Assets in Action: Leveraging Data to Design a System for Multilingual Learners Academic Success

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October 23, 2026

District Overview

District at a Glance

As the 10th largest district in the nation, we proudly serve 76% of all students in Palm Beach County as the premier educational institution in our region.

A
An "A"-Rated District

96.7%
Graduation Rate

160,000
Students

182
Schools

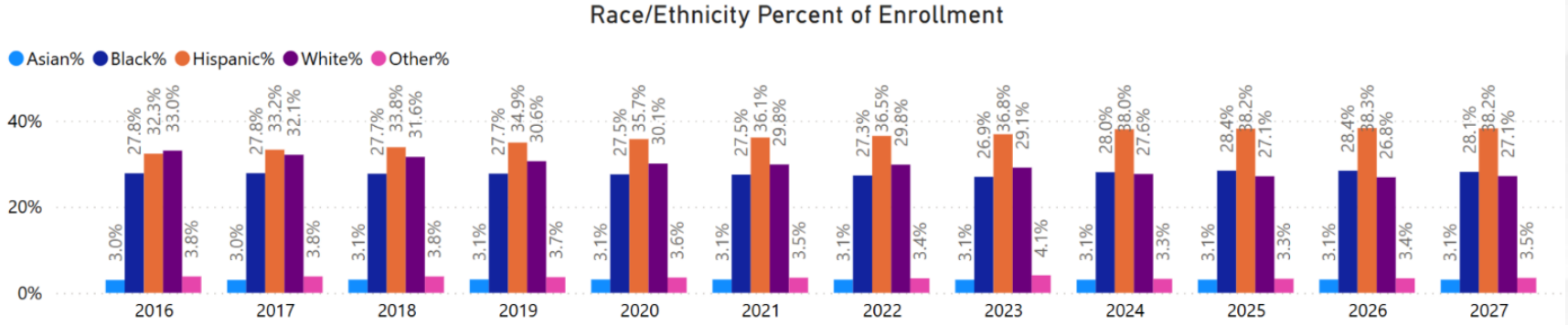
300+
Choice & Career Programs

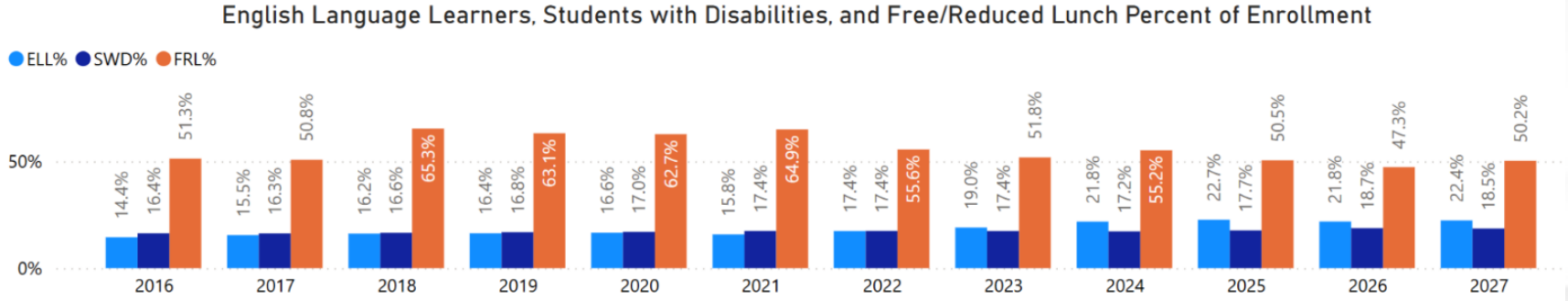
197
Countries Represented

13,000+
Certified Teachers

91%
of High Schools are A/B Rated

District Demographics





English Language Learners Overview

District Operated Schools K-12
Total # Students: 155,155

- 28,416 Students with direct services (LY) (18.31%)
- 42,499 Total ELL students (LY, LF, LA) (27.39%)
- **182 out 182 schools have ELL students**

Migrant Education Program
Total # Students: 922

- 413 enrolled in Elementary Schools
- 509 enrolled in Secondary Schools

All Schools (District & Charter) K-12
Total # Students: 175,654

- 31,321 Students with direct services (LY) (17.83%)
- 47,469 Total ELL students (LY, LF, LA) (27.02%)
- **229 out of 230 schools have ELL students**

Dual Language Program
Total # Students: 10,528

- 8,552 enrolled in Elementary Schools
- 1,855 enrolled in Secondary Schools
- **7,672 Total of ELL students DL Instructional Model**

Student Languages for K-12 =138
Student Country of Birth =184

SDPBC District Mission

The mission of the School District of Palm Beach is to **educate**, **affirm**, and **inspire** each student in an equity-embedded school system.

Department of Multicultural Education Mission

The mission of the Department of Multicultural Education and the Migrant Education Program is to **educate**, **affirm**, and **inspire** immigrant students, migrant students, and multilingual learners in an **equity-embedded** school system that includes and promotes **additive language acquisition** models of instruction.

SDPBC Dual Language Programs Overview

Spanish

K–12 Pathway

Elementary, Middle & High School

37 PROGRAMS

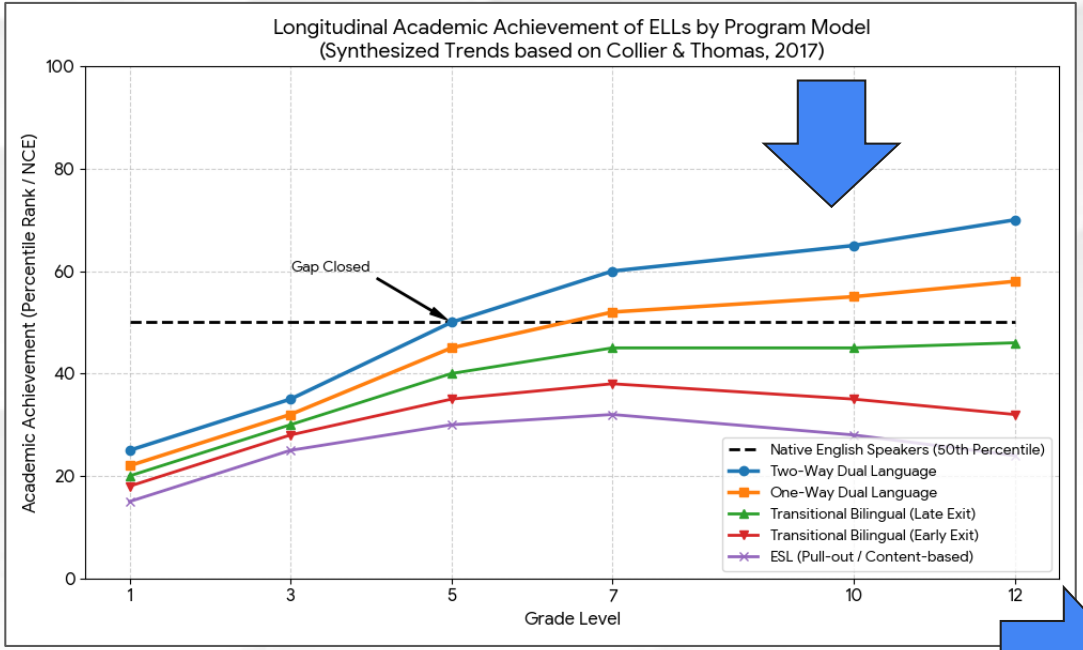
International Spanish Academies — **8** ACADEMIES

Haitian Creole

Elementary

3 PROGRAMS

40 schools



FY25 Matrix of ESOL Program Models in Palm Beach County

Program Options		Students Served	Definition
Support Model (M)	**Collaborative Instruction**	Students ranging from newly arrived ELLs with limited English to ELLs that have acquired basic English but need additional support with academic English.	ELLs are provided comprehensible instruction in the mainstream classroom. An ESOL teacher provides small group instruction focusing on ***using ESOL strategies to meet the language and academic needs of ELLs*** in the mainstream classroom. ESOL funded teacher and classroom teachers plan collaboratively to meet the needs of ELLs. *Generally, ELDC L1/L2 (can have Bs as appropriate.)*
	Mainstream Instruction	ELLs ranging from limited English speakers to proficient English speakers	ELLs are provided comprehensible instruction in the mainstream classroom. The classroom teacher uses ESOL strategies to meet the language and academic needs of ELLs. *Generally, ELDC Hs/Ps (can have Bs & Ls as appropriate.)*
	Specific ESOL Intervention	ELLs needing prescribed support, tailored to a unique need	ELLs are grouped by student specific needs and provided a research-based intervention by an ESOL funded intervention teacher. The intervention is customized by school leadership and must be used in conjunction with another ESOL model.
Sheltered Model (S)	**Self-Contained Sheltered Instruction**	Newly arrived English Language Learners (ELLs) with limited English	English Language Learners (ELLs) are grouped together and provided comprehensible instruction in a separate environment by an ESOL funded teacher. *Only recommended for ELDC Bs & Ls who have been in the ESOL program for* ***two years or less. Not appropriate for ELDC Hs or Ps.***
Bilingual Model (D)	**Curriculum Content in Home/Native Language**	ELLs from a single language background	ELLs from a single language background are grouped for content (Math, Science, Social Studies or Language Arts) instruction in the home/native language provided by a bilingual teacher that is proficient in the language of instruction.
	Dual Language options below require one-year of planning prior to implementation		
	Dual Language – Two-Way Immersion	ELLs from a single language background are grouped with non-ELLs	ELLs from a single language background are grouped with fluent English speakers and are instructed in another language for at least 50% of the academic day. Literacy/language arts instruction is provided in both languages; other academic content has a designated language of instruction.

Challenges

- Size of School System
- Mindset
- Various instructional models for English Language Learners
- Expansion of Dual Language Programs
- Professional learning & teacher capacity
- Collaboration with other departments, elementary, secondary, exceptional student education

Core Instruction

- Instructional Materials
- Dual Language Coaches Professional Learning
- Biliteracy Cadres for Classroom Teachers
- Professional Learning for District and School Administrators
- Instructional Walks & School support
- Continuous Collaboration and Follow up

Timeline- 10 Year Multilingual Learner Systems Journey Systematizing the Process

2017

Foundational Integration

Reading Intervention Handbook: Added dedicated ELL section & guidelines.

Spanish Menu: First inclusion of Spanish interventions in recommended menu.

2017 Collaboration

ESE & ELL Alignment

RTI Flowcharts: Updated to include English Language Development Data & Spanish literacy data.

Team Representation: Recommended Multilingual specialist presence on problem-solving teams.

2020

Guidance & Student Plans

Course Code Notes added to the Reading Intervention Handbook: ESOL model & language development data guidance.

ELL Individual Plans: Intervention data integrated into individual student plans.

FY21 – Present

Precision & Scale

Decision Trees: Specific English & Spanish range cut-offs to determine level of support and language for reading intervention.

Progress Monitoring Tools: Per-skill implementation across all district schools for reading interventions in English & Spanish

Systemic Outcome: Continuous cross-departmental alignment delivering equitable, data-driven interventions districtwide.

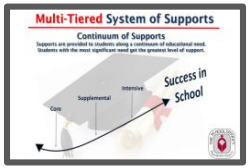
Collaboration: District and School Alignment to Intervention

- Comprehensive Evidence Based Reading Plan (CERP)
- Prek-12 Reading & Math Intervention Handbooks
- Cross-Departmental Regional MTSS Collaborative Meetings
- District Evidence-Based Programs & Strategies Guide

District-Level Infrastructure

- Instructional Team (ELL committee, IEP, SBT):
  - Classroom Teachers
  - ELL Teacher
  - ESE Teachers
  - SBT Leaders
  - DL Coaches
  - ESOL Coordinators
  - Interventionists
- School Administrators

School-Level Delivery



Current Processes for Identifying Interventions for Students in Dual Language Programs

Step 1: Data Gathering-Identifying Level of Support and Language (Eng or Sp)

- iReady (Eng) & Amira (Sp)
- Fast/Star (State Assessment)
- District Assessments (Eng & Sp)
- Classroom Observations
- Other available assessments
- Language Assessment Development (WIDA, DEUSS, State Approve Instructional Models , Las Español)
- Previous Schooling
- Family Feedback/Observation

Grade 3 Decision Tree Guide

Review students' end of previous school year data, along with the most recent FAST-STAR or FAST-ELA, iReady Inform, Amira (Dual Language schools only), WIDA Access/WIDA Screener, FSQs, and USAs. Schools must consider additional teacher-administered formative assessments when utilizing the District Decision Trees and Guides to determine a student's need for additional support, Supplemental (Tier 2) or Intensive (Tier 3), and a learning target, such as:

- FastBridge Measures by Grade Level (English & Spanish),
- CORE Phonics (English & Spanish),
- DIBELS (English),
- Classroom observations [Observation of Reading Behaviors (ORB), or Decoding Oral Language and Comprehension Document (DOC)], etc.

If referral to SBT is under consideration, the data MUST include at least one additional teacher-administered formative assessment measure.

*Intervention for ELLs, please see the FY27 Elementary ELL Intervention Course Code Notes

Time of Year	Meeting Core (Tier 1) (on grade level)	Approaching Core (Tier 1)	Reading Deficiency Supplemental (Tier 2)	Substantial Reading Deficiency Intensive (Tier 3) **Send Home Reading Deficiency Letter**
Beginning of the Year	Per F.S. 1008.25, intervention must be started as soon as the need arises. Use the FY26 PM3 data to identify those students who are newly eligible for intervention support. Students receiving Supplemental (Tier 2) and/or Intensive (Tier 3) intervention and/or had a PMP/Intervention Plan at the end of the FY26 school year will continue with their most current intervention plan at the beginning of the FY27 school year. This will continue until more updated data can be gathered.			
September-November	**FAST- Cambium:** Level 3+ (51%ile and Above) **iReady Inform:** Scale Score 512+ **Amira Español:** Level 3+ (51%ile and Above) **Teacher Administered Assessments**	**FAST- Cambium:** Level 2 (30-50%ile) **iReady Inform:** Scale Score 475-511 **Amira Español:** Level 2-Level 3 (30-50%ile) **Teacher Administered Assessments**	**FAST- Cambium:** Level 2-Level 1 (20-29%ile) **iReady Inform:** Scale Score 419-474 **Amira Español:** Level 2- Level 1 (20-29%ile) **Teacher Administered Assessments**	**FAST- Cambium:** 19%ile and below **iReady Inform:** Scale Score 100-418 **Amira Español:** 19%ile or below **Teacher Administered Assessments** ***Student Retained in 3rd Grade**
December-February	**FAST- Cambium:** Level 3+ (51%ile and Above) **iReady Inform:** Scale Score 545+ **Amira Español:** Level 3+ (51%ile and Above) **Teacher Administered Assessments**	**FAST- Cambium:** Level 2 (30-50%ile) **iReady Inform:** Scale Score 512-544 **Amira Español:** Level 2-Level 3 (30-50%ile) **Teacher Administered Assessments**	**FAST- Cambium:** Level 2- Level 1 (20-29%ile) **iReady Inform:** Scale Score 474-511 **Amira Español:** Level 2- Level 1 (20-29%ile) **Teacher Administered Assessments**	**FAST- Cambium:** 19%ile and below **iReady Inform:** Scale Score 100-473 **Amira Español:** 19%ile or below **Teacher Administered Assessments** ***Student Retained in 3rd Grade**
The PM3 and end-of-the-year data are to be used to identify students' intervention level of support, group students according to skill and target, and schedule intervention to begin in August.				
March- May	**FAST- Cambium:** Level 3+ (51%ile and Above) **iReady Inform:** Scale Score 545+ **Amira Español: Level 3+** (51%ile and Above) **Teacher Administered Assessments**	**FAST- Cambium:** Level 2 (30-50%ile) **iReady Inform:** Scale Score 512-544 **Amira Español:** Level 2-Level 3 (30-50%ile) **Teacher Administered Assessments**	**FAST- Cambium:** Level 1- Level 2 (23-29%ile) **iReady Inform:** Scale Score 475-511 **Amira Español:** Level 2- Level 1 (23-29%ile) **Teacher Administered Assessments**	**FAST- Cambium:** Level 1 (2-22%ile) **iReady Inform:** Scale Score 100-474 **Amira Español:** Level 1 (2-22%ile) **Teacher Administered Assessments** ***Student Retained in 3rd Grade**

Current Processes

Step 1: Data Gatherin
Support and Languag

ESOL Instructional Model: Dual Language (Spanish)

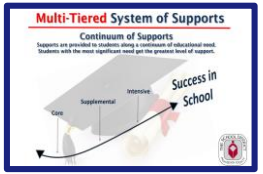
LYs in Dual Language that are **Native Language Spanish Speakers**

- Use the Decision Trees as indicated to determine course codes, Basic Skills in Reading (Supplemental) or Functional Reading Skills (Intensive), considering Amira and/or Spanish data. For additional support, refer to the Dual Language sections of the handbook to determine the appropriate supports/interventions in Spanish.

Dual Language ELLs (**LYs** with native languages **other than Spanish**)

- Students coded as B, L1, or L2 on the ELDC who are shown to fall into a Basic Skills in Reading (Supplemental) or Functional Reading Skills (Intensive) course according to the Decision Trees will be tagged as A-Approaching in the RI Level of Support field. As these students are acquiring language:
  - The ELL Plan is their monitoring tool for language acquisition.
  - Indicate in the student's ELL plan as receiving additional language development support.
  - Language acquisition support must be provided in Core (Tier 1).

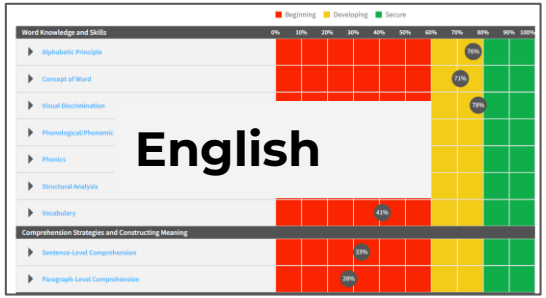
- Students coded as B, L1, L2 who are not making adequate language proficiency growth in alignment with the English Language Development Continuum (ELDC) guidelines and are shown to fall into a Basic Skills in Reading (Supplemental) or Functional Reading Skills (Intensive) course according to the Decision Trees:
  - Review additional data to determine interventions that may be needed and to assign the corresponding reading intervention course(s).
  - English Language Proficiency must be considered when providing interventions, as well as ensuring language acquisition support.
  - A PMP is required for each student who is not meeting the District or State requirements for satisfactory performance in English Language Arts per Florida Statute §1008.25(4) Any student who has a current intervention plan under School Based Team, ELL Plan or IEP where the deficiency is noted and interventions aligned does not require a separate PMP. These reading deficiencies must be specifically addressed, including interventions and strategies designed to provide academic support and improve performance. In these instances, the ELL Plan will take the place of the individual PMP.

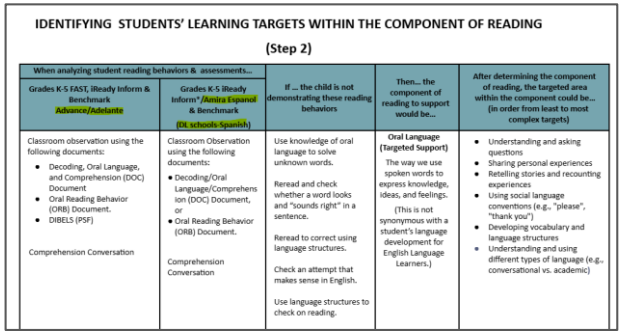


Current Processes

Step 2: Skill Targeting (Eng or Sp)

- Identify Component of Reading (Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension)

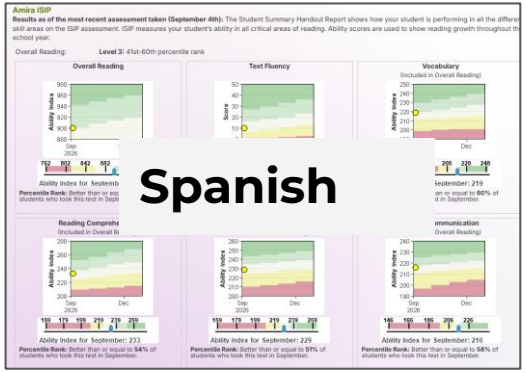




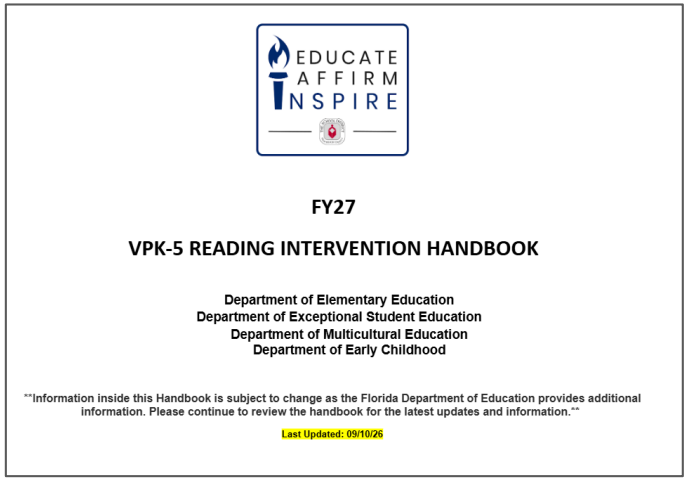
IDENTIFYING STUDENTS' LEARNING TARGETS WITHIN THE COMPONENT OF READING

(Step 2)

When analyzing student reading behaviors & assessments...		If ... the child is not demonstrating these reading behaviors	Then... the component of reading to support would be...	After determining the component of reading, the targeted area within the component could be... (in order from least to most complex targets)
Grades K-5 FAST, iReady Inform & Benchmark Advance/Adelante	Grades K-5 iReady Inform*/Amira Espanol & Benchmark (DL schools-Spanish)			
Classroom observation using the following documents: • Decoding, Oral Language, and Comprehension (DOC) Document • Oral Reading Behavior (ORB) Document. • DIBELS (PSF) Comprehension Conversation	Classroom Observation using the following documents: • Decoding/Oral Language/Comprehension (DOC) Document, or • Oral Reading Behavior (ORB) Document. Comprehension Conversation	Use knowledge of oral language to solve unknown words. Reread and check whether a word looks and "sounds right" in a sentence. Reread to correct using language structures. Check an attempt that makes sense in English. Use language structures to check on reading.	**Oral Language (Targeted Support)** The way we use spoken words to express knowledge, ideas, and feelings. (This is not synonymous with a student's language development for English Language Learners.)	• Understanding and asking questions • Sharing personal experiences • Retelling stories and recounting experiences • Using social language conventions (e.g., "please", "thank you") • Developing vocabulary and language structures • Understanding and using different types of language (e.g., conversational vs. academic)



Current Processes



EDUCATE AFFIRM INSPIRE

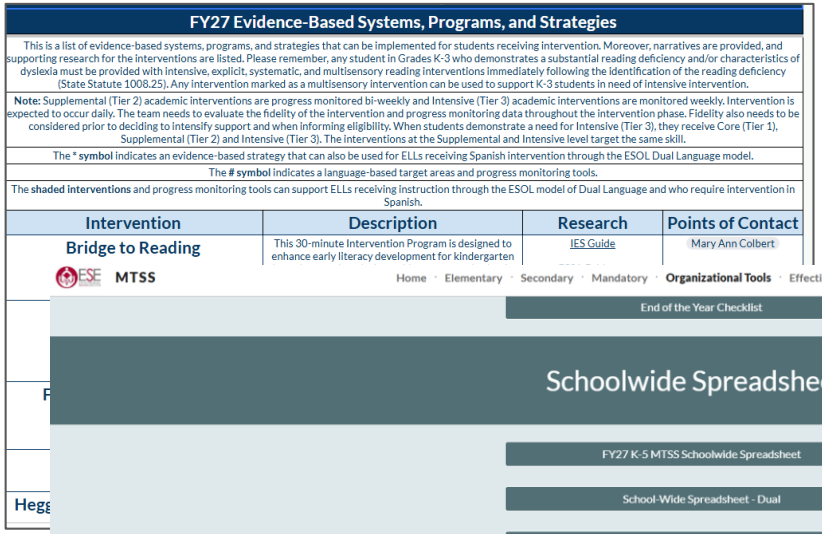
FY27

VPK-5 READING INTERVENTION HANDBOOK

Department of Elementary Education
Department of Exceptional Student Education
Department of Multicultural Education
Department of Early Childhood

"Information inside this Handbook is subject to change as the Florida Department of Education provides additional information. Please continue to review the handbook for the latest updates and information."

Last Updated: 09/10/26



FY27 Evidence-Based Systems, Programs, and Strategies

This is a list of evidence-based systems, programs, and strategies that can be implemented for students receiving intervention. Moreover, narratives are provided, and supporting research for the interventions are listed. Please remember, any student in Grades K-3 who demonstrates a substantial reading deficiency and/or characteristics of dyslexia must be provided with intensive, explicit, systematic, and multisensory reading interventions immediately following the identification of the reading deficiency (State Statute 1008.25). Any intervention marked as a multisensory intervention can be used to support K-3 students in need of intensive intervention.

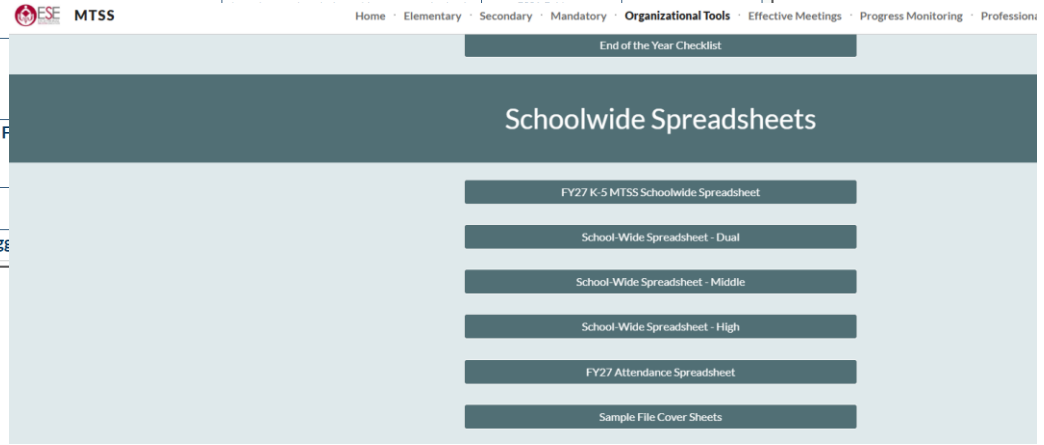
Note: Supplemental (Tier 2) academic interventions are progress monitored bi-weekly and Intensive (Tier 3) academic interventions are monitored weekly. Intervention is expected to occur daily. The team needs to evaluate the fidelity of the intervention and progress monitoring data throughout the intervention phase. Fidelity also needs to be considered prior to deciding to intensify support and when informing eligibility. When students demonstrate a need for Intensive (Tier 3), they receive Core (Tier 1), Supplemental (Tier 2) and Intensive (Tier 3). The interventions at the Supplemental and Intensive level target the same skill.

The * **symbol** indicates an evidence-based strategy that can also be used for ELLs receiving Spanish intervention through the ESOL Dual Language model.

The **# symbol** indicates a language-based target areas and progress monitoring tools.

The **shaded interventions** and progress monitoring tools can support ELLs receiving instruction through the ESOL model of Dual Language and who require intervention in Spanish.

Intervention	Description	Research	Points of Contact
Bridge to Reading	This 30-minute Intervention Program is designed to enhance early literacy development for kindergarten	IES Guide	Mary Ann Colbert



MTSS

Home · Elementary · Secondary · Mandatory · Organizational Tools · Effective Meetings · Progress Monitoring · Professiona

End of the Year Checklist

Schoolwide Spreadsheets

FY27 K-5 MTSS Schoolwide Spreadsheet

School-Wide Spreadsheet - Dual

School-Wide Spreadsheet - Middle

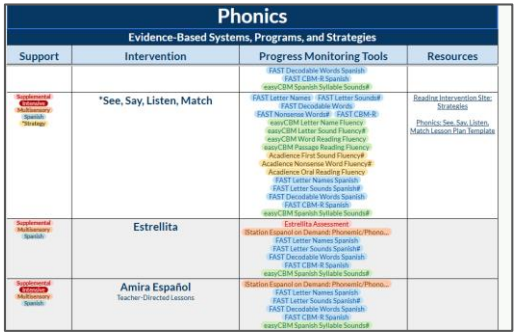
School-Wide Spreadsheet - High

FY27 Attendance Spreadsheet

Sample File Cover Sheets

Current Processes

Step 3: Evidence-Based Reading Intervention Programs and Strategies & Monitoring Tools (Eng & Sp)



Phonics

Evidence-Based Systems, Programs, and Strategies

Support	Intervention	Progress Monitoring Tools	Resources
		FAST Decodable Words Spanish FAST CBM-R Spanish easyCBM Spanish Syllable Sounds#	
Supplemental Evidence Multisensory Spanish *Strategy	*See, Say, Listen, Match	FAST Letter Names · FAST Letter Sounds# FAST Decodable Words FAST Nonsense Words# · FAST CBM-R easyCBM Letter Name Fluency easyCBM Letter Sound Fluency# easyCBM Word Reading Fluency easyCBM Passage Reading Fluency Acadience First Sound Fluency# Acadience Nonsense Word Fluency# Acadience Oral Reading Fluency FAST Letter Names Spanish FAST Letter Sounds Spanish# FAST Decodable Words Spanish FAST CBM-R Spanish easyCBM Spanish Syllable Sounds#	Reading Intervention Site: Strategies Phonics: See, Say, Listen, Match Lesson Plan Template
Supplemental Multisensory Spanish	Estrellita	Estrellita Assessment Station Espanol on Demand: Phonemic/Phono... FAST Letter Names Spanish FAST Letter Sounds Spanish# FAST Decodable Words Spanish FAST CBM-R Spanish easyCBM Spanish Syllable Sounds#	
Supplemental Evidence Multisensory Spanish	Amira Español Teacher-Directed Lessons	Station Espanol on Demand: Phonemic/Phono... FAST Letter Names Spanish FAST Letter Sounds Spanish# FAST Decodable Words Spanish FAST CBM-R Spanish easyCBM Spanish Syllable Sounds#	

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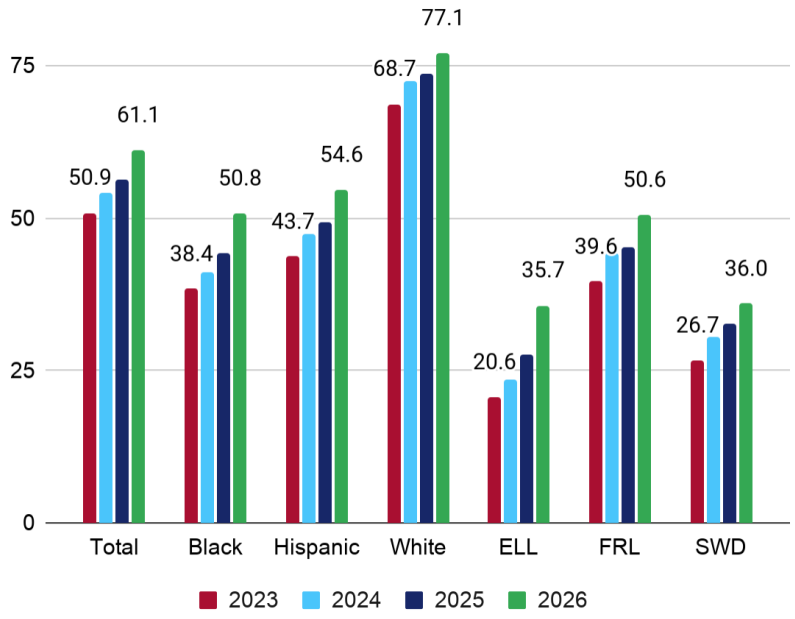
The * **symbol** indicates an evidence-based strategy that can also be used for ELLs receiving Spanish intervention through the ESOL Dual Language model.

The **shaded interventions** and progress monitoring tools can support ELLs receiving instruction through the ESOL model of Dual Language and who require intervention in Spanish.

	through second grade. It combines systematic phonics instruction with explicit phonemic awareness lessons to teach children how to read.	ESSA Evidence	
Fundations Double Dose	Fundations Double-Dose can be used as a supplemental (Tier 2) intervention when Fundations is used in Core. Additionally, Fundations Double-Dose can be used as an intensive intervention when Fundations is used in Core and Fundations Fun and Focus is used as the supplemental (Tier 2) intervention.	IES Guide	Lauren Peragine

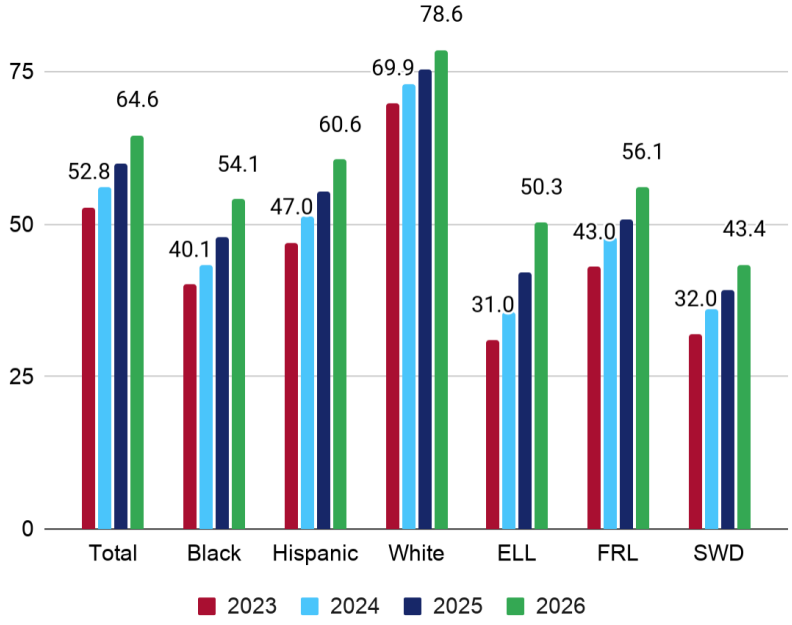
Grade 3-5 ELA and Math Performance

3-5 Reading



Growth	10	12	11	8	15	11	9

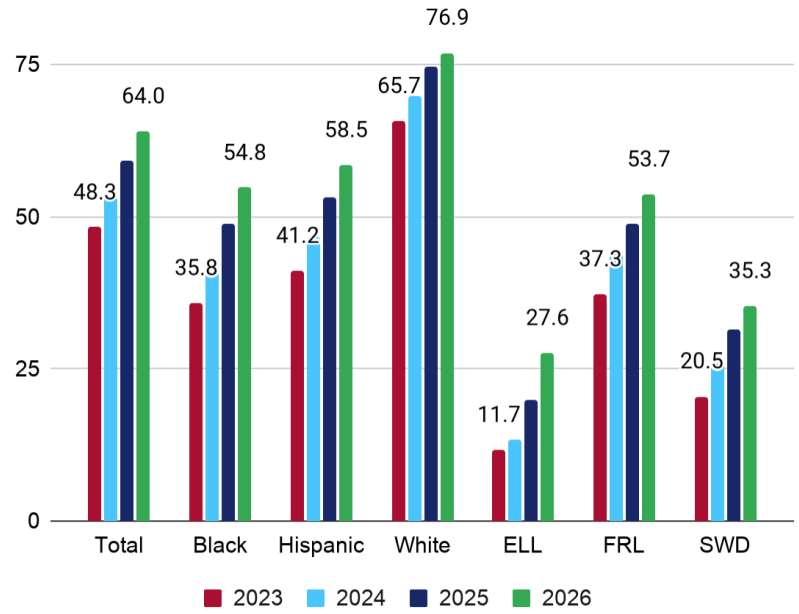
3-5 Math



Growth	12	14	14	9	19	13	11

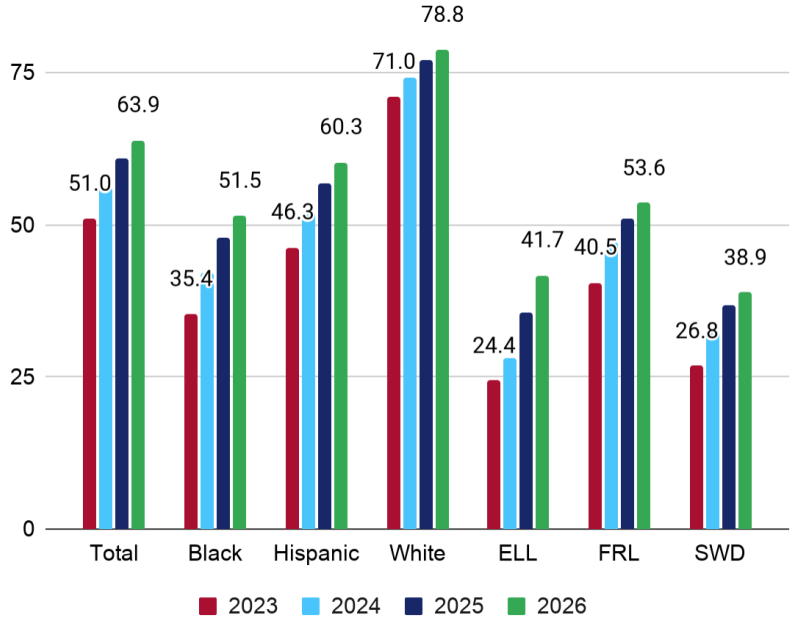
Grade 6-8 ELA and Math Performance

6-8 Reading



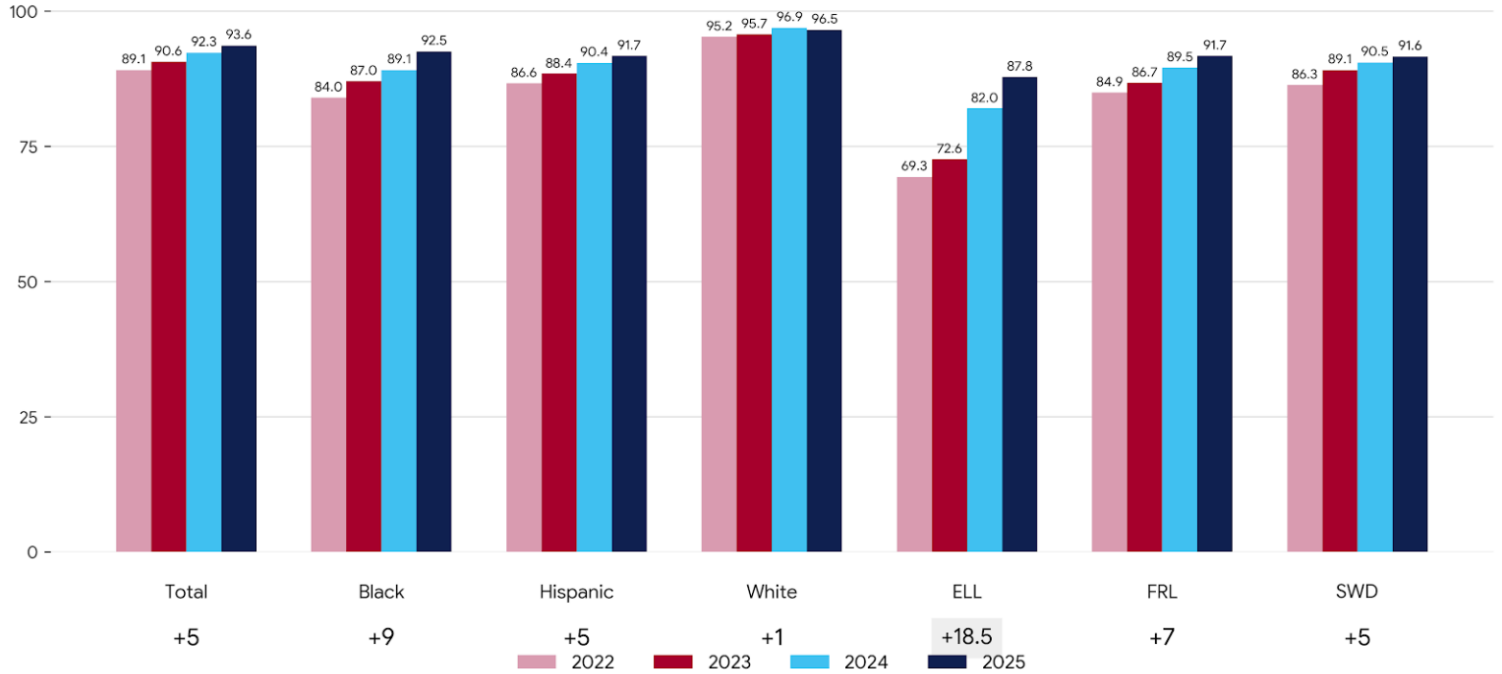
Growth	16	19	17	11	16	16	15

6-8 Math



Growth	13	16	14	8	17	13	12

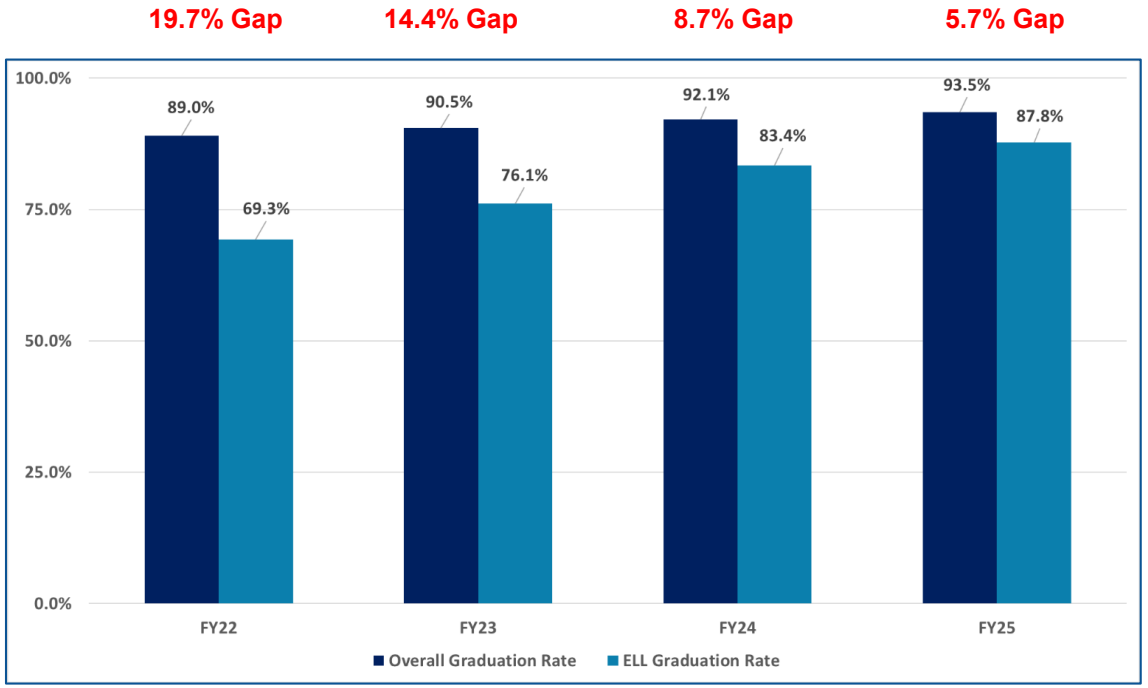
Graduation Rate



Closing the Gap - System Approach Working at all Levels

Current Official Results:

4-year increase of 18.5%



Thank you

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sonia.birch@palmbeachschools.org

Department of Multicultural Education, Migrant Education & School Transformation

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