

# Hidalgo Early College District Toolkit

## Hidalgo Independent School District 2009-10 Performance-Based Pay Plan for Secondary Campuses Proposal and Certification of Qualification for Campus Performance Incentive

Applicant:

Assignment (2009-10):

Campus (2009-10): Hidalgo Early College High School

Applicant Signature: \_\_\_\_\_  
Will Participate                      Date                      Will Not Participate                      Date

I am hereby submitting my proposed plan of action to qualify for Performance Pay as per the district compensation plan. I understand that to be eligible for performance pay, my proposal must be accepted by the principal as one that will make a **Significant Contribution** towards this campus achieving Exemplary status and earning additional acknowledgements for the 2008-09 school year. I also understand that my proposal must meet pre-established district criteria and must contribute **Significantly** to campus performance in at least 2 areas selected from each of Part I, II, & III. Once my action plan is approved, my eligibility for performance pay will be determined by: (1) the campus rating, (2) a PDAS evaluation of proficient or better in all domains, (3) evidence that I implemented my proposal plan of action satisfactorily, and (4) submission of results/evaluation of my plan.

*Note: In order to be considered for this incentive pay, the applicant must address 2 areas from Parts I & II, & 1 area from Part III. Application must be submitted and approved by December 19, 2008. The applicant must provide information on the intended results of the intervention or how the plan of action will be evaluated. **The applicant will complete Part IV of this application after the campus rating has been received.***

### Part I: College Ready/Workforce Ready/Career Pathways w/Technology Integration

1. { I will directly promote college readiness in a significant manner that will result in . . .

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## A. Contribution/Quality Intervention:

<p>What activities will you undertake to support this intervention?            I will directly promote college readiness in a significant manner that will result in an increase of college awareness in my students. I'll introduce and practice the SAT Vocabulary with my students and challenge students with higher order thinking assignments.. Also, teach students organizational skills to be college ready.</p>	Met Expectation?
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## B. Product/Evidence:

<p>How will the listed activities be documented or monitored?            I will maintain a list of SAT words covered in class. It will also be monitored through administrative walk throughs, lesson plans, TAKS formatted tests, and sign in tutorials.</p>	Met Expectation?
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## C. Results/Evaluation

<p>What is the intended outcome of the intervention?            My intended outcome is to have my students be college ready to face all the challenges that come their way. I will help each student improve academically and enhance their knowledge.</p>	Met Expectation?
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2. { I will directly incorporate/reinforce workforce skills in a **significant** manner by . . .

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## A. Contribution/Quality Intervention:

<p>What activities will you undertake to support this intervention?            I will directly incorporate / reinforce workforce skills in a significant manner by providing extended lessons utilizing technology. Lessons will be taught-through PowerPoint presentations and also through online interactive lessons. Students too will be given the opportunity to create their own Presentations based on a lesson and present it to the class. They will also be trained on public speaking, an essential component of workforce.</p>	Met Expectation?
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## B. Product/Evidence:

<p>How will the listed activities be documented or monitored?            My lesson will be documented through my lesson plans, which will mention the use of technology in class.</p>	Met Expectation?
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## C. Results/Evaluation

<p>What is the intended outcome of the intervention?          My intended outcome is for my students to have the skills for workforce. I will encourage and motivate each student to improve in public speaking and giving presentations. Students will have been exposed to using technology and media literacy.</p>	<p>Met Expectation?</p>
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3. { I will **significantly** expose students to different career pathways through my instruction by . . .

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### A. Contribution/Quality Intervention:

<p>What activities will you undertake to support this intervention?</p>	<p>Met Expectation?</p>
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### B. Product/Evidence:

<p>How will the listed activities be documented or monitored?</p>	<p>Met Expectation?</p>
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## C. Results/Evaluation

<p>What is the intended outcome of the intervention?</p>	<p>Met Expectation?</p>
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## Part II: Student Performance

1. { I will directly instruct or reinforce TAKS/TAKS-ACC/TAKS-M/TAKS-ALT, TELPAS & End of Course objectives in the classrooms in a **significant** way as follows (See PDAS self report, Section I and Section II, Items 3 and 4):

### A. Contribution/Quality Intervention:

What activities will you undertake to support this intervention?	Met Expectation?
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### B. Product/Evidence:

How will the listed activities be documented or monitored?	Met Expectation?
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### C. Results/Evaluation

What is the intended outcome of the intervention?	Met Expectation?
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2. { I will directly instruct or reinforce SAT/ACT, AP, THEA, PSAT in a **significant** way as follows (See PDAS self report, Section I and Section II, Item 3):

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**A. Contribution/Quality Intervention:**

What activities will you undertake to support this intervention?	Met Expectation?
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**B. Product/Evidence:**

How will the listed activities be documented or monitored?	Met Expectation?
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**C. Results/Evaluation:**

What is the intended outcome of the intervention?	Met Expectation?
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3. { I will provide **significant** TAKS/TAKS-ACC/TAKS-M/TAKS-ALT/tutorial/extension/enrichment services as follows (PDAS Section II, Item 6):

**A. Contribution/Quality Intervention:**

<p>What activities will you undertake to support this intervention?</p> <p>I will provide after school and Saturday tutorials. Saturday tutorials will be technology based focusing on TAKS objectives that are weak. I will furthermore perform daily 30 minute extension and enrichment activities for all content areas using hands-on and visual applications. There will also be pullouts to support students who are in need of individual assistance.</p>	Met Expectation?
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## B. Product/Evidence:

<p>How will the listed activities be documented or monitored?          I will maintain a log of the students I help Tutor. I will also prepare a growth chart for each student to see and compare their grades . This documentation will help them to reach for their goals.</p>	<p>Met Expectation?</p>
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## C. Results/Evaluation:

<p>What is the intended outcome of the intervention?          My intended outcome is to have as many students to pass the TAKS as possible. Our goal is to reach the Exemplary status. I will help each student improve academically in their classes and on their test.</p>	<p>Met Expectation?</p>
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4. { I will **significantly** engage special population groups such as Special Education, English Language Learners, Migrant, At-Risk, Economically Disadvantaged, etc. in a variety of instructional opportunities that will promote on-grade-level academic success.

## A. Contribution/Quality Intervention:

<p>What activities will you undertake to support this intervention?          I will significantly engage all population groups in a variety of instructional opportunities that will promote on-grade-level academic success. I will do hands- on activities, use visual aids, and apply the use of technology. Furthermore, I will support pullouts during my department and/or team planning periods. There will also be a monitoring of test/mini-assessments during these sessions.</p>	<p>Met Expectation?</p>
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## B. Product/Evidence:

<p>How will the listed activities be documented or monitored?          I will maintain a log of the students I help tutor. I will also prepare a growth chart for each student to see and compare their grades . This documentation will help them to reach for their goals.</p>	<p>Met Expectation?</p>
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## C. Results/Evaluation:

<p>What is the intended outcome of the intervention?          My intended outcome is to have as many students to pass the TAKS as possible. Our goal is to reach the Exemplary status. I will help each student, from all population groups, especially At – Risk students improve academically in their classes and on their test.</p>	<p>Met Expectation?</p>
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## Part III: Leading for Learning

1. { I will take an active and **significant** leadership role in improving the quality of instruction by serving on committees, campus/district planning initiatives, staff development and curriculum development as follows (Extension of PDAS Section II and III).

### A. Contribution/Quality Intervention:

<p>What activities will you undertake to support this intervention?          I will take an active and significant leadership role in improving the quality of instruction. After attending a workshop, or committee meeting, I will present those methods and ideologies learned to my colleagues during staff development. I will make an effort to reach our goal by sharing and presenting any new teaching strategy that worked for my students, to the department or team. I will also discuss available resources, such as, new content books and /or helpful educational websites .</p>	<p>Met Expectation?</p>
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### B. Product/Evidence:

<p>How will the listed activities be documented or monitored?          I will maintain a log of our department meetings. I will keep records of the objectives and strategies discussed. Also, keep a log of the new books and educational websites in our Resource center.</p>	<p>Met Expectation?</p>
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## C. Results/Evaluation:

<p>What is the intended outcome of the intervention?          Collaboratively working for the success of students and also helping each other to attain our goals, through updated knowledge of new teaching resources and technology.</p>	<p>Met Expectation?</p>
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2. { I will take an active and **significant** leadership role in improving the collaboration and teaming efforts of the campus/district by participating in 2 of the following initiatives: grade-level/departmental teams, district-wide vertical teams, mentoring, instructional coaching, special population coordination efforts or other.