**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 * Sense of shared responsibility | * Setting Vision/Mission and Core Beliefs * 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 |
| Foster cultural responsiveness and awareness of implicit biases | * Utilize current research articles and books * Review data * Examine staff’s implicit biases * Professional Development |

**ORTIi Tier 1 Installation Matrix**

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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** | Time in core program (90 minutes or equivalent per day) all students, including special populations | Teach how to spend time in the core (whole/small group) | Determine what will be monitored in the core | Determine when staff is expected to implement | Adjust practice/support based on monitoring |
| Materials used in the core are culturally appropriate | Teach how to use core materials | Determine who will monitor the core |
| Instructional strategies used in the core | Teach how to use effective instructional strategies | 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 | 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 Form*: time, materials, instructional strategies  (put in RTI Handbook) | Professional development plan & time frame of when training will occur |  |  |  |

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| ***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 reading 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 |  |  |  |  |

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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 (data review & curriculum 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 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 |  |  |  |  |

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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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| ***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 progress monitoring assessments, what 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 |  |  |  |  |

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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 |  |  |  |  |

**ORTIi TIER 3 Installation Matrix**

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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 |  |  |  |  |