CALIReads

Fidelity of Implementation Tool (FIT)

School Name: _____ **Reporter Name:** _____

SIT members involved in FIT ratings: _____

How were ratings and next steps decided? _____

Date Submitted: _____ **Final Submission:** ☐

Instructions: Working collaboratively with your Site Implementation Team (SIT), use this rubric to assess the level of your school site's implementation across each of eight key elements. **To qualify for each rating level, all of the criteria specified at that level and lower levels must be fully in place**. If your school is not yet at Level 1, rate that element "0" Record your school's rating and next steps for each key element in the spaces provided. **In 2022-23, only one FIT needs to be submitted, and it should be completed AFTER most grant work has ended. SITs may be replaced with other school teams. The final FIT must be submitted by February 28th, 2023.**

Literacy Skills (A to D)

Key Elements	1 Initiation	2 Early Implementation	3 Full Implementation	4 Growth/ Innovation	5 Sustainability	Final Rating
A. Literacy Professional Development	● CALI Reads participants have been informed about the purpose of CALI Reads ● All CALI Reads teachers have been enrolled in CALI Reads Learning	● Most (≥ 80%) CALI Reads teachers have completed the latest semester module ● Some CALI Reads teachers have begun using the latest CALI Reads strategy with students	● Most (≥ 80%) CALI Reads teachers have begun using the latest CALI Reads strategy with students	● CALI Reads strategies have been disseminated schoolwide (non-CALI Reads teachers are accessing materials in the Learning Library)	● The school has a plan to train incoming teachers on CALI Reads strategies. ● The school has a plan for continuous professional development around the CALI Reads strategies.	
Describe Next Steps (if < 5):						
B. Classroom Implementation (digiCOACH)	● CALI Reads teachers have been introduced to digiCOACH and understand its purpose	● At least 2 CALI Reads participants at the school (not the Site Coach) have been fully trained on digiCOACH	● ≥80% of CALI Reads teachers have been observed by a coach/administrator and peer for the latest CALI Reads strategy using digiCOACH and have received feedback	● The SIT has reviewed aggregate feedback from digiCOACH and has determined what school-level changes can be made to help improve the implementation of CALI Reads strategies in the classrooms ● The SIT has developed an action plan to implement identified school-level changes	● Identified changes from Level 4 have been implemented and are being monitored ● An implementation fidelity measurement plan has been developed to monitor fidelity beyond year 5 (may or may not involve digiCOACH)	
Describe Next Steps (if < 5):						

C. Coach Support	● CALI Reads teachers have been introduced to the Site Coach and have been informed about the role of coaching in the project	● Some CALI Reads teachers are actively working with the Site Coach to refine practice and reach fidelity of implementation for the current strategy	● Most (≥ 80%) CALI Reads teachers are actively working with their Site Coach to refine practice and reach fidelity of implementation for the current strategy	● CALI Reads participants have identified new applications for CALI Reads strategies to further support students ● CALI Reads teachers have worked with their coach to tailor instruction for struggling students	● District and school level staff have been trained on coaching practices so that internal coaches can continue supporting teachers beyond the grant	

Describe Next Steps (if < 5):

D. Family Involvement (if continuing to implement)	● The SIT has identified a family outreach lead or coordinator to provide leadership for the family workshop and overall family engagement with literacy ● The SIT has identified a topic of interest for the family workshop/event	● The family workshop/event has been scheduled for the current year ● Activities, content, trainers, and interpreters have been selected and scheduled as needed in coordination with the coach	● An agenda, materials, and parent communications have been created ● One family workshop/event has been delivered within the past 12 months ● Required sign-in sheets and completed end-of-event surveys have been sent to the CALI Reads evaluator	● Feedback and end-of-event survey data have been used to implement changes to future family workshops/events that are responsive to family/parent needs ● Feedback from family event participants has been used to create additional resources/supports for families around student literacy	● The school has created plans to continue engaging families/parents around literacy support beyond the grant	

Describe Next Steps (if < 5):

Literacy Systems of Support (E to H)

Key Elements	1 Initiation	2 Early Implementation	3 Full Implementation	4 Growth/ Innovation	5 Sustainability	Spring Rating

E. Site Implementation Team (SIT) (if continuing to implement)	● The SIT has been formed and is composed of at least 1 administrator, plus one teacher from each area: ELA, a content area, and special education and EL/reading intervention ● The SIT has set meeting dates for the year	● The SIT has met with the Site Coach and established its purpose and goals ● The SIT has established meeting procedures, roles and responsibilities ● Plans have been developed to solicit and utilize feedback regarding CALI Reads from key stakeholders (such as teachers, administrators, parents, or students) for decision-making ● The SIT has completed the Collaborative Data Teams Needs Assessment within the last year to determine what systems are currently in place and what need to be developed	● The SIT is meeting at least twice a semester ● The SIT has identified successes, barriers and areas for improvement around school implementation ● The SIT is actively working with school and district administrators to ensure CALI Reads is aligned with existing structures ● The SIT members are participating in one or more distributed Teacher Collaboration Teams (TCTs)	● Suggested changes to address barriers have been implemented and are being monitored ● The SIT and TCT(s) have collaborated to expand the use of CALI Reads strategies to other classrooms ● Key stakeholder feedback is being regularly solicited (during teacher meetings, written comments, etc.) and utilized by the SIT in its decision-making process	● Resources/plans have been put in place to maintain the SIT beyond the grant, or the responsibilities have been integrated into other standing committees	
Describe Next Steps (if < 5):					
F. Tiered Literacy Programs	● The SIT has identified the school's current literacy interventions and determined how they fit within a tiered literacy system of support ● The SIT has examined the school's current use of screening and assessment data around literacy and identified any gaps	● Procedures have been articulated for universal screening, assessment, placement, and intervention ● Clearly defined entry/exit criteria for interventions have been established ● A process has been articulated that allows for movement of students in and out of interventions during the school year based on individual student needs	● The complete cyclical process of universal screening, additional screening, assessment, placement in intervention, and intervention delivery is in place ● Clear communications have been provided to families and staff about the process and timeline for student placement in literacy interventions	● The SIT has used student data to guide planning, implementation, and professional development for literacy intervention teachers ● Staff have received training on administering assessments and interpreting results	● The school has developed a plan for regular professional development around student screening and placement ● Adequate funding for materials and professional development for all necessary intervention programs has been included in short- and long-term planning	
Describe Next Steps (if < 5):					
G. Data-Driven Decision Making (if continuing to implement with SIT or another team)	● The SIT has identified the assessment data and variables needed to inform decision making that impacts instruction, curriculum, professional development and student literacy outcomes ● Any gaps and redundancies in data have been identified	● The SIT has established a process for compiling literacy assessment data for review	● The SIT has reviewed aggregate student data around literacy to monitor changes and has recommended modifications to instruction/interventions to maximize student outcomes.	● Recommended changes to instruction/intervention based on student data have been implemented and are being monitored	● SITs have cultivated a culture of effective data use around literacy (for example, expanding teacher training, report sharing, regular discussions around data, etc.)	

Describe Next Steps (if < 5):					
H. Systems Change	● The SIT has identified the resources needed to implement CALI Reads in the school ● The SIT has established a plan to ensure buy-in at the school level	● The SIT, CALI Reads teachers, and classrooms targeted for implementation are representative of general education, special education, and English language development ● The SIT has identified policies, partnerships, schedules, etc. that would need to be modified to sustain a literacy support system in the school	● Information about CALI Reads related goals, implementation, and status updates (including celebrations) has been disseminated schoolwide ● Necessary long-term changes for sustaining CALI Reads at the school are detailed and shared with administrators ● Year 4 and 5 only: Sustainability and Growth plans are completed	● The school has disseminated best-practices in adolescent literacy education to other teachers and schools in the district ● The SIT has identified areas for additional growth and has appointed a team to monitor schoolwide changes	● Sustainability plans have been implemented and integrated into other documents as appropriate (strategic plan, master Calendar, etc.)	
Describe Next Steps (if < 5):					