Campus Name: FELIX TIJERINA ELEMENTARY

Campus Number: 279

Principal Name: Richard Peña

School Support Officer Name:  Cesar Martinez

Chief School Officer Name:  Dr. Jorge Arredondo

Area School Office: East

## SIP Part 1: Background, Data Analysis and Needs Assessment

### *MISSION STATEMENT*

Tijerina Elementary School is a learning organization that prepares all of our students for academic success by building positive, supportive, caring learning communities which fosters good self-esteem and encourages excellence through a structured learning environment, high expectations, and a never give up attitude.

### *SCHOOL PROFILE*

Felix Tijerina Elementary School opened in the southeast Houston community of Central Park in the fall of 1979. The Tijerina elementary community serves approximately 429 students in grades PK-5. Our largest school demographic subgroup is Hispanic with 98%. Within the total school population, 55.2% of the students are English Language Learners, 11.9% receive special education services and 8% are gifted and talented. Additionally, over 92.1% of the students are considered economically disadvantaged. The needs of students are successfully served through our Transitional Bilingual Program, Structured Learning Class, Resource, Inclusion and Speech Therapy services.

### *SHARED DECISION MAKING (sample language provided – modify as needed)*

**Organizational Structure**

The Campus Intervention Team (CIT) is based on the Shared Decision-Making model (SDM) designed to establish, monitor, and evaluate goals for budgeting, staffing, curriculum, planning, school organization, staffing patterns, and staff development. This model is aligned to state legislation and HISD board policy. A Professional Service Provider (PSP), and a School Support Officer or Lead Principal is a member of the Campus Intervention Team for schools under state *Improvement Required* sanctions or federal sanctions as a *Focus* or *Priority* campus. Teacher Development Specialists and other district level personnel can serve as members of the CIT according to the campus needs. The intention of the SDMC is to pull together our community in a constructive, organized, and unified body to enhance the education of all students. The CIT is responsible for development, implementation, and monitoring of the School Improvement Plan, monitoring of student performance, and determination of student interventions and support service.

The SDMC component of the CIT is the shared decision-making body. Professional staff representatives are elected by the faculty. Principal determines number of classroom teachers; then, assigns half that number to school-based staff. This complies with 2/3 - 1/3 rule for professional staff. In addition, the committee must have one non-instructional staff, one business member, at least two parents and at least two community members. Parents are elected by the PTO, PTA or PACS membership.

The Council meets monthly and as needed to discuss issues brought forth by the administration, staff, parents, or community. It is supported by standing committees that address budgeting, staffing, curriculum, planning, school organization, staffing patterns, and staff development. Standing committees meet as needed. Parents are encouraged to serve on standing committees.

The SDMC functions under the direction of the Principal. Members of the SDMC attend SDMC meetings for the term of his/her office, monitor the implementation of the School Improvement Plan, address issues presented by the principal, present issues for discussion and recommend resolutions to the SDMC, create ad hoc committees

by consensus of the SDMC, chair standing committees and ad hoc committees, submit minutes to the principal for committee meetings, and report the recommendations to the SDMC. The SDMC is responsible for approving all professional development plans for the school.

The Principal coordinates the process of shared decision making, facilitates communication for all stakeholders, considers issues and recommendations from the community, SDMC, and standing committees, and makes decisions based on those recommendations.

**Shared Decision Making Process**

Consensus is the ultimate goal of the SDMC. Agreement by all participants is not always possible or necessary for consensus. Consensus is a collective process that provides a forum for full dialogue on appropriate/applicable responses to issues.

Members of the committees discuss and make recommendations to the SDMC. The SDMC reviews recommendations and reaches consensus. Sufficient consensus is defined as a willingness to settle an issue in favor of the majority. All points of view will be considered and general agreement must be reached before decisions will be implemented. If general agreement is not reached, further study of the issue will occur and alternatives will be presented until agreement is reached. After all alternatives have been explored, a deadlock can be broken by a majority vote. As issues come up for discussion, the chairperson is responsible for ensuring that all present have a legitimate opportunity to state their case. The principal retains the authority to exercise a veto over decisions made by the SDMC.

**Method of Communications**

Members of the school community may submit non-personnel issues for consideration through the shared decision-making process. Written issues or concerns are submitted to any SDMC member or placed in the SDMC box located in the main office. A school community member may attend a meeting of any committee to discuss or present an issue. All meetings are on the monthly calendar. The SDMC delivers issues to appropriate standing committees for action. Communications from all committees is transmitted to faculty, staff, and parents.

All SDMC information must be included on the campus website.  A list of meeting dates, committee members, agendas and minutes for each meeting must be able to be accessed.  The home page of each campus website must include a link to the SDMC page for easy access.

**Membership Composition of the SDMC**

| Number of Classroom Teachers | # 4 | Number of Parents (at least 2) | # 2 |
|---|---|---|---|
| Number of School-based Staff (Half the number of classroom teachers) | # 2 | Number of Community Members (at least 2) | # 2 |
| Number of Non-Instructional Staff | # 1 | Number of Business Members | # 1 |

*(Modify or insert additional lines as needed)*

| Name of SDMC Member | Position (Add Date Term expires) |
|---|---|
| Linda Rocha | Classroom Teacher |
| Gloria Sifuentes | Classroom Teacher |
| Julio Dominguez | Classroom Teacher |
| Alan Wilson | Classroom Teacher |
| Jana Lopez | School-based Staff |
| Irma Torres | Non-Instructional Staff |
| Marta Perez | Non-Instructional Staff |

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|---|---|
| Frank Vasquez | Business Member |
| Perla Rodriguez | Community Member |
| Juanita Juarez | Community Member |
| Maria Gamboa | Parent |
| Richard Peña | Principal |
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| Click here to enter text. | Click here to enter text. |
| Click here to enter text. | Click here to enter text. |

***Other Campus Intervention Team members (non-SDMC):***

For campuses designated for *Improvement Required*, *Focus* or *Priority* for 2016-2017:

| Name | Position |
|---|---|
| Cesar Martinez | School Support Officer (SSO) |
| Click here to enter text. | Professional Service Provider (PSP) |
| Click here to enter text. | Teacher Development Specialist (TDS) |
| Click here to enter text. | Other district personnel – position: Click here to |
| Click here to enter text. | Other district personnel – position: Click here to |
| Click here to enter text. | Other: Click here to enter text. |

## Narrative of Data Analysis and Root Causes
## (causal factors – include % of economically disadvantaged data)

For the 2016-2017 school year, Tijerina Elementary School met standard based on Spring 2017 STAAR results. The school met state standards in Index 1 (Student Achievement) with an index score of 74 (target score of 60), index 2 (Student Progress) with an index score of 49, Index 3 (Closing the Gap) with an index score of 44 and index 4 (Postsecondary Readiness) with an index score of 33. Tijerina had an increase of 9 points for index 1 compare to last year's score of 65. We also increased with index 2 by 3 points from 46. Index 3 increased by 8 points and we increased in Index 4 by 11 points from previous year. Math scores increase by 15 points going from 69 percent passing in 2016 to 84 percent passing in 2017. Reading results increased by 5 points from 63 to 68 percent. Science increased by 2 percentage points from 58 to 60 percent in 2017. Writing increased by 18 percentage points from 58 to 76 percent. Third grade reading decreased by 5 percentage points from 63 to 58 percent. One root cause of the decreased reading scores was that our third graders reading levels were several levels below grade level.

Class incentives for students with good attendance, but need to further target students with severe attendance concerns. This year 35% of parents returned the FACE survey, an increase of 11 percentage points from the previous year (24%). In 2016-2017, 98% of parents agreed or strongly agreed that they were satisfied with their child's school. This year, 98% of parents agreed or strongly agreed that their child is safe as school, a seven percentage point increase from last year (86%). With the implementation of APTT (Academic Parent Teacher Teams), parents maintained the belief (98%) that our school gives parents opportunities to participate in parent/teacher conferences, school activities and meetings. 98% of parents (both years) agreed that they are satisfied with teachers and staff. 90% of parents believe our campus is bully free, up 14 percentage points from last year (76%).

## Narrative of Identified Needs – Include Special Education Needs

- Third Grade STAAR Reading scores decreased by 7 percentage points to 58%.
- STAAR Science scores increased by 2 percentage points to 60%.
- Parent involvement with academics should increase with parents attending academic meetings on campus and helping to support reading at home.

STAAR 2017 Results:

| Subject | Stds Tested | Approaches # | Approaches % | Meets # | Meets % | Masters # | Masters % |
|---------|-------------|--------------|--------------|---------|---------|-----------|-----------|
| Reading | 183 | 126 | 68% | 56 | 31% | 24 | 13% |
| Math | 183 | 155 | 84% | 87 | 48% | 44 | 24% |
| Writing | 56 | 42 | 76% | 17 | 30% | 3 | 5% |
| Science | 60 | 36 | 60% | 23 | 38% | 9 | 15% |
| | 482 | 359 | 74% | 183 | 38% | 80 | 17% |

3rd Grade PEIMS Cumulative ALL

| Subject | Language | Stds Tested | Approaches # | Approaches % | Meets # | Meets % | Masters # | Masters % |
|---------|----------|-------------|--------------|--------------|---------|---------|-----------|-----------|
| Reading | English | 46 | 24 | 52% | 12 | 26 | 6 | 13 |
| | Spanish | 21 | 14 | 67% | 3 | 14 | 1 | 5 |
| Total: | | 67 | 38 | 58% | 15 | 22% | 7 | 10% |

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| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Math | English | 46 | 37 | 80% | 22 | 48 | 14 | 30 |
| | Spanish | 21 | 15 | 71% | 7 | 33 | 4 | 19 |
| Total: | | 67 | 52 | 78% | 29 | 43% | 18 | 27% |

4th Grade PEIMS Cumulative ALL

| Subject | Language | Stds Tested | Approaches # | Approaches % | Meets # | Meets % | Masters # | Masters % |
|---|---|---|---|---|---|---|---|---|
| Reading | English | 44 | 32 | 73% | 17 | 39 | 6 | 14 |
| | Spanish | 12 | 10 | 83% | 2 | 17 | 2 | 17 |
| Total: | | 56 | 42 | 75% | 19 | 34% | 8 | 14% |

| Math | English | 44 | 37 | 84% | 26 | 59 | 12 | 27 |
|---|---|---|---|---|---|---|---|---|
| | Spanish | 12 | 10 | 83% | 3 | 25 | 1 | 8 |
| Total: | | 56 | 47 | 84% | 29 | 52% | 13 | 23% |

| Writing | English | 44 | 33 | 75% | 10 | 23 | 2 | 5 |
|---|---|---|---|---|---|---|---|---|
| | Spanish | 12 | 9 | 75% | 7 | 58 | 1 | 8 |
| Total: | | 56 | 42 | 75% | 17 | 30% | 3 | 5% |

5th Grade PEIMS Cumulative ALL

| Subject | Language | Stds Tested | Approaches # | Approaches % | Meets # | Meets % | Masters # | Masters % |
|---|---|---|---|---|---|---|---|---|
| Reading | English | 60 | 46 | 77% | 22 | 37% | 9 | 15% |
| Total: | | 60 | 46 | 77% | 22 | 37% | 9 | 15% |

| Subject | Language | Stds Tested | Approaches # | Approaches % | Meets # | Meets % | Masters # | Masters % |
|---|---|---|---|---|---|---|---|---|
| Math | English | 60 | 56 | 93% | 29 | 48% | 13 | 21% |
| Total: | | 60 | 56 | 93% | 29 | 48% | 13 | 22% |

| Subject | Language | Stds Tested | Approaches # | Approaches % | Meets # | Meets % | Masters # | Masters % |
|---|---|---|---|---|---|---|---|---|
| Science | English | 60 | 36 | 60% | 23 | 38% | 9 | 15% |

Following the in-depth data analysis, needs assessment and development of the campus SIP, the campus must indicate on this table that any unmet or barely met accountability standards have been addressed:

| Performance Index | Met? Y/N | Unmet or barely met Subject(s) / Measure(s)? | Student Group(s) Below Standard? | Needs addressed in the following SIP Goal(s): |
|---|---|---|---|---|
| Texas Accountability System | | | | |
| I. Student Achievement | Yes | 3rd Reading (58%) | ELL Students | Reading across grade levels and Student Portfolios, ESL instruction that includes guided reading in all bilingual classrooms Teacher capacity and first instruction. |
| II. Student Progress | Yes | 3rd Reading (58%) | ELL Students | Reading across grade levels and Student Portfolios, ESL instruction that includes guided reading in all bilingual classrooms Teacher capacity and first instruction. |
| III. Closing Gaps | Yes | 3rd Reading (58%) | ELL Students | Reading across grade levels and Student Portfolios, ESL instruction that includes guided reading in all bilingual classrooms Teacher capacity and first instruction. . |
| IV. Postsecondary Readiness | Yes | 3rd Reading (58%) | ELL Students | Reading across grade levels and Student Portfolios, ESL instruction that includes guided reading in all bilingual classrooms Teacher capacity and first instruction. |
| Federal System Safeguards | | | | |
| Reading Performance | No | 3rd Reading (58%) | ELL Students | Balance Literacy: Guided Reading and Comprehension skills. Teacher capacity and first instruction. |
| Reading Participation | Yes | 100% | ELL Students | Click here to enter text. |
| Reading Alt #2 | Yes | Met | STAARA students | Balance Literacy: Guided Reading and Comprehension skills. Teacher capacity and first instruction. |
| Math Performance | Yes | 3rd – 5th Math (84%) | ELL Students | Click here to enter text. |
| Math Participation | Yes | 100% | ELL Students | Click here to enter text. |
| Math Alt #2 | Yes | Met | STAARA students | Developing number concepts and bridging language throughout the content areas. Teacher capacity and first instruction. |
| 4 Year Graduation | n/a | n/a | n/a | n/a |
| 5 Year Graduation | n/a | n/a | n/a | n/a |

Teachers attended two weeks of professional development in August in which they analyzed 2016-2017 student performance data, created annual goals, reviewed campus goals for the new school year, learned how to administer running records, reviewed curriculum documents, learned how to utilize the HUB, received district training on students with autism, created a campus student behavioral expectations matrix and identified how to determine lesson mastery. During the early dismissal days this year (one a month), professional development will focus on our Big 3: student behavior, solid planning and lesson assessment and re-teaching.

## Tijerina Elementary 2017-18: In-Service Schedule

| August 14 | August 15 | August 16 | August 17 | August 18 |
|---|---|---|---|---|
| Library: 7:30 – 8:00 **Breakfast Provided (Alonti)** | Library: 7:30 – 8:00 **Breakfast Provided (Bagels and Fruit)** | Library: 7:30 – 8:00 **Breakfast Provided (Shipley's Donuts)** | Library: 7:30 – 8:00 **Breakfast Provided (V-Dubs)** | Library: 7:30 – 8:00 Breakfast Provided (PTA) |
| 8:00 – 8:10 Leadership Team Community Building: Family (Tribes) | 8:00 – 8:10 Leadership Team Community Building: Family (Tribes) | 8:00 – 8:10 Leadership Team Community Building: Family (Tribes) | 8:00 – 8:10 Leadership Team Community Building: Family (Tribes) | 8:00 – 8:10 Leadership Team Community Building: Family (Tribes) |
| 8:10 – 10:30 <br>• Welcome Back! <br>• School Data Presentation <br>• Data Dig-Data Binders -Pk-2$^{nd}$ Running Records/Snapshots -3$^{rd}$-5$^{th}$ STAAR/Running Records | 8:10- 10:30 **Building Relationships: Book Study: Two Backpacks** by Dr. Brown **Tribes:** Community Circles in the class **Social Emotional Kits: PBIS-Revise:** Discipline Procedures & Classroom Management Systems | 8:10 - 8:30 **United Way Presentation: Reading** (Tiffany Echevarria) and **Math** (Lindsey Hill) <br><br>8:30 – 9:00 **Culture of Literacy** (Perez) <br>• Growth Mindset <br>• DRA Trackers <br>• Just Right Books <br>• Classroom Libraries <br>• Buddy Bags | 8:10-9:00 **Committee Selections** <br><br>9:00 – 10:00 **Objective Writing** (TEK Alignment and Exit Ticket) (Pena) | 8:10 – 11:30 **K-5 Math Literacy/Plan (Perez)** <br><br>8:00 -10:00 **PK: Reading and Writing Collaborative** <br>• 1$^{st}$ 25 Days <br>• 1$^{st}$ two weeks plans <br>• Create grade-level writing <br>• Rockstar calendar |
| 10:30 – 11:30 <br>• Data Presentation | 10:30- 11:30 **TADS Update (Perez)** | 9:00-11:30: **Literacy Best Practices** (TDS) <br>• Read-Aloud <br>• Word Study <br>• Guided Reading <br>• Interactive Journals <br>• Daily 5/CAFÉ <br>• Small Groups Binder | 10:00 – 10:30 **Assessing Students:** Exit Tickets (Pena) | 10:00 -11:30 (Sanford) **Utilizing Ipads in the classroom (for PK)** |
| Lunch 11:30 – 12:30 (Provided) | Lunch 11:30 – 12:30 | 8:30-11:30 2-5 Math Teachers: Classroom Prep/Online PD | 10:30 – 11:30 **Morning:** Classroom Prep (Utilize checklist) | Lunch 11:30 – 12:30 |
| 12:30 – 3:00 Leadership Team Community Building: Family (Tribes) <br>• Handbook: Scavenger Hunt & Staff Resource Binder <br>• Emergency Procedures <br>• Nurse (Online Courses) <br>• Technology: Software, Policy, What's Available? | 12:30 – 3:00 **Technology: Ontrack Part 1 (Sanford and Perez)** | Lunch 11:30 – 12:30 <br><br>12:30-1:30 **Literacy Lab/Math Online Resources:** (Scott) Imagine Learning <br>• Computer Based Program <br><br>1:30-2:30 **Universal Screener** (Perez) <br>• Renaissance Star Assessment <br><br>2:30 – 3:30 Classroom Prep/Online PD | Lunch 11:30 – 12:30 <br><br>12:30 – 3:00 **Technology: Ontrack Part 2 (Sanford and Perez)** <br><br>3:00– 3:30 Classroom Prep (Utilize checklist) | 12:30 – 3:30 **PK-5$^{th}$ Math** Classroom Prep/Online PD <br><br>8:00-3:30 **2$^{nd}$-5$^{th}$ ELA/SLA, Writing, Science:** Collaborative Planning/Online PD Classroom Prep/Online Prep |

** Please note the following online trainings must be completed on the HUB in this order by August 31st. Child Abuse Board Policy, Blood

| August 21 | August 22 | August 23 | August 24 | August 25 |
|---|---|---|---|---|
| Library: 7:30 – 8:00 **Breakfast Provided (Taco Cabana)**<br><br>**8:00 – 8:10**<br>**PK, K & 4th**<br>Community Building: Family (Tribes)<br><br>**8:10 – 8:40**<br>**Family Academic Engagement** (Perez and Garcia)<br><br>**8:40 – 9:00**<br>**Parent Engagement** (Mr. Rivera)<br><br>**9:00 – 11:30**<br>**Work in their room**<br><br>Lunch 11:30 – 12:30<br><br>**12:30 – 1:30**<br>**OneSource: Online Courses**<br><br>**1:30 – 3:30 Sped Presentation, RTI/IAT & Counseling Services**<br><br>01:30 – 02:10 Session 1<br>02:10 – 02:50 Session 2<br>02:50 – 03:30 Session 3<br><br>**Sessions Ideas:**<br>• IAT Process  (Perez)<br>• Counseling: No Place for Hate (Lopez)<br>• Inclusion Process, 504, ADD/ADHD information and Expectations (LeCroy) | Library: 7:30 – 8:00 **Breakfast Provided (Continental)**<br><br>**8:00 – 8:10**<br>**1st and 2nd**<br>Community Building: Family (Tribes)<br><br>**8:10 – 9:00**<br>Complete Online PD<br><br>**9:00 – 9:30 GLC Meeting:**<br>**Team Leaders**<br><br>**9:30 – 11:30 PLC**<br>**Literacy  & Math Planning**<br>**Time**<br>• 3rd – 5th Literacy with Pena Review Week 1 Plans<br>• 3rd-5th Math with Perez Review Week 1 Plans<br><br>**11:30 – 12:30  Lunch**<br><br>**Session Rotations:**<br>12:30 – 01:15 Session 1<br>01:15 – 02:00 Session 2<br>02:00 – 02:45 Session 3<br>02:45 – 03:30 Session 4<br><br>**Sessions Ideas:**<br>• Writing (Dominguez/Pena)<br>• Science (TDS)<br>• Tracking Data (Perez)<br>• Smartboard  (Sanford) | Library: 7:30 – 8:00 **Breakfast Provided (McDonalds)**<br><br>**PLC:**<br>PK/K  8:00-9:00: Literacy Routines & Unit 1 Plans (Perez)<br>PK/K  9:00-10:00: Math Routines & Unit 1 Plans (Perez)<br><br>1st/2nd  10:00 – 11:00: Literacy Routines & Unit 1 Plans (Perez)<br>1st/2nd  11:00 – 12:00: Math Routines & Unit 1 Plans (Perez)<br><br>**3rd-5th  Science 8:00-10:00** (Pena)<br><br>**SLC  10:00-12:00** (Pena)<br><br>Lunch 12:00 – 1:00<br><br>**4th Writing 1:00-2:00** (Pena/Perez)<br><br>**2:00 – 3:30 Teacher Prep:**<br>**Classroom Prep**<br>Work in rooms. Prepare for Meet the Teacher on 8/24/2017 | Library: 7:30 – 8:00 **Breakfast Provided (Pan Dulce)**<br><br>**8:00 – 8:10**<br>**3rd and 5th**<br>Community Building: Family (Tribes)<br><br>**8:10 – 8:30**<br>**CIS Orientation (Cobar)**<br><br>**8:30 – 9:30**<br>3rd – 5th Present PBIS Discipline to Leadership<br><br>**SLC/PK/K/1st/2nd**<br>**Classroom Prep**<br><br>Lunch 11:30 – 12:30<br><br>**12:40 – 1:40**<br>SLC/PK/K Present PBIS Discipline to Leadership<br><br>**1:45 – 2:45**<br>1st/2nd Present PBIS Discipline to Leadership<br><br>**3rd/4th/5th**<br>**Classroom Prep**<br><br>*\*Week 1 Lesson Plans submitted by End of Day\**<br><br>**Meet the Teacher 5:00 – 7:00 (Ice Cream Social)** | **8:00-3:30**<br>**Classroom Prep**<br>*(Returning teachers "buddy up" with new teachers who attended Project Class and offer assistance)*<br><br>Lunch 11:30 – 12:30<br>(Provided by Admin Team- BBQ: Burgers and Hot Dogs<br><br>**1:00-1:30**<br>**Volleyball Game: Serve It UP!**<br><br>**Checking Rooms at 2:30.** |

\*\* **Please note the following online trainings must be completed on the HUB in this order by August 31st:**  Child Abuse Board Policy, Blood Borne Pathogens Board Policy, Food Allergy Awareness Board Policy, EEO Compliance, & Workplace Bullying.

## *SCHOOL WAIVERS FROM BOARD POLICY/GUIDELINES*

Our campus has approved waivers from HISD Board Policy and/or Guidelines, as outlined below, for the 2017-2018 school year.

Yes ☒   No ☐

| #1-High Schools – Credits and Curriculum Waiver of Local Board Policy EIA (LOCAL) and EIC (LOCAL) |
|---|
| The purpose of this waiver is to offer a pass/fail grade option to high achieving junior and senior AP/Dual Credit/Dual Enrollment/Honors students to encourage them to pursue their interests in extracurricular or multiyear programs, including their interests in physical fitness, sports, and Physical Education (PE) related courses, without having their GPA negatively affected. It is recommended by the HISD Curriculum Department that this waiver be approved, contingent upon a numerical grade being assigned to a student's first PE course: any additional PE courses can be offered with a pass/fail grading option. The support for the calculation of GPA will not be available from the District. Students must carry a full load of AP coursework. All other eligibility requirements will be determined by the school. The specific objective is to increase the number of students taking Advanced Placement/Dual Credit/Dual Enrollment/Honors courses and is identified in the school's SIP. The success of this waiver will be determined by the number of students that request the pass/fail option and participate in extracurricular activities as compared to the year before.<br><br>Yes ☐   No ☒ |

| Rationale for Waiver | |
|---|---|
| Metrics of Success | |

| #2-All Schools - HISD Early Dismissal Days Waiver of Local Board Policy EB(LOCAL) and Board Approved 2017-2018 Academic Calendar |
|---|
| This waiver allows a school to be exempt from the district early dismissal calendar days of September 21st, October 20th, November 10th, January 26th and February 23rd of the 2017-2018 school year. Students can attend school for a full-day instead of releasing early those days. Schools will be responsible for the additional cost of transportation that is incurred by this waiver as well as the responsibility of notifications to parents of the altered schedule change that is brought about by this waiver.<br><br>Yes ☐   No ☒ |

| Rationale for Waiver | |
|---|---|
| Metrics of Success | |

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**#3-Alternative Schools - PTA/PTO on Campuses with Specialty Instructional Settings Waiver of Local Board Policy GE (LOCAL) and GE1 (REGULATION)**

This is a request to waive the requirement for a PTA/PTO program at these unique, highly transitional alternative campuses in HISD. Students attending these campuses are assigned on an individual basis, and many times only assigned for a short duration. Since each child's program is individualized and confidential, individual parent meetings are utilized to discuss student services that meet the needs of every single student. When possible, parents are required to participate in meetings and/or parent conferences to give consent to services rendered. Many times phone conferences are conducted in lieu of parent attendance to accommodate a particular student status. The impact of this waiver will be measured by the number of individual parent meetings held and its relation to individual student success with the ongoing and self-paced instructional services offered at the campus under the supervision of trained teacher/mentors.

Yes ☐ No ☒

| Rationale for Waiver | |
|---|---|
| Metrics of Success | |

**#4-All Schools – Nine (9) Week Grading Cycle – Grading Cycle Waiver of Local Board Policy EIA (LOCAL)**

The purpose of this waiver is to use a nine-week grading cycle. This will provide teachers with additional instructional time with students before grading periods. Student achievement will be positively impacted by providing students more time to improve their grades following the distribution of progress reports. The nine week cycle will align and provide for consistent communication with parents. This does not waive required UIL three week progress reporting. With a 9 week grading cycle, students have extended time to progress and have a longer opportunity to develop and demonstrate mastery on TEKS.

Yes ☐ No ☒

| Rationale for Waiver | |
|---|---|
| Metrics of Success | |

**#5-High Schools - Modified Schedule/State Assessment Days (State General Waiver)**

This Waiver allows the district or charter school to modify the schedule of classes for high school students (Grades 9-12) only who are not being tested to report to and attend the school after the state assessment testing period has ended, therefore, reducing the interruptions during the testing period. Al students must be scheduled for at least 240 minutes of instruction. The time students test can be included as instructional time. If this is a renewal, a statement of compliance is required.

| | |
|---|---|
| Yes ☐ No ☒ | |
| **Rationale for Waiver** | |
| **Metrics of Success** | |

**#6-High Schools - Foreign Exchange Student Waiver of TEC §25.001(E)**

The purpose of this waiver is to limit the number to 5 or more per high school must be submitted as a general waiver application. Districts and charter schools may request a waiver to limit the number of foreign exchange students admitted into the district under Texas Education Code §25.001(e). The approval of this waiver is not retroactive and takes effect on the date that the agency approves the application. The districts and charter schools are required to enroll foreign exchange student who arrive in the district or who have requested enrollment in the district prior to the waiver approval date.

| | |
|---|---|
| Yes ☐ No ☒ | |
| **Rationale for Waiver** | |
| **Metrics of Success** | |

**#7-High Schools – Credits and Curriculum Waiver (School Guidelines, Section VIII)**

The purpose of this waiver is to allow students to earn the one-half health credit through the designated disciplines of either physical education (PE) or Biology I by embedding health TEKS and aligning them with the designated discipline. The designated discipline teacher must be certified in Health. TEKS integration must be documented and the course syllabus must be submitted to and approved by Curriculum through the Student Health Advisory Committee (SHAC).

| | |
|---|---|
| Yes ☐ No ☒ | |
| **Rationale for Waiver** | |
| **Metrics of Success** | |

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