

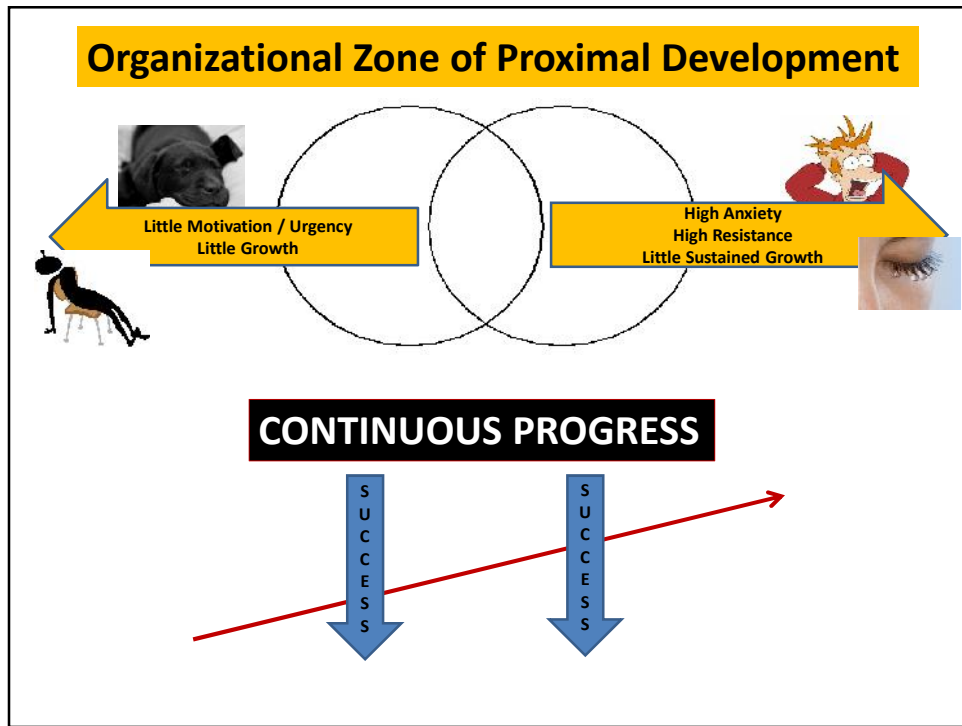
2012 NH RESPONDS - RTI STATEWIDE INSTITUTE October 29, 2012

**Administration Leadership
District Level Approach
SAU 56: Somersworth and Rollinsford NH**

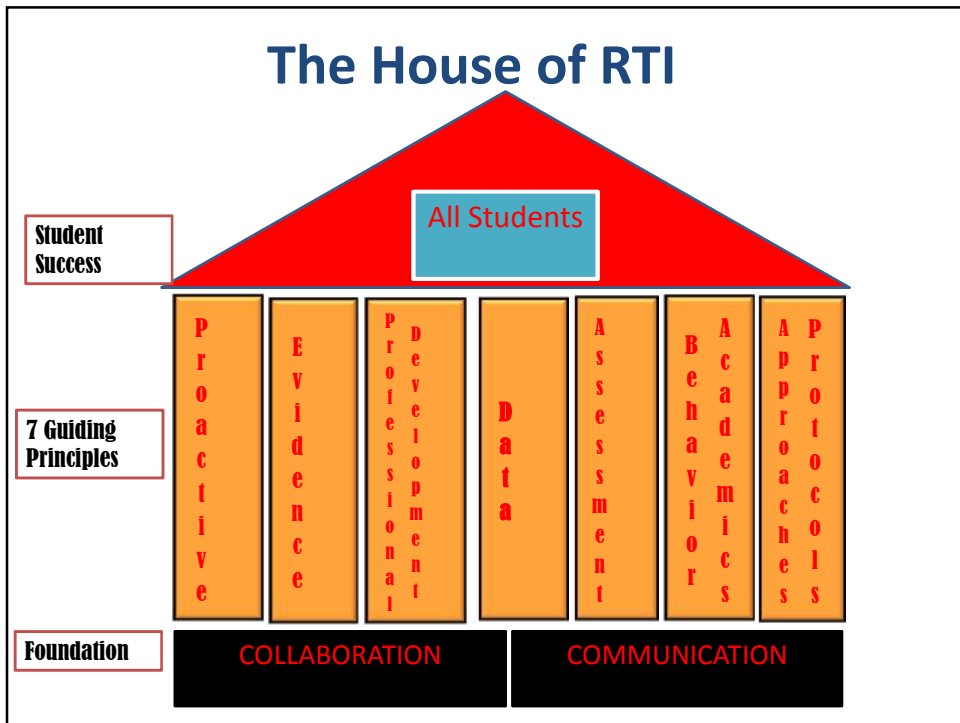
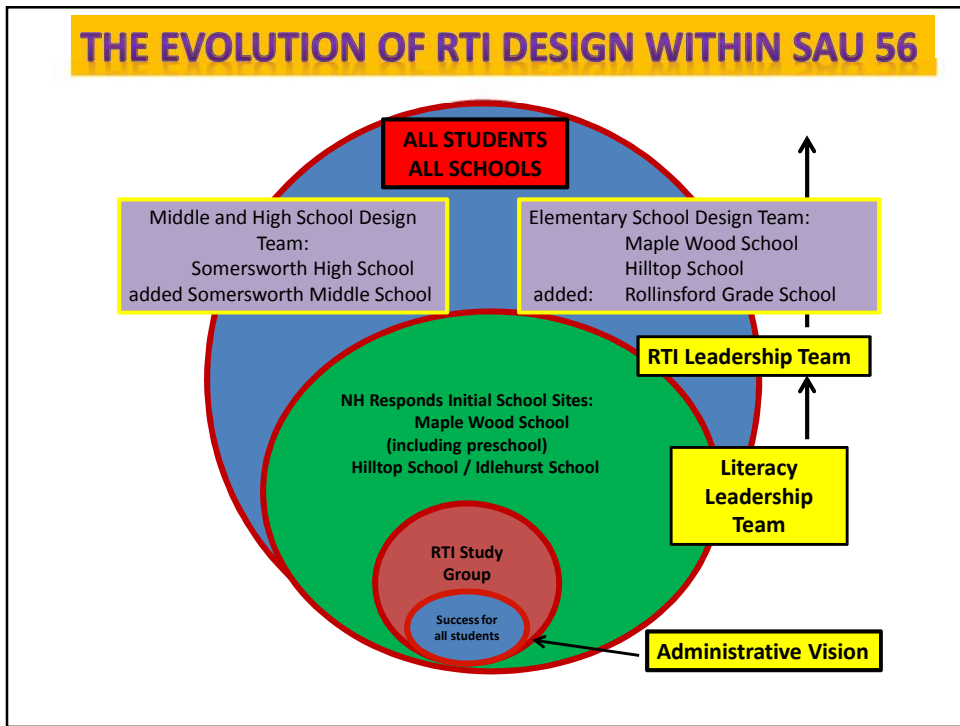
**Bob Marquis
Assistant Superintendent**

WHO WE WERE

- ❖ We were not meeting our students' needs in the areas of reading and mathematics. Consequently we were designated as SINI and DINI.
- ❖ Our Drop out rate was unacceptably high.
- ❖ Our special education identification rate was high and getting higher - particularly as it related to learning disabilities ...due to reading.
- ❖ Lack of instructional and curricular continuity between elementary schools.
- ❖ "Serial Failures" at our middle school level.
- ❖ Significant amount of behavioral difficulties among students – particularly within the middle and high school.
- ❖ We did not have confidence in our ability to make a difference.
- ❖ We were using reasons as excuses.
- ❖ We were operating as silos.

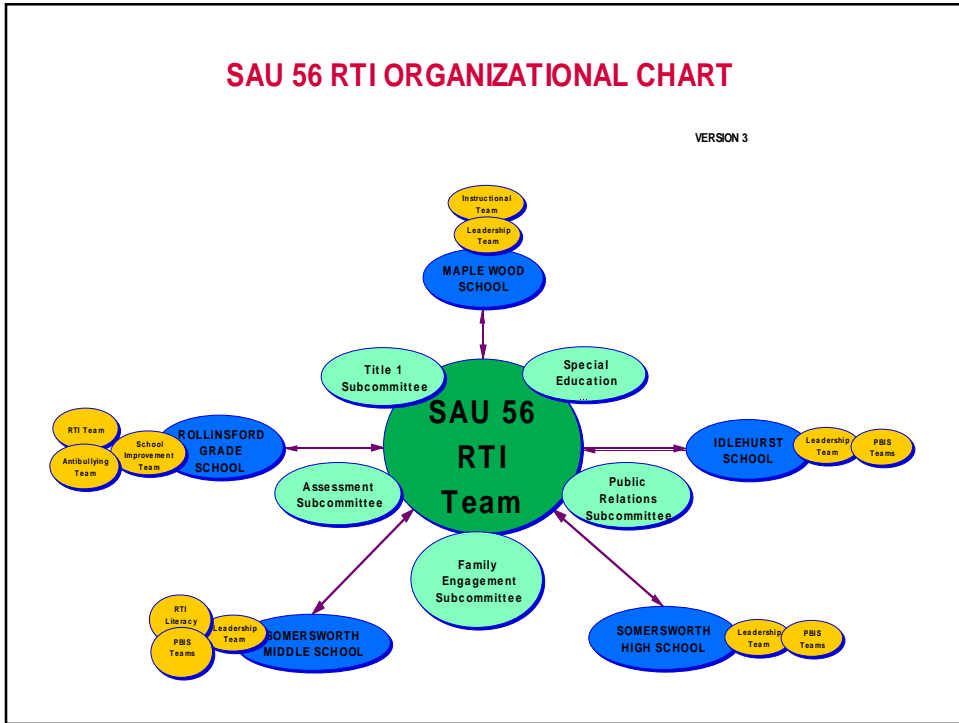


The recognition that each building has it's own DNA. It is important to honor each building's distinct culture while moving toward a collective understanding and agreement with the underlying principals of RTI.



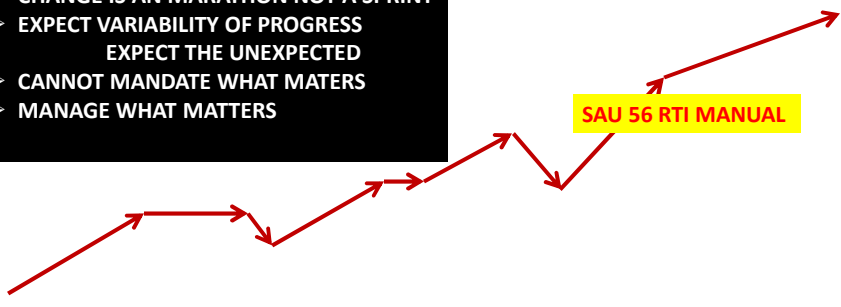
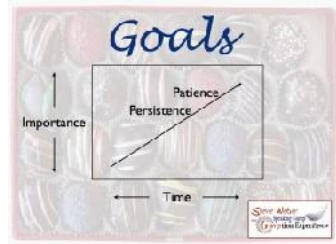
SAU 56 RTI ORGANIZATIONAL CHART

VERSION 3



LESSONS LEARNED AND REINFORCED FOR SUSTAINABILITY AND COMPLEX CHANGE cont.

- START
- AVOID ANALYSIS PARALYSIS
- REASONABLE / MANAGEABLE CHUNKS
- FLEXIBILITY
- MULTIPRONGED
- CONTINUOUS ASSESSEMENT
- CHANGE IS AN MARATHON NOT A SPRINT
- EXPECT VARIABILITY OF PROGRESS
- EXPECT THE UNEXPECTED
- CANNOT MANDATE WHAT MATERS
- MANAGE WHAT MATTERS





- **WE ARE SIMULTANEOUSLY..... AT THE END..... AND THE BEGINNING OF THE JOURNEY.**
- **WE ARE NOT COMPLETELY TRANSFORMED AND WILL ALWAYS BE "A WORK IN PROGRESS"**