



**THE SCHOOL DISTRICT OF  
PALM BEACH COUNTY, FL**

**ADRIENNE HOWARD  
DIRECTOR**

**EDWARD C. TIERNEY  
DEPUTY SUPERINTENDENT/CHIEF OF  
SCHOOLS**

**GLENDIA SHEFFIELD, ED.D.  
CHIEF ACADEMIC OFFICER**

ELEMENTARY EDUCATION  
3300 FOREST HILL BOULEVARD  
C-216  
WEST PALM BEACH, FL 33406

PHONE: 561-963-3875

[WWW.PALMBEACHSCHOOLS.ORG](http://WWW.PALMBEACHSCHOOLS.ORG)

August 16, 2024  
**Bulletin #P 25-089 DSCOS**

**Contact(s):**

Mary Ann Colbert, 561-434-8854  
[maryann.colbert@palmbeachschools.org](mailto:maryann.colbert@palmbeachschools.org)

Gail Sherman, 561-969-5880  
[gail.sherman@palmbeachschools.org](mailto:gail.sherman@palmbeachschools.org)

Carrie Rullo, 561-434-8382  
[carrie.rullo@palmbeachschools.org](mailto:carrie.rullo@palmbeachschools.org)

Sonia Birch, 561-434-8798  
[Sonia.Birch@palmbeachschools.org](mailto:Sonia.Birch@palmbeachschools.org)

Bryan Russell, 561-804-3277  
[bryan.russell@palmbeachschools.org](mailto:bryan.russell@palmbeachschools.org)

**Action By:  
Various Dates**

**TO:** Principals  
**FROM:** Edward C. Tierney / Deputy Superintendent/Chief of Schools  
**SUBJECT:** **FY25 READING INTERVENTION**

One main focus of the District's Comprehensive Evidence-Based Reading Plan (CERP) is to continue to strengthen the use of a Multi-Tiered System of Support (MTSS) Framework and intervention process, which includes identifying students' strengths and needs, matching them with appropriate interventions, scheduling time for intervention, and implementing the interventions with fidelity to ensure student success.

Please read the following pertinent information regarding Elementary and Secondary Reading Interventions for the FY25 school year, per [Florida Statute §1008.25](#) and [Rule 6A-6.053, F.A.C](#) District K-12 Comprehensive Evidence-Based Reading Plan.

**School Literacy Leadership Teams**

To support the implementation of core literacy and the intervention process with fidelity, all school principals must have a process and plan to form and maintain a Literacy Leadership Team. This team must consist of a:

- school administrator,
- reading coach,
- media specialist,
- lead teachers,
- and other relevant team members, as applicable.

**K-12 Reading Intervention**

The District implements the MTSS Framework, an evidence-based model of schooling that uses data-based problem-solving to integrate instruction and intervention for student success.

The goal of this "needs-driven" decision-making is to ensure that the available resources are allocated and matched to the appropriate students at the appropriate levels to accelerate performance.

When high-quality core instruction is provided to students, and they respond, the need for intervention decreases. Additionally, a school may not wait for a student to receive a failing grade at the end of a grading period to identify the student as having a substantial reading deficiency and initiate intensive reading interventions. The MTSS Framework ensures integrated instruction and intervention are provided to students in varying intensities (tiers) based on students' needs.

### **Elementary Reading Interventions**

- The FY25 Decision Trees and Decision Tree Guides for Grades K-5 include publisher achievement levels and updated scale scores and provide school teams with a process for identifying students who may need reading intervention. Students should be provided support with District-approved interventions only.
- Students who received Supplemental (Tier 2) / Intensive (Tier 3) intervention at the end of the FY24 school year **will continue with their most current intervention plan at the beginning of the FY25 school year** until more updated data can be gathered.
- Per [Florida State Statute 1008.25](#), a school must immediately initiate reading interventions for students with a reading deficiency. You may not wait for a student to receive a failing grade at the end of a grading period. **Use the FY24 PM3 data to identify those students who may be newly eligible for intervention support before or at the start of FY25.** This will continue until more updated data can be gathered.
- Retained Grade 3 students may receive their reading support through evidence-based reading interventions before, during, or outside of the regular school day (FS. 1008.25 (8)(a)) with a reading-endorsed or reading-certified teacher. **All other grade levels must be provided with their intervention during regular school hours** (FS. 1008.25 (5 (a)(1)(c))).
- District-approved reading interventions must be provided for students with disabilities if the student is performing below grade level. Exceptional Student Education (ESE) services during core instruction do not replace the need for Basic Skills in Reading or Functional Reading Skills courses. Schools must follow the grade-level decision trees to determine the level of support to provide. Students must continue to be provided with these interventions until the reading deficiency is remediated as measured by multiple sources of student data (e.g., iReady, District diagnostic assessments, classroom evidence, and state assessments).
- Important---[FL Rule: 6A-6.053 \(6\)\(a\)\(b\)\(c\)](#) Students with Characteristics of Dyslexia: The primary characteristics of dyslexia include, but are not limited to, difficulties with accurate and fluent word recognition and spelling, difficulty with learning letters and their sounds, and confusion in the sequence of letters and sounds. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction.
  - a) Notification: Parents of students identified with the characteristics of dyslexia must be notified immediately in writing and consulted in the development of a plan as described in s. 1008.25(4)(b), F.S., pursuant to [s. 1002.20\(11\), F.S.](#)
  - (b) Additional Screening: Pursuant to s. [1008.25\(9\)\(a\)3., F.S.](#), districts are required to conduct additional screening for any student identified as having characteristics of dyslexia through the coordinated screening and progress monitoring system.
  - (c) Interventions: Immediately following identification, students with characteristics of dyslexia must be provided dyslexia-specific interventions, such as structured literacy approaches, that are intensive, explicit, systematic, and multisensory, in accordance with [s. 1008.25\(5\)\(a\), F.S.](#)

### **FY25 District Plan**

- The District's process for identifying grades K-3 students with dyslexia characteristics will include developing a District compliance course on dyslexia and its characteristics and implementing a District-wide screener.

- The District will require all K-3 teachers, school-based administrators, and school-based instructional staff to take the compliance course.
- Each school will identify two “Characteristics of Dyslexia Points of Contact for Screening” who will participate in a District-wide train-the-trainer professional learning session on identifying students with characteristics of dyslexia and be responsible for providing training to teachers at their schools so they can implement the screening assessments.
  - Please submit your two points of contact on this [Google Form](#) by Friday, August 23. An assistant principal is highly recommended. Additional suggestions are reading coaches, SSCCs, SAI teachers, etc.
- Schools will use the grade-level decision trees to identify the level of support needed for intervention.
  - Students identified in need of Intensive (Tier 3) intervention will be administered District-identified additional screening assessments by trained teachers to determine whether dyslexia characteristics are evident.
  - Based on the results, teachers will administer a multisensory intervention to students who exhibit the characteristics of dyslexia.
- Students with disabilities who are determined to need access points, modified curriculum standards, and perform below grade-level proficiency require foundational skills intervention planned individually through the student’s IEP and goals. Foundational skills should occur in addition to, outside of, and in alignment with core instruction. Please see the embedded links for guidance on [elementary](#) and [secondary](#) foundational skills in reading.
- To schedule English Language Learners needing Supplemental (Tier 2) or Intensive (Tier 3) Intervention, please refer to the [FY25 English Language Learner Intervention Course Code Notes](#).
- A student may eventually be referred to the Problem Solving/School Based Team for additional educational planning. Please see the School-Based Teams Guidelines for Implementation (located on the MTSS/SBT Portal under Organizational Tools and SBT Guidelines for Implementation). This manual will provide additional information regarding the revised PS/SBT referral process for academics and the revised RtI flow charts. Additionally, it will guide as to when a referral is necessary.

### **Secondary Reading Interventions**

- Schools should follow the Secondary Reading Placement Decision Tree in the Grade 6-12 Literacy Intervention Handbook.
- Students who score level 1 or 2 on the FAST PM3 should be assessed with the Reading Plus Insight Benchmark Assessment. Students who score two or more years below grade level, according to the Reading Plus Insight Benchmark Assessment, should be assessed with the FastBridge AUTOREading and aReading Screeners.
- Level 2 students who score above the 15th percentile on the FastBridge AUTOREading and aReading Screeners should be placed into an intensive reading class OR a content area class with an appropriately trained teacher. Level 1 students who score above the 15th percentile on the FastBridge AUTOREading and aReading Screeners should be placed into an intensive reading class.
- Level 1 and Level 2 students who scored at or BELOW the 15th percentile on the AUTOREading and aReading Screeners (!! high risk) should be placed into an intensive reading class with a phonics-based intervention.
- Refer to the FY25 Secondary ELL Course Suggested Placement Flowchart for scheduling intensive reading, developmental language arts, reading, or English language development for English language learners.
- Approved reading intervention must be provided for students with disabilities if the student is performing below grade level. Exceptional Student Education (ESE) services during core instruction do not replace the need for an Intensive Reading course, as indicated on the Secondary Reading Placement Decision Trees. Students must continue to be provided with these interventions until the reading deficiency is remediated as measured by multiple sources of student data (e.g., Reading Plus Insight Benchmark Assessments, District diagnostic assessments, classroom evidence, and state assessments). A graduation requirement ELA score waiver does not replace or exempt students from intervention.
- Students with disabilities determined for access points, modified curriculum standards, and performing below grade level proficiency require foundational skills intervention planned individually through the student’s IEP and goals. Foundational skills should occur in addition to, outside of, and in alignment with core instruction.
- Refer to the Grade 6-12 Literacy Intervention Handbook posted in the Principal SharePoint for detailed information regarding interventions.

**Scheduling Students in Elementary and Secondary Reading Intervention & Course Codes**

All students, even if they have not been referred to the School-Based Team, students with Disabilities (IEPs), and ELL students who need additional support in reading according to the K-5 Reading Intervention Decision Trees and Guides or 6-12 Reading Intervention Decision Trees and Guides are to be coded in the Student Information System (SIS).

Just Read, Florida! has created intervention course codes in Grades K-12 to delineate students receiving supplemental and intensive support:

**Elementary:**

- Students receiving Supplemental (Tier 2) Intervention will be enrolled in the appropriate Basic Skills course according to their grade level.
- Students receiving Supplemental (Tier 2) and Intensive (Tier 3) Intervention will be enrolled in the appropriate Functional Reading Skills course according to their grade level.

Elementary Grade Levels	Supplemental (Tier 2) Support	Supplemental (Tier 2) & Intensive (Tier 3) Support
Grades: K-2	#5010020 Basic Skills in Reading K-2	#5010022 Functional Reading Skills K-2
Grades: 3-5	#5010024 Basic Skills in Reading 3-5	#5010026 Functional Reading Skills 3-5

**Secondary:**

- Students identified for Intensive Reading will now be enrolled in the Intervention Reading Courses by grade level.

Secondary Grade Levels	Intensive Reading Support
Grade 6	M/J Intensive Reading 1 (#1000010)
Grade 7	M/J Intensive Reading 2 (#1000012)
Grade 8	M/J Intensive Reading 3 (#1000014)
Grade 9	Intensive Reading 1 (#1000412)
Grade 10	Intensive Reading 2 (#1000414)
Grade 11	Intensive Reading 3 (#1000416)
Grade 12	Intensive Reading 4 (#1000418)

- ELL students identified for the Developmental Language Arts Through ESOL courses will utilize the same course codes as previous years.

Secondary Grade Levels	Intensive Reading Support
Grades 6-8	M/J Developmental Language Arts Through ESOL (Reading) (#1002181)
Grades 9-12	Developmental Language Arts Through ESOL (Reading) (#1002381)

The FY25 K-5 Reading Intervention Handbook and FY25 6-12 Reading Intervention Handbook provide additional instructions on identifying and scheduling students for intervention in SIS.

Schools can access the handbooks in the following places:

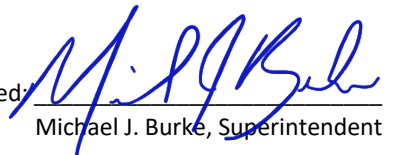
- The Principal Resource Center (See FY25 K-12 Reading Intervention Handbook: Important Documents and Links).
- Blender
  - The K-5 Reading Intervention Handbook can be found on any grade-level landing page by clicking on General Information and choosing Reading Intervention on the Welcome slide.
- The 6-12 Reading Intervention Handbook is available on any grade-level landing page of Secondary Reading.

**Professional Development Support for Elementary & Secondary Reading Intervention**

An overview of the FY25 K-5 Reading Intervention Handbook and FY25 6-12 Reading Intervention Handbook and information on providing student reading interventions is available in the K-12 Reading Intervention Team through recorded online preschool sessions. We encourage your School Literacy Leadership team to participate together in the eLM course(s) below. These sessions can be accessed using the following course codes:

- Content Bucket: Introduction to the K to 5 Intervention Handbook and Steps for Determining Reading Interventions (2408039FY25\_K/5\_Int\_Handbook)
- Content Bucket: Introduction to the 6 to 12 Intervention Handbook and Steps for Determining Reading Interventions (1013021FY25\_Recorded\_Handbook)

Approved: \_\_\_\_\_

  
Michael J. Burke, Superintendent