



ESSENTIAL ELEMENTS CHECK-OFF FORM FOR IMPLEMENTING THE FULL IMMERSION MODEL

School: _____

Date: _____

School representatives on the phone: _____

NIFDI representatives on the phone: _____

Participation of Personnel

- Full participation of the entire staff in support of the model. This includes following schedules, using DI techniques and curricula, incorporating advice of NIFDI consultants, and submitting required data in a timely manner.
- An academic kindergarten with reading and language instruction.
- Aides in grades K-2 at least to ensure necessary student:teacher ratios.
- A full-time, on-site (building) coordinator in each school employed by the district to facilitate the implementation. The coordinator functions as the lead coach with teaching responsibilities for at least the first year.
- Principal leadership as demonstrated through participation in meetings and conference calls, visiting classrooms, and setting priorities that support the implementation of the model.

Ensuring Fidelity of Implementation

- Only DI programs in use in the school(s) for agreed-upon grade levels and subject areas. The model generally focuses on reading and language together in the first year of implementation.
- Two full reading periods a day for a) all students in Kindergarten and 1st grade and b) below-grade learners in grades two and above, with sufficient time scheduled for other academic subject areas.

Reacting to Student Needs

- Student placement for instruction by skill level and a commitment to regrouping students as needed.
- A commitment to supply NIFDI with student progress and student mastery data in a timely fashion and to follow the advice of NIFDI consultants.
- An understanding that any factor interfering with student performance or progress, such as a lack of cooperation or performance on the part of a teacher, will be treated with urgency and followed up until resolved.

Budget

- A budget that supports release time for DI training and other elements of the NIFDI program.