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

Participants: _____

MATH ORTIi 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 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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Participants: _____

	Core				
Steps	**1. Standards of Practice**	**2. Professional Learning/Development**	**3. Fidelity/monitoring Plan**	**4. Implement**	**5. Refine and adjust**
Actions	Time in core program (60 minutes or equivalent per day) all students, including special populations	Train and support staff in using a suggested lesson structure	Determine what will be monitored in the core	Determine when staff is expected to implement	Adjust practice/support based on monitoring
	CCSS Materials used in the core are culturally appropriate	Train how to use core materials	Determine who will monitor the core		
	Research-based instructional strategies grounded in the *8 Standards for Mathematical Practices*	Train/Coach how to use instructional strategies Professional development focused on the National Council of Teachers of Mathematics (NCTM) Standards	Determine who will monitor the instructional strategies		
	General instructional routines (i.e. partnerships, vocabulary support, transitions) used in mathematics and throughout the day	Train how to use effective instructional routines	Determine how often the core will be monitored		
	Sheltered instruction is provided throughout the day via an ODE approved model e.g. SIOP or GLAD	Train 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 Form*: time, materials, instructional strategies (put in RTI Handbook)	Professional development plan & time frame of when training will occur			

District Name: _____   *School Year:* _____

Participants: _____

		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 Determine schedule for administration and who is given the screener	Train staff to administer and score universal screener	Determine how you will monitor fidelity of screening	Schedule administration	Provide refresher trainings as needed
	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 end of year 1	RTI Handbook: description of the screening process				

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 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 end of year 2	RTI Handbook: • Description of progress monitoring process				

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				

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

Participants: _____

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				

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

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 reading protocol that includes interventions (time, group size and materials) for Tier 2 & 3	Ensure schools understand how to schedule interventions			
Deliverables: due end of year 2	RTI Handbook: • Standard Reading Protocol				

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				

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

Participants: _____

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 Determine what constitutes a change in intervention Determine logistics: who attends, how often they occur, when they occur	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
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				

District Name: _____   *School Year:* _____

Participants: _____

		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) 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 2) RTI/SLD Parent Brochure				