

## Oak Grove C.S.I.

### *-Concentrated Student Interventions-*

R.T.I. (Response To Intervention) is a general education initiative driven by the revision of IDEA 2004. The purpose of R.T.I. is to provide evidence-based instruction to ALL students. When students are unresponsive to otherwise effective instruction, interventions must be implemented.

#### **There are 3 tiers to C.S.I.**

- Individual, 1-5% of population
- Targeted, 10-15% of population
- Universal, 80% of population

#### **The advantages of R.T.I. include the following:**

1. Students provided intervention early, not waiting for the student to fail.
2. Student assessment data informs teachers about appropriate instruction (this data helps improve teacher instruction).
3. A special education diagnosis of Learning Disabled **only after not responding** to effective instruction. *Poor instructional quality is ruled out as an explanation!*

Oak Grove's development of R.T.I. is C.S.I. (Concentrated Student Interventions). Below is the Oak Grove System of Interventions district-wide. As you will see, all buildings have many interventions currently in place. However, there is a need to increase these as well as view and discuss data collected to effectively teach all children and intervene early when necessary.

# Oak Grove R-VI

## Systems of Interventions

### INDIVIDUAL:

**IEP**

### TARGETED:

MO Option program, After-school tutoring for Reading, Tutoring during school day, CSI, Nova Net/Credit Recovery, Title 1 Reading Groups, Tutoring before/after school, Counseling for student, Parents meetings, Triage with students, Reading Recovery, Behavior Plans, 504, Individual teacher efforts, Extended/Summer school, ED Lab

### UNIVERSAL:

Instructional Strategies, Admin. Team PD, PBTE, Guided Reading Groups at Primary and Elementary, 1-on-1 conferring with Reading and Writing at Primary and Elementary, Panther Academy, Small and Large group efforts from Counselors/Admin., Lit. Coaches at Primary and Elementary, MO Reading Initiative at MS, A+ at HS, Positive Behavior Supports, Citizenship/Sportsmanship at MS and HS, Attendance Awards, Love and Logic, Training of useful interventions at Primary and Elementary, Contact, Assemblies, Transition.

As building teams are developed and continue implementing interventions, these factors are crucial to success of the team:

- Research based interventions
- Monitoring of student progress
- Data based decision making
- Screen and progress monitoring at least 3 or 4 times a year

### **PROGRESS MONITORING ASSESSMENTS:**

The data from these assessments will serve as indicators of academic proficiency and allow for problems and changes to be discussed.

#### **Primary:**

Baseline date prior to start of school for K, 1<sup>st</sup> and 2<sup>nd</sup>  
DRA (1<sup>st</sup> before school starts in summer, 2<sup>nd</sup> before end of 1<sup>st</sup> quarter)  
Kindergarten screening (prior to K: Brigance, Fluharty, and Letter Recognition)  
2<sup>nd</sup> – Stanford  
Quarterly Common Assessments

#### **Elementary:**

DRA  
3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> Stanford  
3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> MAP in Comm. Arts and Math  
SRI  
Reading Counts  
Quarterly Common Assessments

#### **Middle School:**

6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup> Stanford  
6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup> MAP in Comm. Arts and Math  
SRI for 7<sup>th</sup> and 8<sup>th</sup>  
MRI

#### **High School:**

10<sup>th</sup> and 11<sup>th</sup> Stanford  
10<sup>th</sup> MAP in Math  
11<sup>th</sup> MAP in Communication Arts

With all of this information, it is most important to remember this:

**Instruction and data keeping are critical  
for this problem solving process!**