***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 core  Determine who will monitor the core  Determine 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 knowledge  Focus 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 materials  Train 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 Process  2) 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 |  |  |  |  |