District Checklist

District Name: _____ Date Completed: _____ Reporter Name: _____

DST members involved in checklist ratings: _____

How were the ratings decided? _____

Directions: The purpose of this tool is to provide a clear list of activities for CALI Reads District Support Teams (DSTs), guide team discussions and direction, and as a means of communicating your progress at the district level to coaches and project leadership. Although there are no specific timelines set at the district level, the district is expected to have addressed each Action Step at some point during the five-year project. Please mark where you are in the process for each step. If you have not yet begun or completed an action step, please note a "Focus Year" to specify when the district is planning to work on this step.

Please use the guiding questions to support your discussion on how you will move forward on the checklist and with CALI Reads implementation. Provide a brief summary of your discussion for each set of the guiding questions (about one or two paragraphs is sufficient). One District Checklist should be completed by each district (including individual districts in a consortium) using the provided Google sheet each semester, by December 1st and May 1st.

Focus Area A: District Infrastructure
District Support Team and Needs Assessment

Key Function: District leaders demonstrate commitment to middle school improvement through participation in CALI Reads District Support Team and work to align CALI Reads with district goals.

Action Steps	Not Begun	In Progress	In Place for Year	Focus Year (if not in place)
1. Form District Support Team (DST) consisting of an administrator from each CALI Reads school (from SIT) and 2–3 district staff (for consortia, this should include 1 administrator from the partner district), and plan to meet quarterly				
2. Identify district representative to lead DST				
3. Identify roles and responsibilities of the DST specific to your district (examples: lead for workshop, communications lead, funds management, etc.)				
4. Determine how district literacy goals align with CALI Reads				
5. Take inventory of current literacy programs and initiatives, and identify gaps and redundancies				
6. Host one-day regional workshop at district office				

Guiding Questions:
i. What expertise is represented on the DST and what additional expertise is needed?
ii. How do current district programs align with CALI Reads?
iii. What are the district's current gaps and redundancies in literacy and MTSS programs and initiatives?
iv. What are the district's literacy needs and priorities?

Discussion Summary and Next Steps (please provide a 1-2 paragraph summary of your discussion)**:**

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CALIReads

Focus Area B: Commitment and Support
Participating in CALI Reads and Moving Toward a Multi-Tiered Literacy System of Support

Key Function: District leaders establish a culture of support and enthusiasm for moving towards a literacy system of support.

Action Steps	Not Begun	In Progress	In Place for Year	Focus Year (if not in place)
7. Ensure project funds are being leveraged appropriately for teacher and administrator participation				
8. Support middle school administrators to be active instructional leaders (i.e. participating in literacy trainings and walk-throughs)				
9. Encourage teachers to participate in all stages of CALI Reads (training, coaching, implementation of strategies, and classroom walk-throughs to observe strategies)				
10. Work with Regional Coach to support the work of SITs and provide constructive feedback around implementation obstacles				
11. Share updates about CALI Reads goals, implementation, and impact with key stakeholders across the district				
12. Encourage collaboration and communication between district administrators and the SITs				
13. Encourage participant attendance at one-day regional workshop				

Guiding Questions:
   i. Why is it important to focus on teacher professional development and student improvement in literacy across content areas?
   ii. How is the district's vision and commitment to CALI Reads created and communicated across the district?
   iii. How do you create buy-in at the district and middle school levels for the CALI Reads project?
   iv. How does the district plan to solicit and utilize feedback from SITs to ensure informed decision-making?
   v. How can the district help support/provide time for teachers to participate in CALI Reads (example: leverage project funds)?

Discussion Summary and Next Steps (please provide a 1-2 paragraph summary of your discussion):

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Focus Area C: District Implementation
Literacy Skills and Data Use

Key Function: District leaders review district- and school-level policies (for middle school grades) and outcomes data and provide support based on identified needs.

Action Steps	Not Begun	In Progress	In Place for Year	Focus Year (if not in place)
14. Review FIT results and other implementation reports regarding barriers and successes				
15. Examine district-level policies based on fidelity data and feedback from schools to further support the implementation of CALI Reads and refine as needed				
16. Support the integration of literacy strategies across content areas				
17. Assist schools (grades 6-8) in determining appropriate literacy assessments to identify students who need additional support				
18. Ensure schools (grades 6-8) use assessment results to inform instruction and intervention				

Guiding Questions:
  i.   To what extent are teachers receiving sufficient training on literacy?
  ii.   How do district policies help or hinder the implementation of CALI Reads?
  iii. What modifications should be made at the district level based on implementation fidelity data?
  iv.   To what extent can teachers access assessment data in a usable format?
  v.   What opportunities do teachers have for data review?
  vi.   How are students being supported at each of the tiers? What are the entrance and exit criteria at Tier 2 and Tier 3?

Discussion Summary and Next Steps (please provide a 1-2 paragraph summary of your discussion)**:**

District Checklist

Focus Area D: Sustain and Scale-Up
Support Implementation for Long-term Success

Key Function: District leaders work collaboratively to ensure that CALI Reads is implemented in a sustainable way and can be expanded to additional schools.

Action Steps	Not Begun	In Progress	In Place for Year	Focus Year (if not in place)
19. Infuse CALI Reads into LCAP				
20. Support school-level implementation of multi-tiered literacy intervention programs (grades 6-8)				
21. Support school-level implementation of collaborative data review (grades 6-8)				
22. Support school-level implementation of content area literacy supports (grades 6-8)				
23. Work with regional coaches to create a plan to sustain CALI Reads beyond the grant				

Guiding Questions:
  i. How does the district plan to bring in new schools, administrators and/or teachers to CALI Reads?
  ii. How will the district work to continuously strengthen staff skills at the district and school levels?
  iii. How will the district monitor implementation fidelity after the grant ends?
  iv. How will the district continuously monitor literacy needs?
  v. How does the district's LCAP align with CALI Reads?
  vi. How can the district's implementation of multi-tiered literacy intervention programs be strengthened moving forward?

Discussion Summary and Next Steps (please provide a 1-2 paragraph summary of your discussion)**:**

CALI Reads 1/2019