



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

AT MIDDLE SCHOOLS AND HIGH SCHOOLS

NIFDI's mission is to produce schools that replicate the high levels of student achievement that have occurred when the comprehensive Direct Instruction (DI) model is fully implemented and to promote lasting systemic change that allows schools to continue to function at a high level independently after a three to five year initial implementation period. We have observed that the following elements need to be in place in each school in order to accomplish these goals:

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.
- Implementation of NIFDI-supplied test preparation materials a few hours per week for up to a month and half prior to administration of high stakes assessments.
- Two decoding periods a day for all students who place into the first two levels of the remedial reading program, with sufficient time scheduled for instruction in the Direct Instruction comprehension program.

Reacting to Student Needs

- Student placement for instruction by skill level and a commitment to regrouping students based on student performance as indicated by NIFDI.
- A commitment to supply NIFDI with student progress and student mastery data in a timely fashion and to participate in weekly conference calls.
- 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.

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, attending in-service training sessions, and submitting required data in a timely manner.
- Sufficient personnel to ensure proper student:teacher ratios, which may involve extra personnel for students who place in the lowest levels of the remedial programs.
- 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.
- Practice sessions scheduled at least once a week and more often as needed for all teaching staff.

Budget

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