

School District of Palm Beach County
ELL/Rti Flow Chart

Universal and ESOL TOOLS

K-3 Assessment FCAT Diagnostics DIBELS /IDEL DAR SRI APRENDA OLDI WLDI ELDC CELLA

Administrative Team reviews the data and identifies students in need of additional support (PMP): (i.e., iii, Intensive Reading, Supplemental Academic Instruction (SAI), Intensive Math Classes).

English language development through ESOL core instruction (sheltered, support, home language, and dual language models) should be part of Tier 1 for all ELLs. The team should include a member who has expertise with second language acquisition factors and the ELDC.

TIER 1 – Core Instruction

Students who meet benchmark standards will remain at Tier 1. Performance will be reviewed at the next benchmark assessment.

Classroom instruction in the areas of academic weakness should match current level of English proficiency based on ESOL Category and ESOL test results.

Classroom instruction does not match current level of English proficiency. Modify Tier 1 instruction and ESOL strategies (i.e. scaffold instruction, ensure comprehensible and hands on activities).

Classroom instruction matches current level of English proficiency.

Student is making progress. Continue Tier 1 ESOL strategies and monitor progress.

Student is not making progress.

After 6-8 weeks of interventions (see above) student's progress should be evaluated.

School Based Team (SBT) Referral

Student is not progressing adequately. Refer to School Based Team utilizing PBSD 2106.

Student is remediated or progress noted. Continue to monitor and provide intervention.

School Based Team Meeting

The SBT must include ESOL representation for all ELLs. Options include: an ESOL representative from the school center, a school psychologist from the Multicultural Evaluation Team (868-5321) or ESOL representative from the Department of Multicultural Education (357-7581). The SBT will use information such as: student's bilingual language development, cultural and environmental factors, acculturation level, developmental and educational history.

This information will be used to determine whether the student is in need of a Response to Intervention Plan (Tier 2). If lack of progress and a deficiency is noted, SBT team will complete PBSD Form 2284 (Form A). Intervention designed must address area of concern and be evidence-based. Team should refer to K-12 Curriculum Intervention Chart. SBT may request instructional materials from Department of Multicultural Education by faxing a copy of PBSD 2284 to (561) 434-8074.

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RtI Flow Chart for ELL Students

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