Somerset ISD
House Bill 4545

System Protocols

- The instructional day is 450 minutes to allow for flexibility with accelerated instruction in the master schedules. Accelerated instruction is incorporated within the instructional day for all campus-specific grades and subjects, as required in statute.
- Core instruction blocks remain the priority, and all students are present for high quality tier one instruction.
- Multiple data points are initially analyzed to strategically identify accelerated instruction groups.
- Ongoing analyses is used to determine students’ continuation with accelerated instruction beyond the required hours and clear monitoring processes are in place, thereafter.
- Local forms and tracking systems were developed to create consistency across campuses with documentation and capturing data.
- Online resources are specifically vetted and used to supplement the face-to-face instruction and data reports from these resources are analyzed to inform instructional decisions. This online time is not counted towards the HB4545 required minutes, but rather is supplemental.
- Additional personnel, e.g., paraprofessionals, interventionists, master teachers, librarians, specialists, etc., are used to ensure that accelerated instruction ratios are met. Services are monitored through the primary core teacher.

Elementary Campuses

- 120 minute blocks are scheduled for both English language arts and reading (ELAR) and mathematics, and core instruction time is safeguarded as intense tier one instruction.
- HB4545 is provided within the block through Teacher Incentive Allotment (TIA) teachers.
- HB4545 is provided through an interventionist at 30-45 minutes depending on the schedule and students’ intervention needs, if it is not a TIA teacher or if the student needs additional accelerated instruction.
- Ongoing data meetings are conducted to monitor and track students’ growth and progress using district-developed trackers.
- Supplemental zero hour accelerated instruction is incorporated with the after school program, using qualified and effective instruction staff.

Intermediate Campus

The master schedule was adjusted at the beginning of the year to provide accelerated instruction as follows:
Contacts:
Dr. Saul Hinojosa, Superintendent of Schools
Sheila Collazo, Associate Superintendent

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- HB4545 Accelerated Instruction classes were developed for both ELAR and mathematics in 45 minute blocks, as part of the master schedule.
- HB4545 is provided within the block through Teacher Incentive Allotment (TIA) teachers.
- HB4545 is provided through an interventionist at 30-45 minutes depending on the schedule and students’ intervention needs, if it is not a TIA teacher or if the student needs additional accelerated instruction.
- Co-curricular/interdisciplinary instruction is used within the accelerated instruction block in 6th grade ELAR through science passages and content, and an elective STEM course is also provided with a project-based learning (PBL) model.
- Ongoing data meetings are conducted to monitor and track students’ growth and progress using district-developed trackers.
- Supplemental zero hour (before and after school) and Saturday schedules are included in the spring semester to accelerate students beyond the required hours.

Junior High Campus

The master schedule was adjusted at the beginning of the year to provide accelerated instruction as follows:

- HB4545 Accelerated Instruction time is incorporated in the master schedule for ELAR, mathematics, and science.
- HB4545 is provided within the block through Teacher Incentive Allotment (TIA) teachers.
- HB4545 is provided through other core area teachers as a separate section in the master schedule, if a TIA teacher is not optional or if the student needs additional accelerated instruction.
- Of the eight (8) period day, one or two electives are designated to incorporate ELAR, mathematics, or science accelerated instruction. Therefore, one or two accelerated instruction periods are designated on students’ schedules.
- Students’ first two elective preferences are honored, and the HB4545 classes are designed to include high-engagement content that is linked to the students’ content area needs, e.g., robotics, STEM, project-based learning, and writing/communications.
- Science accelerated instruction is embedded through a secondary PBL and Robotics course.
- Ongoing data meetings are conducted to monitor and track students’ growth and progress using district-developed trackers.
- Supplemental zero hour (before and after school) and Saturday schedules are included in the spring semester at this campus to accelerate students beyond the required hours.
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**KEY**

- Regular Classes for ELAR, Mathematics, and Science
- Accelerated Instruction Classes - (HB4545)
- Honors Classes
- Accelerated Instruction Classes with Designated TIA Teachers - (HB4545)
- Master Teacher Designated Time to Coach/Support Other Teachers, Including Co-Teach
- Project-Based Learning Acceleration Section
- Joint Conference + One Designated Day Per Week for Professional Development with Core Area Teams by Subject Area
- Interventions with Some HB4545 Accelerated Instruction
System Protocols

- Cohort 1: Somerset ISD was strategic about selecting specific teachers and master teachers to attend the first year of Reading Academies. The group was charged with collecting data on each of the 12 modules to determine the intensity, expected effort, and levels of support anticipated for Cohort 2 and beyond. Debriefs occurred after each module with an overall plan developed for Cohort 2. This data allowed leaders to identify where additional release time was necessary, for example, when artifacts needed to be submitted or when modules were more time intensive. 100% of Cohort 1 members completed all modules within established timelines.
- The Texas Education Agency’s pacing guide, along with the data the team collected, were used to map out expected completion dates for Cohort 2 and to detail how support would be provided for teachers through release time during the instructional day.
- Cohort 2 was established with priority teachers from multiple campuses. Cohort 1 team members serve as mentors and leads for the initiative at their assigned schools.
- Clear expectations about staying on track with the cohort were established, and communication with teachers is ongoing regarding timelines and assignments. District and campus administrators and cohort leads provide weekly check-ins, and teachers hold themselves accountable. Pacing guides are hard timelines, not suggested dates; therefore, teachers are provided with necessary time and support to complete the modules and submit assignments.
- Release times vary from one hour to half day increments, depending on the need and intensity of the module. The long-range plan provides clarity regarding teacher support, and coverage is provided through occasional substitutes, support from other teachers or staff, early release days in the academic calendar, and like strategies.
- Teachers consistently articulate the value and impact on their professional growth through participation in the modules, and also engage in 45 minutes of weekly professional development to discuss the content, implementation strategies, connections to the curriculum, and other correlational discourse. Sessions are facilitated through district and campus leads.
- ESC reports are provided at the end of each module, and instructional leaders use the data to ensure that 100% of teachers are on track for completion. Based on the report, teachers are provided with additional support, if needed.
- 100% of teachers in Cohort 2 are on track to complete the modules within expected timelines.

Contacts:
Dr. Saul Hinojosa, Superintendent of Schools
Sheila Collazo, Associate Superintendent

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