (maximum █████); Incentives Based on Multiple Observations(maximum █████); Campus Attendance Incentive (maximum █████); Professional Development (maximum █████) 12 Campus Principals @ \$█████ maximum			
	<u>Part 1 Section 2: Campus Administrative Incentives</u> Campus TEA/AYP Rating (maximum █████); Incentives Based on Multiple Observations(maximum █████); Campus			

	<p>Attendance Incentive (maximum [redacted]; Professional Development (maximum [redacted]; 54 Campus Administrators @ [redacted] maximum</p>				
	<p><u>Part 2 Section 1: Teachers of Standard Based Assessment Classes TAKS Incentives Grades 7 -12</u> TAKS results for Science, Math, ELA/Reading and Social Studies (maximum [redacted]; Campus Attendance Incentive (maximum [redacted] Incentives Based on Multiple Observations (maximum [redacted] Additional Responsibilities as designated by Campus Principal or District Administrator (maximum [redacted]; Professional Development (maximum [redacted]; Discipline Referrals Incentive (maximum [redacted] 112 teachers @ [redacted] maximum</p>				
	<p><u>Part 3 Section 1 Teachers of Standard Based Assessment Grade Levels Incentives Grades 2 - 6</u> TAKS standards Incentives (maximum [redacted]; Campus Attendance Incentive (maximum [redacted]; Incentives Based on Multiple Observations (maximum [redacted]; Additional Responsibilities as designated by Campus Principal or District Administrator (maximum [redacted]; Professional Development (maximum [redacted]; Discipline 190 teachers @ [redacted] maximum</p>				
	<p><u>Part 4 Section 1 Teachers Whose Classes are NOT Standard Based Assessment Classes TAKS Incentives Grades 7 -12</u> Campus TEA/AYP Rating (maximum [redacted]; Incentives Based on Multiple Observations(maximum [redacted]; Additional Responsibilities as designated by Campus Principal or District Administrator (maximum [redacted]; Campus Attendance Incentive (maximum [redacted]; Professional Development (maximum [redacted] Discipline Referrals Incentive (maximum [redacted] 109 teachers @ [redacted] maximum</p>				

	<p><u>Part 4 Section 2 Teachers Aides Whose Classes are NOT Standard Based Assessment Classes TAKS Incentives Grades 7-12</u> Campus TEA/AYP Rating (maximum [REDACTED]) 25 Teachers Aides @ [REDACTED]</p>
	<p><u>Part 5 Section 1: Teachers of Pre-Kindergarten to Grade 1 Incentives</u> TPRI/Tejas Incentive (maximum [REDACTED]); Incentives Based on Multiple Observations(maximum [REDACTED]); Additional Responsibilities as designated by Campus Principal or District Administrator (maximum [REDACTED]); Campus Attendance Incentive (maximum \$ [REDACTED]); Professional Development (maximum [REDACTED]) 24 teachers @ [REDACTED] maximum</p>
	<p><u>Part 6 Section 1 Hard to Staff Teaching Positions</u> Math/Science Incentive [REDACTED] @ 15 teachers) Bilingual/ESL Incentive [REDACTED] @ 15 teachers) Career and Technology [REDACTED] @ 2 teachers) Project Lead the Way (\$ [REDACTED] 4 teachers) 36 teachers @ [REDACTED] maximum</p>
	<p>Personnel Total</p>
Fringe Benefits	<p><u>GISD PBCS Project Director</u> 25% of Salary includes Teacher Retirement and Health Care</p>
	<p><u>PBCS Administrative Assistant</u> 25% of Salary includes Teacher Retirement and Health Care</p>



	Fringe Total
Travel	<u>National</u> (Travel for 2 people) Washington DC (3 Days) Roundtrip Airfare [REDACTED] Hotel [REDACTED] Car Rental/Gasoline [REDACTED] Meals [REDACTED]
	<u>Regional/State</u> Professional development Region/State
	<u>District</u> Travel @ [REDACTED] month local
	Total Travel
Equipment	17 inch MacBook Pro Laptop computer, Portable Printer. Software @ [REDACTED] 1 Each PBCS Director and Assistant
	Equipment Total
Supplies	<u>General Office Supplies</u> Includes copier paper, office supplies, file folders, etc. for Project Director/Administrative Assistant
	<u>Instructional Supplies</u> Includes binders and supplies used in training to ensure all stakeholders are instructed in PBCS and Data systems, all



	mentors are trained, all evaluators are trained.			
	<u>Postage</u> Includes bulk and regular mail to ensure all stakeholders are informed			
	<u>Copies and Printing Costs</u> Costs associated with copier and all printing costs to ensure all stakeholders are informed.			
	Supplies Total			
Contractual	<u>Quality Process Training</u> We will contract with Quality Process Vendor to help the district assess its effectiveness, improve faculty and staff outcomes, and increase organizational effectiveness. They will help evaluate the district using surveys and interviews, work within the system to improve effectiveness and instruct stakeholders on how to evaluate effective teaching.			
	<u>Evaluation/Data Management Setup</u> We will contract with Evaluation/Data Management Vendor to develop, implement and support a data collection system that will include training of all stakeholders; Year 1 Data System -- <div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div> (data system development) <div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div> support of development of formative assessment <div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div> and observation data process to fit into system) <div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div> (data transfer and entry into the system) Year 1 Evaluation <div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div> Total + 10% in-kind = \$ <div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div>			
	Contractual Total			

Construction	Construction Not Applicable			
Other	Other Not Applicable			
	Total Direct Costs			
Indirect Costs	Covers overhead expenses of grant administration, also facilities, utilities, audit expenses, etc. Calculated at 2.854% of Total Direct Costs.			
	Total Indirect Costs			
Training Stipends	See Personnel and Fringe Benefits			
	TOTAL COSTS			

GALVESTON ISD PBCS

CHART #1

Principals and Other Campus Administrators

Principals, Associate Principals, Assistant Principals, and other Campus Administrators will receive an award if the entire campus is designated as “Academically Acceptable”; “Recognized” or “Exemplary” campus by TEA and the campus achieve Adequately Yearly Progress (AYP) standards.

Within 30 days of the school year the principal and campus administrators will develop an individualized performance plan. It will include mutually agreed upon goals, assessments, strategies and professional development needs. These individual plans will be submitted to the PBCS Director no later than September 1 of each year. The principal evaluation will focus upon the degree the campus meets or exceeds growth toward meeting or exceeding student performance targets. Within 30 days the principal will complete a self assessment to determine strengths and weaknesses. This information will be shared with district administrators. The principal will also be evaluated on their ability to foster a positive learning climate. Formative evaluations for campus administrators will be conducted every nine weeks. These evaluations will be based on benchmark assessments, professional development and satisfaction surveys, and administrative appraisals. During the year, the campus administrators will have at least two formative and one summative evaluation.

Campus Principal	Tier 1	Tier 2	Tier 3	Incentive
Campus TEA Rating and Federal AYP	Acceptable with a 10% increase over previous year and meets AYP.	Recognized Campus and meets AYP	Exemplary campus and meets AYP	Tier 1 - [REDACTED] Tier 2 - [REDACTED] Tier 3 - [REDACTED]
Incentives Based on Multiple Observations	Meets expectations	Exceeds Expectations	Clearly Outstanding	Tier 1 - [REDACTED] Tier 2 - [REDACTED] Tier 3 - [REDACTED]
Campus Attendance Incentive	Attendance No more than 7days absent the whole year based on the school year contract	Attendance No more than 5 days absent the whole year based on the school year contract	Attendance No more than 3 days absent the whole year based on school year contract	Tier 1 - [REDACTED] Tier 2 - [REDACTED] Tier 3 - [REDACTED]
Professional Development	Required staff development as related to Special Education, BE/ESL, State Accountability,	Required staff development as listed in Tier 1 plus Data Analysis, Walkthrough Training, Coaching and Mentoring,	Required professional development listed in Tiers 1 & 2 plus additional staff development in Problem based learning,	Tier 1 - \$ [REDACTED] Tier 2 - [REDACTED] Tier 3 [REDACTED]

	Discipline Management, PEIMS, PDAS	Technology integration , C-SCOPE	Professional Learning Communities, College and Career Readiness, Mathematics and Science instructional methodologies	
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Assistant/Associate Principal Other Campus Administrators	Tier 1	Tier 2	Tier 3	Incentive
Campus TEA Rating	Acceptable with a 10% increase over previous year and meets AYP.	Recognized Campus and meets AYP	Exemplary campus and meets AYP	Tier 1 - █████ Tier 2 - █████ Tier 3 - █████
Incentives Based on Multiple Observations	Meets Expectations	Exceeds Expectations	Clearly Outstanding	Tier 1 - █████ Tier 2 - █████ Tier 3 - █████
Campus Attendance Incentive	98.5% Attendance No more than 3 days absent the whole year based on the school year contract	99% Attendance No more than 2 days absent the whole year based on the school year contract	99.5% Attendance No more than 1 day absent the whole year based on school year contract	Tier 1 - █████ Tier 2 - █████ Tier 3 - █████
Professional Development	Required staff development as related to Special Education, BE/ESL, State Accountability, Discipline Management, PEIMS	Required staff development as listed in Tier 1 plus Data Analysis, Walkthrough Training, Coaching and Mentoring, Technology integration, C-SCOPE	Required professional development listed in Tiers 1 & 2 plus additional staff development in Problem based learning, Professional Learning Communities, College and Career Readiness, Mathematics and Science instructional methodologies	Tier 1 - █████ Tier 2 - █████ Tier 3 - █████

GALVESTON ISD PBCS

CHART #2

Teachers of Standard Based Assessment Classes (TAKS) (Grades 7-12)

The purpose of the Galveston PBCS is to support the establishment of district-wide goals, award and help retain effective educators, reward the undertaking of additional responsibilities, increase teacher attendance, increase participation in professional development and campus climate activities.

To be eligible for the full award, a staff member must be employed by Galveston ISD by September 30, 2010 and must remain employed in their position, through the end of their contract. To be eligible for a partial award, a staff member must be employed at least 51% of the contract year.

TAKS Tested Subject Teachers	Tier 1	Tier 2	Tier 3	Incentive
Science Teachers	Meets standard on state assessment and has a 10% increase in two student group categories or 60% of students pass AP Exam	Meets standard on state assessment and 10% increase in three student group categories or 70% of students pass AP Exam	Meets standard on state assessment and 10% increase in three student groups and the all student group category or 80% of students pass AP Exam	Tier 1 - [REDACTED] Tier 2 - [REDACTED] Tier 3 - [REDACTED]
ELA/Reading Teachers	Meets standard on state assessment and has a 10% increase in two student group categories or 60% of students pass AP Exam	Meets standard on state assessment and 10% increase in three student group categories or 70% of students pass AP Exam	Meets standard on state assessment and 10% increase in three student groups and the all student group category or 80% of students pass AP Exam	Tier 1 - \$ [REDACTED] Tier 2 - [REDACTED] Tier 3 - \$ [REDACTED]
Social Studies Teachers	Meets standard on state assessment and has a 5% increase in two student group categories or 60% of students pass AP Exam	Meets standard on state assessment and 5% increase in three student group categories or 70% of students pass AP Exam	Meets standard on state assessment and 5% increase in three student groups and the all student group category or 80% of students pass AP Exam	Tier 1 - [REDACTED] Tier 2 - [REDACTED] Tier 3 - [REDACTED]
Math Teachers	Meets standard on state assessment and has a	Meets standard on state assessment and 10%	Meets standard on state assessment and 10% increase in	Tier 1 - [REDACTED] Tier 2 - [REDACTED] Tier 3 - [REDACTED]

	10% increase in two student group categories or 60% of students pass AP Exam	increase in three student group categories or 70% of students pass AP Exam	three student groups and the all student group category or 80% of students pass AP Exam	
Campus Attendance Incentive	98.5% Attendance No more than 3 days absent the whole year based on the school year contract	99% Attendance No more than 2 days absent the whole year based on the school year contract	99.5% Attendance No more than 1 day absent the whole year based on school year contract	Tier 1 - [REDACTED] Tier 2 - [REDACTED] Tier 3 - [REDACTED]
Incentives Based on Multiple Observations	Meets Expectations	Exceeds Expectations	Clearly Outstanding	Tier 1 - [REDACTED] Tier 2 - [REDACTED] Tier 3 - [REDACTED]
Additional Responsibilities as designated by Campus Principal or District Administrator	Any 1 below: Collaboration w/faculty and staff that contributes to improving overall student performance on the campus as documented through participation in a Professional Learning Community (PLC), on a Campus Improvement Planning Team, Campus Advisory Board, etc., Leadership as a mentor teacher, Leadership as a child advocate	Any 2 Additional Responsibilities	3 or more Additional Responsibilities	Tier 1 - [REDACTED] Tier 2 - [REDACTED] Tier 3 - [REDACTED]
Professional Development	Any one below: Participation in the district's leadership Development Academy, Published Action Research which outlines	Any 2 Professional Development Advances	Any 3 Professional development Advances OR Bilingual certification	Tier 1 - [REDACTED] Tier 2 - [REDACTED] Tier 3 - [REDACTED]

	<p>the results of an instructional practice/methodology to improve student performance/behavior</p> <p>Gifted/Talented Certification, AVID Summer Institute, Additional Subject Teaching Certificates, Acceptance as a presenter on best instructional practices to improve student achievement/behavior/dropout prevention/reduction, Sponsorship of student academic enrichment activities,</p>			
Discipline Referrals	Between 5-6 Classroom Discipline referrals throughout the year.	Between 3 – 4 Classroom Discipline referrals throughout the year.	Less than 3 Classroom Discipline referrals throughout the year.	Tier 1 -  Tier 2 -  Tier 3 - 

GALVESTON ISD PBCS

CHART #3

Teachers of State Standard Based Assessment Grade Levels (TAKS)

The purpose of the Galveston PBCS is to support the establishment of district-wide goals, award and help retain effective educators, reward the undertaking of additional responsibilities, increase teacher attendance, and increase participation in professional development and campus climate activities.

To be eligible for the full award, a staff member must be employed by Galveston ISD by September 30, 2010 and must remain employed in their position, through the end of their contract. To be eligible for a partial award, a staff member must be employed at least 51% of a contract year.

Grade Level TAKS Tested Teachers	Tier 1	Tier 2	Tier 3	Incentive
Grade K - 5 Reading	<p>80% of the classroom teacher's assigned students meet the state assessment standards with all subpopulations meeting acceptable and the school's rating is acceptable or higher.</p> <p>OR</p> <p>10% increase of assigned students who did not meet standard the previous year, now meet or exceed the state assessment standard with no subpopulation below the state's</p>	<p>85% of the classroom teacher's assigned students meet the state assessment standards with all subpopulations meeting acceptable and the school's rating is acceptable or higher.</p> <p>OR</p> <p>20% increase of assigned students who did not meet standard the previous year, now meet or exceed the assessment standard with no subpopulation below the state's minimum expectation.</p>	<p>90% of the classroom teacher's assigned students meet the state assessment standards with all subpopulations meeting acceptable and the school's rating is acceptable or higher.</p> <p>OR</p> <p>21% increase of assigned students who did not meet standard the previous year, Now meet or exceed the assessment standard with no subpopulation below the state's minimum expectation.</p>	<p>Tier 1 - [REDACTED] Tier 2 - [REDACTED] Tier 3 - [REDACTED]</p> <p>Meet Both Tier Standards</p> <p>[REDACTED]</p>

	minimum expectation.			
Grade K-5 Teachers Mathematics	<p>80% of the classroom teacher's assigned students meet the state assessment standards with all subpopulations meeting acceptable and the school's rating is acceptable or higher.</p> <p>OR</p> <p>10% increase of assigned students who did not meet standard the previous year, now meet or exceed the state assessment standard with no subpopulation below the state's minimum expectation</p>	<p>85% of the classroom teacher's assigned students meet the state assessment standards with all subpopulations meeting acceptable and the school's rating is acceptable or higher.</p> <p>OR</p> <p>20% increase of assigned students who did not meet standard the previous year, now meet or exceed the assessment standard with no</p>	<p>90% of the classroom teacher's assigned students meet the state assessment standards with all subpopulations meeting acceptable and the school's rating is acceptable or higher.</p> <p>OR</p> <p>21% increase of assigned students. who did not meet standard the previous year, now meet or exceed the assessment standard with no subpopulation below the state's minimum expectation</p>	<p>Tier 1 - [REDACTED] Tier 2 - [REDACTED] Tier 3 - [REDACTED]</p> <p>Meet Both Tier Standards</p> <p>[REDACTED]</p>
Grade 4 Teachers Writing	<p>80% of the classroom teacher's assigned students meet the state assessment standards with all subpopulations meeting acceptable and the school's rating is acceptable or higher.</p> <p>OR</p>	<p>85% of the classroom teacher's assigned students meet the state assessment standards with all subpopulations meeting acceptable and the school's rating is acceptable or higher.</p> <p>OR</p>	<p>90% of the classroom teacher's assigned students meet the state assessment standards with all subpopulations meeting acceptable and the school's rating is acceptable or higher.</p> <p>OR</p>	<p>Tier 1 - [REDACTED] Tier 2 - [REDACTED] Tier 3 - [REDACTED]</p> <p>Meet Both Tier Standards</p> <p>[REDACTED]</p>

	10% increase of assigned students who did not meet standard the previous year, now meet or exceed the state assessment standard with no subpopulation below the state's minimum expectation	20% increase of assigned students who did not meet standard the previous year, now meet or exceed the assessment standard with no subpopulation below the state's minimum expectation...	21% increase of assigned students who did not meet standard the previous year, now meet or exceed the assessment standard with no subpopulation below the state's minimum expectation..	
Grade 5 Teachers Science	80% of the classroom teacher's assigned students meet the state assessment standards with all subpopulations meeting acceptable and the school's rating is acceptable or higher. OR 10% increase of assigned students who did not meet standard the previous year, now meet or exceed the state assessment standard with no subpopulation below the state's minimum expectation.	85% of the classroom teacher's assigned students meet the state assessment standards with all subpopulations meeting acceptable and the school's rating is acceptable or higher. OR 20% increase of assigned students who did not meet standard the previous year, now meet or exceed the assessment standard with no subpopulation below the state's minimum expectation	90% of the classroom teacher's assigned students meet the state assessment standards with all subpopulations meeting acceptable and the school's rating is acceptable or higher. OR 21% increase of assigned students who did not meet standard the previous year, now meet or exceed the assessment standard with no subpopulation below the state's minimum expectation.	Tier 1 - [REDACTED] Tier 2 - \$2000 Tier 3 - [REDACTED] Meet Both Tier Standards [REDACTED]
Campus Attendance Incentive	Attendance No more than 5 days absent the whole year	Attendance No more than 3 days absent the whole year based on the	Attendance No more than 1 day absent the whole year	Tier 1 - [REDACTED] Tier 2 - [REDACTED] Tier 3 - [REDACTED]

	based on the school year contract	school year contract	based on school year contract	
Incentives Based on Multiple Observations	Meets Expectations No Award	Exceeds Expectations	Clearly Outstanding	Tier 1 - [REDACTED] Tier 2 - [REDACTED] Tier 3 - [REDACTED]
Additional Responsibilities as designated by Campus Principal or District Administrator	Any 1 below: Any 1 below: Collaboration w/faculty and staff that contributes to improving overall student performance on the campus as documented through participation in a Professional Learning Community (PLC), on a Campus Improvement Planning Team, Campus Advisory Board, etc., Leadership as a mentor teacher, Leadership as a child advocate	Any 2 Additional Responsibilities	3 or more Additional Responsibilities	Tier 1 - \$ [REDACTED] Tier 2 - [REDACTED] Tier 3 - \$ [REDACTED]
Professional Development	Any one below Gifted Talented Certification, AVID Summer Institute, Positive Behavior Support, C-SCOPE, Laying the Foundation, English Language Learner Instructional strategies,	Any 2 Professional Development Advances OR Acceptance as a presenter on best instructional practices to improve student achievement/behavior/dropout prevention/reduction, Sponsorship of student	Any 3 Professional development Advances OR Bilingual certification OR Participation in the district's leadership Development Academy,	Tier 1 - [REDACTED] Tier 2 - [REDACTED] Tier 3 - [REDACTED]

	Problem Based Learning, Thinking Maps, TALA	academic enrichment activities,	Published Action Research which outlines the results of an instructional practice/methodology to improve student performance/behavior	
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GALVESTON ISD PBCS

CHART #4

Teachers whose students are not State Standard Based Assessment (TAKS) tested (Grades 6-12)

The purpose of the Galveston PBCS is to support the establishment of district-wide goals, award and help retain effective educators, reward the undertaking of additional responsibilities, increase teacher attendance, increase participation in professional development and campus climate activities.

To be eligible for the full award, a staff member must be employed by Galveston ISD by September 30, 2010 and must remain employed in their position, through the end of their contract. To be eligible for a partial award, a staff member must be employed at least 51% of a contract year.

Non TAKS Tested Subject Teachers	Tier 1	Tier 2	Tier 3	Incentive
Certified Teachers	80% of students successful in content area as evidenced by locally developed assessments or other state or national standardized assessments such as Fitness gram or AP exams such as Foreign Language or Art	85% of students successful in content area as evidenced by locally developed assessments or other state or national standardized assessments such as Fitness gram	90% of students successful in content area as evidenced by locally developed assessments or other state or national standardized assessments such as Fitness gram	Tier 1 - [REDACTED] Tier 2 - [REDACTED] Tier 3 - [REDACTED]

Teacher Aides	Academically Acceptable Campus	Recognized Campus	Exemplary Campus	Tier 1 - [REDACTED] Tier 2 - [REDACTED] Tier 3 - [REDACTED]
Campus Attendance Incentive	Attendance No more than 5 days absent the whole year based on the school year contract	Attendance No more than 3 days absent the whole year based on the school year contract	Attendance No more than 1 day absent the whole year based on school year contract	Tier 1 - [REDACTED] Tier 2 - [REDACTED] Tier 3 - [REDACTED]
Certified Teachers				
Incentives Based on Multiple Observations	Meets Expectations No Award	Exceeds Expectations	Clearly Outstanding	Tier 1 - [REDACTED] Tier 2 - [REDACTED] Tier 3 - [REDACTED]
Certified Teachers				
Additional Responsibilities as designated by Campus Principal or District Administrator	Any 1 below: Any 1 below: Collaboration w/faculty and staff that contributes to improving overall student performance on the campus as documented through participation in a Professional Learning Community (PLC), on a Campus Improvement Planning Team, Campus Advisory Board, etc., Leadership as a mentor teacher, Leadership as a child advocate	Any 2 Additional Responsibilities	3 or more Additional Responsibilities	Tier 1 - [REDACTED] Tier 2 - [REDACTED] Tier 3 - [REDACTED]
Professional Development	Any one below: Any one below: Participation in the district's	Any 2 Professional Development Advances	Any 3 Professional development Advances	Tier 1 - [REDACTED] Tier 2 - [REDACTED] Tier 3 - [REDACTED]

	<p>leadership Development Academy, Published Action Research which outlines the results of an instructional practice/methodology to improve student performance/behavior</p> <p>Gifted/Talented Certification, AVID Summer Institute, Additional Subject Teaching Certificates, Acceptance as a presenter on best instructional practices to improve student achievement/behavior/dropout prevention/reduction, Sponsorship of student academic enrichment activities,</p>		<p>OR</p> <p>Bilingual certification</p>	
Discipline Referrals	Between 5-6 Classroom Discipline referrals throughout the year.	Between 3 – 4 Classroom Discipline referrals throughout the year.	Less than 3 Classroom Discipline referrals throughout the year.	<p>Tier 1 - </p> <p>Tier 2 - </p> <p>Tier 3 - </p>

GALVESTON ISD PBCS

CHART #5

Teachers whose students are not State Standard Based Assessment (TAKS) tested (Grade Kindergarten-1)

Teacher	Tier 1	Tier 2	Tier 3	Incentive
Kindergarten – 1 st grade	TPRI/Tejas Developed-50-65% Math Grade Level Assessment Mastery of 70 50-65%	TPRI/Tejas Developed66-75% Math Grade Level Assessment Mastery of 70 66-75%	TPRI/Tejas Developed76-100% Math Grade Level Assessment Mastery of 70 76-100%	Tier 1 - [REDACTED] Tier 2 - [REDACTED] Tier 3 - [REDACTED]
Incentives Based on Multiple Observations	Meets Expectations No Award	Exceeds Expectations	Clearly Outstanding	Tier 1 - [REDACTED] Tier 2 - [REDACTED] Tier 3 - [REDACTED]
Campus Attendance Incentive	Attendance No more than 5 days absent the whole year based on the school year contract	Attendance No more than 3 days absent the whole year based on the school year contract	Attendance No more than 1 day absent the whole year based on school year contract	Tier 1 - [REDACTED] Tier 2 - [REDACTED] Tier 3 - [REDACTED]
Professional Development	Any one below: Participation in the district's leadership Development Academy, Published Action Research which outlines the results of an instructional practice/methodology to improve student performance/behavior Gifted/Talented Certification, AVID Summer Institute, Additional Subject Teaching Certificates,	Any 2 Professional Development Advances	Any 3 Professional development Advances OR Bilingual certification	Tier 1 - [REDACTED] Tier 2 - [REDACTED] Tier 3 - [REDACTED]

	Acceptance as a presenter on best instructional practices to improve student achievement/behavior/dropout prevention/reduction, Sponsorship of student academic enrichment activities,			
Additional Responsibilities as designated by Campus Principal or District Administrator	Any 1 below: Any 1 below: Collaboration w/faculty and staff that contributes to improving overall student performance on the campus as documented through participation in a Professional Learning Community (PLC), on a Campus Improvement Planning Team, Campus Advisory Board, etc., Leadership as a mentor teacher, Leadership as a child advocate	Any 2 Additional Responsibilities	3 or more Additional Responsibilities	Tier 1 - [REDACTED] Tier 2 - [REDACTED] Tier 3 - [REDACTED]

**GALVESTON ISD PBCS
Hard to Staff Positions Incentives**

CHART #6

Position	Signing Bonus	Year 2	Year 3	Incentive
Math and Science Grades 7 - 12				Year 1 -
Bilingual/ESL				Year 2 -
Career an Technology Health Ed Tech				Year 3 -
Career and Technology Project Lead the Way				Year 1 -
				Year 2 -
				Year 3 -

	LEAD AGENCY - YEAR 1			LEAD AGENCY - YEAR 2			LEAD AGENCY - YEAR 3			LEAD AGENCY - YEAR 4			LEAD AGENCY - YEAR 5		
	Federal Funds			Federal Funds			Federal Funds			Federal Funds			Federal Funds		
	Unit Cost	# of Units	Subtotal	Unit Cost	# of Units	Subtotal	Unit Cost	# of Units	Subtotal	Unit Cost	# of Units	Subtotal	Unit Cost	# of Units	Subtotal
1. Personnel															
Program Division															
PBCS Project Director															
PBCS Administrative Assistant															
Incentives															
Campus Principal Incentives															
Campus Administrator Incentives															
TAKS Teacher Incentives															
TAKS Grade Level Teachers															
Non TAKS Teachers															
Teacher Aides															
Pre K - Grade 1 Teachers															
Hard to Staff Teachers															
Subtotal Personnel															
2. Fringes @ .25															
GISD PBCS Project Director															
PBCS Administrative Assistant															
Subtotal Benefits															
3. Travel															
National DC 2 people															
Regional Travel															
District Travel															
Subtotal Travel															
4. Equipment															
17 inch Mac Lap Book Printer and Software															
Subtotal Equipment															
5. Supplies															
Office Supplies															
Instructional Supplies															
Postage															
Copies and Printing Supplies															
Subtotal Supplies															
6. Contractual															
Quality Process Contractor															
Evaluator, Data System Development, Staff Development Contractors															
Subtotal Contractual															
9. Total Direct Costs (Lines 1-8)															
<i>Direct Costs Eligible for Indirect Costs</i>															
10. Indirect Costs @ 5%															
12. Total Costs															