School: __________________________________________________________ Date: ______________________

Reviewed by: ____________________________________________________

**Instructional Program:**
- Instructional calendar developed
- Instructional calendar posted and shared with stakeholders
- Procedures are in place for reporting student progress
  - PMPs(optional), progress reports, report cards, etc.
- Administration regularly monitors program implementation

**Data Analysis:**
- [ ] AIMS
- [ ] Additional Diagnostics for high risk students
- [ ] Core Program test data
- [ ] Oral Fluency Scores

Other Evidence of ongoing data analysis: (specify data used)

Strategies for low-performing subgroups:

How is three-year longitudinal data used?

**Core Reading Program:**
- Classroom observation
- 90-minute block
- Whole group instruction
- Differentiated instruction
- Guided reading with textbook
- Literacy centers in use
- Speaking and listening component
- Language component
**Intensive Intervention:**
- Small groups (4-5 students)
- Additional time on reading instruction
- Updated weekly reports
- Students making progress

**Core Mathematics Program:**
- Progress Monitoring
- Disaggregated data shared with teachers
- Progress monitoring data used to adjust instruction

**Writing:**
- Writing prompts reflect FSA requirements
- Writing samples collected and graded by FSA rubric (3 times/year)
- Teachers use writing data to design lessons to meet student needs

**Core Science Program (5th grade):**
- Progress Monitoring
- Disaggregated data shared with teachers
- Progress monitoring data used to adjust instruction

**LESSON PLANS REVIEWED:**

**Reading:**
- Evidence of planning for all learners
- Lesson plan reflects instruction in:
  - Phonics
  - Phonemic awareness
  - Fluency
  - Vocabulary
  - Comprehension

**Math:**
- Evidence of planning for all learners
- Clear objectives and assessment

**Science:**
- Evidence of planning for all learners
- Clear objectives and assessment

**Textbooks:**
- Textbooks/instructional materials aligned to Florida Standards
- Instructional materials are up-to-date and accurate
- Instructional materials are adequate for each student
- School adheres to copyright laws
Third Grade:
- Notice to parents re: reading deficiency
- High performing teacher for retained students
- Mid-year promotions
  - August to October 31st
  - Nov. 1st to end of first semester
- Transitional setting for Tier 3 students
- Progress monitoring plan for each retained student

ESOL:
- Appropriate ESOL paperwork kept in Cum folder
  - Copy of Home Language Survey
  - Answer sheet for IPT oral/IRW (reading/writing assessment)
  - ESOL Parent Consent form- signed by parent
  - Entrance Letter for ESOL
  - ELL Student Education Plan
  - Programmatic Academic Assessment form
- Documentation of services provided to LEP students
  - Copies of teacher’s lesson plans indicating ESOL strategies
    or
  - Copy of principal observation indicating ESOL strategies
- Teachers are pursuing ESOL training as needed
- Documentation of Heritage Language dictionaries given to students

Extended Learning Plan Overview:
- Grade levels served
- Number students served
- Hours/days
- Academic focus

Differentiated Accountability
- Checklist Complete (if applicable)

Concerns/Suggestions