HB 4545 Supplemental Accelerated Instruction Planning Document

The purpose of this document is to serve as a think aloud piece for the various areas that LEAs and ESCs might identify or need to identify as focal points to ensure implementation and compliance with HB 4545. These questions and topics do not serve to direct or enforce one approach over another. This is a supplemental guidance tool and utilization is voluntary.

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| Question/Topic | Notes |
| Has my team reviewed HB 4545 in its entirety?  Have we reviewed the materials and resources available from external partners? (ESC, TEA, TASB, other districts)  Have we identified who needs to be aware of HB 4545 and how we will inform them?  What are the major points of HB 4545 our team needs to be able to identify, speak to, and understand immediately?  Are there similarities in HB 4545 and current practices our team/district implement? (For example: GPC’s/SSI/Accelerated Instruction)  Do we have practices, systems, and tools/materials in place currently, that we could adjust to fit the needs established in HB 4545? (Are we identifying areas where we can revise and edit as opposed to reinventing the wheel? What new things do we need and what old things can we toss?)  Have we adopted the necessary board policy change(s) necessary to ensure effective implementation and as required? If we have not, when will we and how will we communicate that piece?  Regarding accelerated instruction- have we identified our students that need accelerated instruction pursuant to HB 4545 requirements? How many students and what subject areas? (You can break this down by grade level, content, campus, feeder pattern, etc.)  What instructional materials do we have already that we can utilize to meet accelerated instruction requirements? Do we need more? Do we need less? Are there considerations of paper/pencil vs. digital/screens? How will we ensure these materials are protected and utilized for AI only?  Do we have a platform or method for delivery tutoring? (Are you using an LMS such as schoology or google classroom? Are lessons housed? Or are you delivering instruction in the classroom face to face?)  Who is responsible for acquiring, vetting, and crafting the curricular materials necessary for Supplemental Accelerated Instruction? Is it one person? A team? A department? At the campus level individually?  How often will we be delivering supplemental instruction/ tutoring? (Once a week, twice, three times or more?) Will we have set aside protected time in our school calendar that can accommodate tutoring? (Advisory additional minutes blocked, intersession, summer school, weekends?)  Will we have Supplemental accelerated instruction focused on semester one timelines? Semester 2 timelines?  When we work to support 5th and 8th graders- will we focus on getting them supplemental AI during the summer before the transition to the next grade? If they cannot attend and participate, what methods and approaches do we need to coordinate between schools to deliver supplemental AI?  When delivering supplemental AI to students, are we delivering it in prior year TEKS or current year standards? Are we weaving in TEKS that expand upon as grade levels increase?  What materials/supports will we use to deliver Supplemental Accelerated instruction with previous grade level material to embed with current grade level TEKS to build upon the foundational skills? (Giving a 6th grader some supplemental AI to support missed TEKS in 5th grade)  Do we have additional tools and assessment systems to gather data that would support supplemental accelerated instruction focus areas?  When will our supplemental accelerated instruction committees be meeting? Have we identified how we will create and assign those roles in accordance with HB 4545? Do we have an agenda/meeting materials to utilize? How will we be notifying parents and providing them an opportunity for active participation and input?  How are we informing parents on HB 4545? What are our plans and approaches to develop a partnership to support the student?  Do we need to revise and refine our other student committees to weave in HB 4545 to their tasks as required? (ARD, 504, LPAC, IGC).  How will we ensure we have size requirements adhered to? What are our plans if we are beyond 3:1?  How are we documenting our meetings and accelerated instruction plans? Do we have template documents? Online/LMS/Site tracking systems to document and keep record/refer to?  Who will provide supplemental accelerated instruction? Teachers? Part time tutors? Do we have staff internally that are already serving in a tutor role? Do we need to hire more tutors? Do we need the support of external partners to acquire tutors? How are we training our tutors and with what are we training them with?  How will we be paying tutors? Are we using ESSER III funds? Local funds? Grant? Title? How much will we be paying tutors? How many hours are tutors allowed to work?  When will we provide supplemental accelerated instruction? Do we currently have established tutoring times that comply with HB 4545? (before/after school, etc.)  Do we need to redesign our school day completely or can we add time for tutoring within the school day or another opportune time? At this stage in the game, is it possible to completely redesign or do we need to get creative with extra time/building in extra time?  Will we standardize our process for HB 4545 implementation across all campuses in our district or will we have a set of principles/tasks and allow campuses to implement their own way? What will be more efficient, and garner increased student outcomes?  What districtwide systems and changes does our team need to implement to effectively meet HB 4545 standards? Do we need to engage teams that we do not usually work with for academics? How can we ensure that HB 4545 changes and implementation does not catch our community by surprise?  Are we driven by compliance or best practices for all to increase outcomes? How do we implement HB 4545 to create a system for sustainability?  Do we have elements already in place that we just need to re-examine and modify to meet our HB 4545 needs? |  |