***District Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***School Year: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

 ***School Year: \_\_\_\_\_\_\_\_\_\_\_\_\_***

***Participants: ­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

**MATH K-2 ORTIi Installation Matrix**

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| ***Culture*** |
| ***Steps*** | ***1. Fundamental Beliefs*** | ***2. Potential activities/strategies*** | ***3. How do you know that your actions reflect your beliefs?*** | ***4. Reviewing and Revisiting*** |
| **Actions** | Cultivate the climate that develops and maintains the following beliefs in staff* ***ALL*** kids can learn math
* Sense of shared responsibility
* Equity of Access **and** Equality of Outcomes
 | * Review your norms, habits, and belief systems
* Reflect on RTIi framework and essential components
* Setting Vision/Mission and Core Beliefs around mathematics
* Review current research
* Review data
* Visit other schools
* Ongoing staff discussions
 | * Professional development calendar demonstrates commitment to mathematics for all
* ORSIS
* Disaggregating your data
* Surveys (Grit, Growth Mindset, etc.)
 | * Adjust practice/support based on monitoring
 |
| Develop a growth mindset for adults & students. Foster the skills and habits that students and adults need as they persist through learning mathematics. Create & maintain processes for giving and accepting feedback, striving for professional growth, and continuous improvement for ***ALL*** | * Develop math content knowledge in all educators
* Walkthroughs
* Staff discussions
* Growth Mindset (Book Studies)
* NCTM Principles to Action
* Angela Duckworth (Grit resources)
* PLCs
 |
| Promote a healthy and positive atmosphere which supports meaningful collaboration amongst staff and has a common purpose | * Communicate the “why” to staff
* Develop shared interest
* PLCs
* Support activities that *improve* connections amongst staff
 |
| Foster cultural responsiveness and awareness of implicit biases related to mathematics | * Utilize current research articles and books
* Examine gender/racial stereotypes
* Review data
* Examine staff’s implicit biases
* Professional Development
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| ***Core*** |
| ***Steps*** | ***1. Standards of Practice*** | ***2. Professional Learning/Development*** | ***3. Fidelity/monitoring Plan*** | ***4. Implement*** | ***5. Refine and adjust*** |
| **Actions** | **Environment:** Standardized time in core program for all students, including special populations with whole & (small group) instruction | Train and support staff in using a suggested lesson structure | Determine what will be monitored in the coreDetermine who will monitor the coreDetermine how often the core will be monitored | Determine when staff is expected to implement | Adjust practice/support based on monitoring |
| **Environment:** General instructional routines (i.e. partnerships, vocabulary support, transitions) used in mathematics and throughout the day  | Train how to use effective instructional routines  |
| **Instruction:** Research-based instructional strategies grounded in the 8 Standards for Mathematical Practices and High Leverage Teaching Practices & increase rigor | Train/Coach how to use instructional strategies and ensure teachers have content knowledgeFocus on the National Council of Teachers of Mathematics (NCTM) Standards |
| **Instruction:** Instruction is rigorous for all students and reflects the cultural contexts of students | Train staff in implementing rigorous instruction for **all** students. |
| **Curriculum:** CCSS Materials used in the core are culturally appropriate & have appropriate focus & coherence.Ensure tasks are rigorous | Train how to use core materialsTrain how to make tasks rigorous (if needed) |
| **Deliverables: due end of year 1** | *Standards of Practice for Core Form*: time, materials, instructional strategies (put in RTI Handbook) | Professional development plan & time frame of when training will occur |  |  |  |

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| ***Assessment Protocol*** ***(Screening, Progress Monitoring, Outcome/Mastery, Diagnostic)*** |
| ***Steps*** | ***1. Standards of Practice*** | ***2. Professional Learning/Development*** | ***3. Fidelity/monitoring Plan*** | ***4. Implement*** | ***5. Refine and adjust*** |
| ***Actions*** | Develop mathematics assessment literacy for all educators | \*Conduct an audit of current mathematics assessment \*Train staff on the purpose and frequency of mathematics assessment | Determine how you will monitor the assessment protocol | Communicate the assessment plan | Provide refresher trainings as appropriate |
| ***Screening***  |
| ***Steps*** | ***1. Standards of Practice*** | ***2. Professional Learning/Development*** | ***3. Fidelity/monitoring Plan*** | ***4. Implement*** | ***5. Refine and adjust*** |
| **Actions** | Select universal screener that can be used to identify the strength of the core & students in need of interventions | Train staff to administer and score universal screener |  Determine how you will monitor fidelity of screening | Schedule administration | Provide refresher trainings as needed |
| Determine schedule for administration and who is given the screener |
| Screen students in the language in which they are receiving mathematics instruction as well as in English | Ensure trained staff are fluent in the language of the assessment |
| **Deliverables: due year 1** |  RTI Handbook: description of the screening process |  |  |  |  |
| ***Progress Monitoring*** |
| ***Steps*** | ***1. Standards of Practice*** | ***2. Professional Learning/Development*** | ***3. Fidelity/monitoring Plan*** | ***4. Implement*** | ***5. Refine and adjust*** |
| **Actions** | Determine who gives research validated progress monitoring assessments, what research validated progress monitoring assessments are given and how often | Train staff to administer and score progress monitoring assessment | Determine how will you monitor fidelity of progress monitoring | Determine administration schedule depending on student need | Provide refresher trainings as needed |
| **Deliverables: due year 2** | RTI Handbook:Description of progress monitoring process |  |  |  |  |

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| ***Common Assessment/Mastery*** |
| ***Steps*** | ***1. Standards of Practice*** | ***2. Professional Learning/Development*** | ***3. Fidelity/monitoring Plan*** | ***4. Implement*** | ***5. Refine and adjust*** |
| **Actions** | Determine who gives common/mastery assessments, (e.g. exit tickets, end of week, end of unit, CFA) what common/mastery assessments are given and how often | Train staff to administer and score common/mastery assessment | Determine how will you monitor fidelity of common/mastery assessment | Determine administration schedule and time for educators to respond to the data | Provide refresher trainings as needed |
| **Deliverables: due end of year 2** | RTI Handbook:* Description of progress monitoring process
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| ***Diagnostic*** |
| ***Steps*** | ***1. Standards of Practice*** | ***2. Professional Learning/Development*** | ***3. Fidelity/monitoring Plan*** | ***4. Implement*** | ***5. Refine and adjust*** |
| **Actions** | Determine who gives diagnostic assessments, what diagnostic assessments are given and which students receive the diagnostic assessment | Train staff to administer and score diagnostic assessments | Determine how will you monitor fidelity of diagnostic assessments | Determine administration supports depending on student need | Provide refresher trainings as needed |
| **Deliverables: due end of year 2** | RTI Handbook:* Description of progress monitoring process
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| ***100% Meetings*** |
| ***Steps*** | ***1. Standards of Practice*** | ***2. Professional Learning/Development*** | ***3. Fidelity/monitoring Plan*** | ***4. Implement*** | ***5. Refine and adjust*** |
| **Actions** | Define your 100% meeting process (which data to review & curriculum/instruction adjustments) | Train staff on how to use data for 100% meetings | Determine how fidelity of 100% meetings will be monitored | Determine when staff is expected to implement 100% meetings. | Adjust practice/support based on monitoring  |
| Determine logistics of meetings (when, who attends) | Train staff on how to enhance the core | Conduct 100% Meetings |
| Disaggregate data for special population of students | Train staff on how to disaggregate and interpret the data for special populations  |
| **Deliverables: due end of year 1** | RTI Handbook: 1) 100% Meeting Form, 2) description of 100% Meeting Process  |  |  |  |  |

**ORTIi Tier 2/3 Installation Matrix**

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| ***Interventions*** |
| ***Steps*** | ***1. Standards of Practice*** | ***2. Professional Learning/Development*** | ***3. Fidelity/monitoring Plan*** | ***4. Implement*** | ***5. Refine and adjust*** |
| **Actions** | Define what constitutes an intervention & a process to choose interventions (i.e. Practice Selection) | Train pertinent staff to deliver interventions | Determine how fidelity of interventions will be monitored | Each school schedules and delivers interventions based on their skill need | Adjust practice/support based on monitoring |
| Develop a math protocol that includes interventions (time, group size and materials) for Tier 2 & 3 | Ensure schools understand how to schedule interventions |
| **Deliverables:**  | RTI Handbook:* Standard Math Protocol
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| ***Intervention Placement Meetings*** |
| ***Steps*** | ***1. Standards of Practice*** | ***2. Professional Learning/Development*** | ***3. Fidelity/monitoring Plan*** | ***4. Implement*** | ***5. Refine and adjust*** |
| **Actions** | Develop decision rule for how many students will be placed into interventions | Train staff on process to match intervention to student need | Determine process for “spot checking” intervention match  | Conduct intervention placement meetings according to Standards of Practice | Adjust practice/support based on monitoring |
| Determine a process to match intervention to student need |
| **Deliverables: due end of year 2** | RTI Handbook: 1) Description of the Intervention Placement Meeting Process2) Decision rules for placing students into interventions |  |  |  |  |

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| ***Group Intervention Review Meetings*** |
| ***Steps*** | ***1. Standards of Practice*** | ***2. Professional Learning/Development*** | ***3. Fidelity/monitoring Plan*** | ***4. Implement*** | ***5. Refine and adjust*** |
| **Actions** | Determine decision rules: criteria for changing an intervention | Train staff on use of data based decision making using progress monitoring, supporting data and interventions | Determine who will monitor fidelity of group intervention meetings | Each school schedules when Group Intervention Review Meetings will take place | Adjust practice/support based on monitoring |
| Determine what constitutes a change in intervention |
| Determine logistics: who attends, how often they occur, when they occur |
| **Deliverables: due end of year 2** | RTI Handbook:* Group Intervention Review Meeting Form
* Group Intervention Review Meeting process description
* Decision rules for Group Intervention Review Meetings
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| ***SLD*** |
| ***Steps*** | ***1. Standards of Practice*** | ***2. Professional Learning/Development*** | ***3. Fidelity/monitoring Plan*** | ***4. Implement*** | ***5. Refine and adjust*** |
| **Actions** | Determine criteria for using RTI for SLD eligibility (Low, Slow, Instructional Need) | Train pertinent staff on using RTI for SLD eligibility | Determine SLD file monitoring system process. | Implement using RTI for SLD eligibility | Adjust practice/support based on monitoring |
| Description of the referral and evaluation process |
| **Deliverables: due end of year 3** | RTI Handbook (Special Education): 1) Description of SLD eligibility process using RTI 2) RTI/SLD Parent Brochure |  |  |  |  |