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

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

The Installation Matrix is intended to be your guide to successful implementation of critical RTI components (see below). The matrix lists the components that should be installed within year one, year two and year three. Each of the steps in the matrix (standards of practices, professional learning, monitoring, implementing, and evaluating) is critical for sustainable implementation. Culture and beliefs are also important aspects of installing an RTI system. Therefore, it is critical to address overall district culture and equity practices (including the belief that all students can learn and that all teachers can enhance their practices) as well as specific cultural aspects within each of the RTI components. Effective leadership is central to installing RTI practices leading to improved outcomes for students. Leaders together with the implementation team(s) create an RTI Installation Action Plan including the products and practices required for RTI implementation.

RTI Components

* Core
* Assessment
	+ Universal Screening and Progress Monitoring
* Data Based Decision Making
	+ Core Review Meetings
	+ Intervention Placement Meetings
	+ Intervention Review Meetings
	+ Individual Problem Solving Meetings
* Interventions
* Specific Learning Disability (SLD) Eligibility

**YEAR 1**

***CORE***

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| **Culture and Beliefs:** * All students can learn when provided with effective and targeted instruction
* All adults can improve and refine practices
* Input of all staff is sought and valued
 |
| ***1. Standards of Practice*** | ***2. Professional Learning*** | ***3. Monitoring Plan*** | ***4. Implement*** | ***5. Evaluate & Enhance***  |
| Determine a set of high leverage **instructional strategies** to be emphasized | Train & coach how to use effective, instructional strategies | Determine what will be monitored in the core (e.g., essential materials and high leverage instructional strategies are used)Determine who will monitor the core (e.g., principals, specialists, peers)Determine how the standards of the practice for core will be monitored (e.g., walkthroughs)Determine the frequency in which the core will be monitored | Determine when staff is expected to implement the standards of practice | Review district level implementation data (e.g., DIET SB)Review district level outcome data (e.g., Universal Screener, common core assessments, SBAC)Review data/information from walkthroughsProvide additional training & coaching support as needed  |
| Determine high leverage **instructional strategies** to develop **language skills** for all students (e.g., Constructing Meaning, SIOP) | Train & coach how to support language development for all students |
| Determine which essential **materials** from the core curriculum will be taught by all teachers (e.g., in whole group and small group) | Train & coach how to use core materials |
| Determine the pace of curriculum delivery | Communicate the pacing guide |
| Establish the amount of **time** dedicated to teach the core program (90 minutes or equivalent per day) for all students, including special populations | Train & coach how to spend time in the core (e.g., in whole/small group) |
| ***Products*** |
| *RTI Handbook: Standards of Practice for Core*: time, materials, instructional strategies  | ORTIi Installation Action Plan focused on how to use materials and high leverage effective instructional strategies  | Walkthrough tools and schedule |  |  |

**YEAR 1**

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| ***1. Standards of Practice*** | ***2. Professional Learning*** | ***3. Monitoring Plan*** | ***4. Implement*** | ***5. Evaluate and Enhance*** |
| Identify tools for screening, diagnostic, progress monitoring and mastery/outcome assessment  | Train staff on purposes and appropriate uses of each assessment type | Determine which types of assessment require fidelity checks | Administer assessments per protocol  | Adjust assessment protocol as needed  |
| ***Products*** |
| RTI handbook: Assessment Protocol and Yearly Assessment Calendar | Trainings on administering and scoring assessments |  |  |  |

***ASSESSMENT PROTOCOL***

**YEAR 1**

*ASSESSMENT PROTOCOL: SCREENING*

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| **Culture and Beliefs** * All staff believe that the universal screener is valid and useful
 |
| ***1. Standards of Practice*** | ***2. Professional Learning*** | ***3. Monitoring Plan*** | ***4. Implement*** | ***5. Evaluate and Enhance*** |
| Select universal screener that can be used to identify the strength of the core & students in need of interventions for all students If students are taught in a language other than English, select a screener in their language of instruction (if possible) | Train staff on the purpose and validity of a universal screenerTrain staff to administer and score universal screenerProvide refresher trainings at least annually |  Determine how you will monitor fidelity of screeningDetermine who will monitor fidelity of administration of the screening |  Schedule administration | Evaluate fidelity of administration Provide additional training as needed |
| Determine schedule for administration  |
| ***Products*** |
| RTI Handbook: description of the screening process |  |  |  |  |

**YEAR 1**

*TEAMING AND DATA BASED DECISION MAKING: CORE REVIEW MEETINGS*

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| **Culture and Beliefs:** * All staff believe that their instructional practices can impact the core
* When adults collaborate effectively with the use of data, they increase instructional impact
 |
| ***1. Standards of Practice*** | ***2. Professional Learning*** | ***3. Monitoring Plan*** | ***4. Implement*** | ***5. Evaluate and Enhance*** |
| Define your Core Review Meeting process (data review & curriculum adjustments) | Train & coach staff on how to use data for Core Review MeetingsTrain & coach staff on how to enhance the core | Determine how fidelity of Core Review Meetings will be monitored (e.g., meeting notes, fidelity form) | Determine when staff is expected to implement Core Review Meetings | Review fidelity data for Core Review MeetingsAdjust practice/support based on monitoring  |
| Determine logistics of meetings (when, who attends) | Conduct Core Review Meetings |
| Determine which subgroups to review with disaggregated data  | Train staff on how to disaggregate and interpret the data for special populations  |
| ***Products*** |
| 1) Core Review Meeting Form, 2) description of Core Review Meeting Process  | ORTIi Installation Action Plan & time frame of when training will occur(Suggested Training Content: Progression of Big 5and using data to match materials and instruction to priority skills, the problem solving process, and effective instructional strategies) |  |  |  |

**YEAR 2**

*INTERVENTIONS*

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| **Culture and Beliefs:** * All staff believe that interventions are effective at increasing students skills
* All staff believe that students should be provided with interventions prior to assessing them for special education
 |
| ***1. Standards of Practice*** | ***2. Professional Learning*** | ***3. Monitoring Plan*** | ***4. Implement*** | ***5. Evaluate and Enhance*** |
| Define what constitutes an intervention  | Train & coach pertinent staff to deliver interventions | Monitor whether the reading protocol is being followedAssess fidelity of delivery for each intervention (e.g., determine who, how, and when fidelity of interventions will be monitored) | Each school schedules and delivers interventions with fidelity matched to students skill needs | Evaluate to see whether changes need to be made to the reading protocol (i.e., no appropriate intervention for the skills needed to be addressed)Adjust practice/support based on monitoring |
| Identify a process to select interventions  |
| Develop a reading protocol that includes interventions (time, group size and materials) for Tier 2 & 3 |
| ***Products*** |
| RTI Handbook: Standard Reading Protocol | ORTIi Installation Action Plan focused on what skills the interventions address and how to delivery the interventions with fidelity  |  |  |  |

**YEAR 2**

*TEAMING AND DATA BASED DECISION MAKING: INTERVENTION PLACEMENT MEETINGS*

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| **Culture and Beliefs:** * Students who have the most intense needs should receive interventions (capacity to deliver interventions needs to be examined-not all students in need may be able to receive interventions)
* Screening and informal diagnostic data can effectively be used to identify appropriate interventions
* Interventions are most effective when they are skill based
 |
| ***1. Standards of Practice*** | ***2. Professional Learning*** | ***3. Monitoring Plan*** | ***4. Implement*** | ***5. Evaluate and Enhance*** |
| Develop decision rule for how many students will be placed into interventions (e.g., 20%) | Train & coach 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 | Evaluate if students are receiving interventions from the Reading Protocol that are matched to their skill needAdjust practice/support based on monitoring |
| Determine a process to match intervention to student need |
| ***Products*** |
| RTI Handbook: 1) Description of the Intervention Placement Meeting Process2) Decision rules for placing students into interventions |  |  |  |  |

**YEAR 2**

*ASSESSMENT PROTOCOL: PROGRESS MONITORING*

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| **Culture and Beliefs:** * All staff believe that the progress monitoring tools used are a valid and reliable way to measure students’ skills
 |
| ***1. Standards of Practice*** | ***2. Professional Learning*** | ***3. Monitoring Plan*** | ***4. Implement*** | ***5. Evaluate and Enhance*** |
| Determine who gives progress monitoring assessments, what progress monitoring assessments are given and how often | Train & coach staff to administer and score progress monitoring assessment | Determine how will you monitor fidelity of progress monitoring | Determine administration schedule depending on student need | Evaluate fidelity of administration Provide refresher trainings as needed |
| ***Products*** |
| RTI Handbook: Description of progress monitoring process |  |  |  |  |

**YEAR 2**

*TEAMING AND DATA BASED DECISION MAKING: INTERVENTION REVIEW MEETINGS*

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| **Culture and Beliefs:** * All staff believe that the progress monitoring tools used are valid and reliable way to measure students’ progress
* When adults collaborate effectively with the use of data, they increase instructional impact
 |
| ***1. Standards of Practice*** | ***2. Professional Learning*** | ***3. Monitoring Plan*** | ***4. Implement*** | ***5. Evaluate and Enhance*** |
| Determine decision rules: criteria for changing an intervention | Train & coach staff on data based decision making using progress monitoring, supporting data and interventions | Determine who, how and when fidelity of group intervention meetings will be monitored | Each school schedules when Group Intervention Review Meetings will take place | Evaluate monitoring of group intervention review meetings Evaluate if an adequate percentage of students are making progressAdjust practice/support based on monitoring |
| Determine what constitutes a change in intervention |
| Determine logistics: who attends, how often they occur, when they occur |
| ***Products*** |
| RTI Handbook: Group Intervention Review Meeting Form. Group Intervention Review Meeting process description, Decision rules for Group Intervention Review Meetings | ORTIi Installation Action Plan (Suggested training content: rate of improvement, ICEL, what constitutes a change in intervention, matching intervention to skill need) |  |  |  |

**YEAR 3**

*TEAMING AND DATA BASED DECISION MAKING: INDIVIDUAL PROBLEM SOLVING*

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| **Culture and Beliefs:** * IPS can improve students’ outcomes, therefore reducing the likelihood of needing special education services
* When adults collaborate effectively with the use of data, they increase instructional impact
 |
| ***1. Standards of Practice*** | ***2. Professional Learning*** | ***3. Monitoring Plan*** | ***4. Implement*** | ***5. Evaluate and Enhance*** |
| Determine the process for looking more deeply at a student’s needs (i.e., prior to special education referral) | 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 begin using the IPS process with students in need | Evaluate the monitoring of the IPS processAdjust and refine practices based on monitoring |
| 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. |
| ***Products*** |
| RTI Handbook: IPS Form  |  |  |  |  |

**YEAR 3**

*TEAMING AND DATA BASED DECISION MAKING: SPECIFIC LEARNING DISABILITY (SLD)*

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| **Culture and Beliefs:** * All staff believe that an RTI approach is a reliable and valid method of identifying learning disabilities
* When adults collaborate effectively with the use of data, they increase instructional impact
 |
| ***1. Standards of Practice*** | ***2. Professional Learning*** | ***3. Monitoring Plan*** | ***4. Implement*** | ***5. Evaluate and Enhance*** |
| Determine criteria for using RTI for SLD eligibility (Low, Slow, Instructional Need) | Provide staff information about the reliability and validity of using RTI for SLD decision makingTrain pertinent staff on using RTI for SLD eligibility | Determine SLD file monitoring system process. | Implement using RTI for SLD eligibility | Evaluate the SLD monitoring processAdjust practice/support based on monitoring |
| Description of the referral and evaluation process |
| ***Products*** |
| RTI Handbook: Description of SLD eligibility process using RTI, RTI/SLD Parent Brochure | (Suggested training content: sample report and guidelines; low, slow, and instructional need; and rate of improvement) |  |  |  |