

Fidelity of Implementation Tool (FIT)

Literacy Systems of Support (E and F)

Key Elements	1 Initiation	2 Early Implementation	3 Full Implementation	4 Growth/ Innovation	5 Sustainability	Rating
E. Site Implementation Team (SIT)	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Resources/plans have been put in place to maintain the SIT beyond the grant, or the responsibilities have been integrated into other standing committees 	<p style="text-align: center;">Fall:</p> <p style="text-align: center;">Spring:</p>
Describe Next Steps (if < 5):						
F. Tiered Literacy Programs	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<p style="text-align: center;">Fall:</p> <p style="text-align: center;">Spring:</p>
Describe Next Steps (if < 5):						

