

Berta Palacios Elementary Student Support/ Differentiation Policy



Berta Palacios Elementary Mission Statement

Through a supportive partnership with parents and the school community we, the staff of Berta Palacios Elementary School, are committed to provide all students with a strong foundation for life-long learning through inquiry that will produce internationally-minded and productive bilingual/biliterate, caring, global citizens.

Assessment Philosophy

At Berta Palacios Elementary, we believe students should be supported through differentiated learning in order to have continuous growth.

Goal

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Objectives of the Student Support and Differentiation Policy

Berta Palacios Elementary implements an inquiry-based learning approach that supports our units of inquiry. In order to provide differentiation in teaching and learning and high-quality student support Dual Language instruction, 504, Daily Intervention, Resource, Assessment Data, Progress Monitoring, Special Education, Life Skills, and Response to Intervention are provided to students to ensure their individual success.

Response to Intervention: Response to Intervention is defined as a prevention-based framework of team-driven, data-based problem solving for improving the outcomes of every student through family, school and community partnering in a tiered continuum of evidence-based practices. Differentiation happens in the regular classroom with heterogeneously grouped students. Teachers vary instructional strategies and use lessons designed to meet individual student needs, to engage student interests, and address the varied ways that students learn. Differentiation occurs through meeting the students where they are, identifying a student's learning style, scaffolding or enriching his/her learning, and differentiating the curriculum to develop the student's full potential.

- *Tier 1: High-quality classroom instruction, screening and group interventions*
In Tier 1, all students receive high-quality, research-based instruction by highly qualified teachers to ensure their difficulties are not due to inadequate instruction or curriculum.

All students are screened weekly to establish both academic and behavioral baselines and to identify struggling learners.

- *Tier 2: Targeted Interventions*

Students not making adequate progress or exceeding instructional standards in the classroom are provided with instruction that meets their needs by bringing it to their level of performance and their pace of progress in a small group. Intensity varies across group size, frequency, and duration of intervention

- *Tier 3: Intensive Interventions*

Intensive, individualized interventions through Tier 3 are implemented with evidence of regularly scheduled progress monitoring to target the skills the student needs to focus on. Instructional support may be one-on-one.

Special Education: The Individuals with Disability Act (IDEA) is designed to protect the rights of students with disabilities and ensure that they are provided with a free, appropriate, public education. The Texas Education Agency and the US Government requires that Berta Palacios Elementary (and all schools) provide appropriate accommodations while guaranteeing the Least Restrictive Environment with coincides with the IB Philosophy.

Home Connection

Parental Involvement: Parents and educators are both held accountable for student growth by working in collaboration with each other for student success. Teachers provide parents information about their child's progress, the instruction given, and the interventions used.

Parental Communication: Parents are aware of their child's academic progress through teacher parent conferences, teacher parent contact (email, phone calls, text messages, Class Dojo). Pre-kindergarten (students age 3 and 4) teachers have daily communication with parents while signing in and signing out students.