ORTIi
Reach & Teach *All* Students

6-8 ORTIi Tier 1 Installation Matrix

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 • Sense of shared responsibility	• Setting Vision/Mission and Core Beliefs • Set urgency-Great is not good enough • Review current research • Review data • Visit other schools • Ongoing staff discussions	• ORSIS • Meeting notes • Disaggregating your data • *Climate surveys* • *Belief Surveys*	• Adjust practice/support based on monitoring
	Develop a growth mindset for adults & students by creating & maintaining processes for giving and accepting feedback, striving for professional growth, and continuous improvement for **_ALL_**	• Walkthroughs • Staff discussions • Growth Mindset (Book Studies) • 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 • Team building		
	Foster cultural responsiveness and awareness of implicit biases	• Utilize current research articles and books • Review data • Implicit bias • Professional Development		

District Name: _____   **School Year:** _____

Participants: _____

Core: Coordinated Literacy					
Steps	**1. Standards of Practice**	**2. Professional Learning/Development**	**3. Fidelity/monitoring Plan**	**4. Implement**	**5. Refine and adjust**
Actions	Across the day all students, including special populations, get content literacy (2 to 4 hours of instruction and practice)	Train how to deliver content through reading/writing strategies across the students day	Determine what will be monitored using walk throughs	Determine when staff are expected to implement	Adjust practice/support based on monitoring
	CCSS Scope & Sequence and text requirements, using culturally appropriate materials across disciplines	Provide time and structure for multidisciplinary teams to construct CCSS scope and sequence	Determine who will be monitoring the core using walk throughs and audit of syllabi		
	Building wide Instructional strategies used in the core around IES guide • Explicit instruction of comprehension strategies • Explicit instruction of vocabulary • Strategies to enhance engagement	Train how to use explicit and effective instructional strategies and scaffolding	Determine how often will the core be monitored		
	Sheltered instruction is provided throughout the day via an ODE approved model e.g. SIOP or GLAD	Teach how to how to implement SIOP or GLAD	Determine how often and who will monitor implementation of SIOP or GLAD		
Deliverables: due end of year 1	*Standards of Practice for Core (time and materials and instructional strategies) Coordinated Literacy Matrix*	Professional development plan & time frame of when training will occur			

District Name: _____   *School Year:* _____

Participants: _____

Early Warning System /Screening					
Steps	*1. Standards of Practice*	*2. Professional Learning/Development*	*3. Fidelity/monitoring Plan*	*4. Implement*	*5. Refine and adjust*
Actions	Develop an Early Warning System of ABCE (Attendance, Behavior, Course proficiency, Essential Skills)	Identify and train a person to collect EWS data	Check that data is entered into collection systems correctly Cross check data for accuracy before sharing with team	Collect EWS data	Survey staff on usefulness of EWS and adjust data per staff request
	Select assessment tool that can be used to identify the strength of the core & students in need of interventions and help place students in literacy interventions (i.e. CARI, ACT Aspire, easyCBM, MAP, Aimsweb)	Train staff to administer and score universal screener	Determine how will you monitor fidelity of screening	Schedule administration	Provide refresher trainings as needed
	Determine schedule collection and dissemination of EWS and screener to building				
Deliverables: due end of year 1	RTI Handbook: description of the screening process				

100% Meetings (Coordinated Literacy Effectiveness)

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 (data review & curriculum adjustments) Team, Staff, House or grade level	Train staff on how to use data for 100% meetings for action in classroom (e.g. Classroom Strategies for Success)	Determine how fidelity of 100% meetings will be monitored (follow up on instructional plan) i.e. walk throughs	Determine when staff is expected to implement 100% meetings.	Adjust practice/support based on monitoring
	Look at screening and EWS data to determine essential focus	Train staff to analyze screening and EWS		Determine how screening and EWS essential focus will be shared with staff	
	Determine logistics of meetings (when, who attends) BIT, Admin, Dept. chair, counselor, school leader	Train staff on how to enhance the core		Conduct 100% Meetings	
Handbook Components	RTI Handbook: 1) 100% Meeting Form, 2) description of 100% Meeting Process				

District Name: _____   School Year: _____

Participants: _____

Assessment Protocol					
Steps	*1. Standards of Practice*	*2. Professional Learning/Development*	*3. Fidelity/monitoring Plan*	*4. Implement*	*5. Refine and adjust*
Actions	Identify tools for screening, diagnostic, progress monitoring and mastery/outcome assessment	Train staff on types of assessment and how to use each for instructional decision making	Determine how fidelity to measures will be monitored	Determine when each type of assessment is appropriate	Adjust assessments as needed
Handbook Components	Assessment Protocol placed in RTI handbook				

ORTIi Tier 2/3 Implementation Guide

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 skillfully 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 Reading protocol that includes interventions (group size and materials/program for foundational skills, vocabulary and comprehension) for Tier 2 & 3	Ensure schools understand how to schedule interventions			
	Develop a Behavior Protocol that includes interventions for Tier 2 & 3				
	Create a schedule that includes intervention classes				
Deliverables: due end of year 2	RTI Handbook: • Standard Reading Protocol • Standard Behavior Protocol				

Intervention Placement					
Steps	*1. Standards of Practice*	*2. Professional Learning/Development*	*3. Fidelity/monitoring Plan*	*4. Implement*	*5. Refine and adjust*
Actions	Develop decision rule for which students will be placed into interventions Determine a process to match intervention to student need	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 (Spring prior for FTE and schedule, then quarterly or on semester)	Adjust practice/support based on monitoring
	Construct a transition meeting process from ES→MS and MS → HS to help place students into appropriately matched interventions	Train staff in charge of transitions (i.e. counselors, principals) at elementary, middle school, and high school about transition process	Check meeting notes and agenda of transition meetings	Conduct meetings by a specified, district set date	
Deliverables: due end of year 2	RTI Handbook: 1) Description of the Intervention Placement Meeting Process 2) Decision rules for placing students into interventions				

District Name: _____   School Year: _____

Participants: _____

Progress Monitoring					
Steps	1. Standards of Practice	2. Professional Learning/Development	3. Fidelity/monitoring Plan	4. Implement	5. Refine and adjust
Actions	Determine Progress Monitoring assessment that is matched to instruction Determine who (interventionist) gives progress monitoring assessments what progress monitoring assessments are given and how often (e.g. Monthly)	Train staff to administer and score and report progress monitoring assessment	Determine how will you monitor fidelity of progress monitoring	Determine administration schedule depending on student need	Provide refresher trainings as needed
Handbook Components	RTI Handbook: • Description of progress monitoring process • Database developed and ORTII access • Assessment protocol				

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 (diagnostic assessments) Determine what constitutes a change in intervention Determine logistics: who attends, how often they occur, when they occur	Train staff to use 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
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				

ORTIi: IPS and SLD

Individual Problem Solving					
Steps	*1. Standards of Practice*	*2. Professional Learning/Development*	*3. Fidelity/monitoring Plan*	*4. Implement*	*5. Refine and adjust*
Actions	Determine the criteria for next steps when a student fails to make adequate progress Determine logistics for IPS meetings: Who attends, agenda, what data will be collected in the areas of instruction, curriculum, environment, & learner (ICEL)) and by whom.	Train staff on when IPS process is initiated and the components of the IPS process, including the problem solving steps and ICEL framework for individual students.	Determine how you will monitor fidelity of the IPS process including the problem solving steps and ICEL.	Determine when you will being using the IPS process with students in need	Adjust and refine practices based on monitoring
Deliverables: due end of year 3	RTI Handbook (Special Education): 1) Description of SLD eligibility process using RTI 2) RTI/SLD Parent Brochure				

SLD/Re-evaluation					
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) Description of the referral and evaluation process	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
Deliverables: due end of year 3	RTI Handbook (Special Education): 1) Description of SLD eligibility process using RTI				