History

**2007**

The Response to Instruction began in 2007 and was initiated through the Director of Special Education of SAU 13. It was designed to support teachers through the process of providing high quality education for all students and to help address individual teacher concerns. This began with teacher initiated interventions documented before coming to a core Teacher Assistance Team (TAT) meeting. This core team of faculty reviewed data, observations, and assessments gathered through a defined process of documentation. This team included the principal, school nurse, guidance counselor, primary grade teacher, intermediate grade teacher, a specialist teacher, reading specialist, and special education teacher. This process generated helpful suggestions; strategies, accommodations, and interventions teachers could use to address student needs.

**2009-10**

Year 1:

The RTI team was formed in July of 2009 with the new administration. There were 10 members including: teachers, guidance, nurse, administration, special education, educational consultant, school psychologist and reading specialist. The team attended the 3 day training provided by the Department of Education. Sharon Harkin from Iowa introduced the essential components of the RtI process. The result of this training was the development of a draft mission statement to be shared with the staff. We began our work in year one and decided to make math our focus area. We soon became ambitious to include reading as well. We worked our way through the rubric provided by the DOE and came to consensus in several key areas. The principal provided a role out to the staff day 1 and we got off to a positive start. Re-defining RtI and its purpose was essential in building consensus for our staff. A philosophy that all students can learn with the rights supports was adopted and research-based interventions began. Universal Screening and Progress Monitoring were in place and being evaluated on a continuum. Students made progress and our school was able to achieve AYP for 2009-10. The process was re-evaluated in the spring of 2010 and areas of concern were addressed and successes were celebrated. We were able to gain support for a full time RtI Coordinator and 3 support staff for the next school year. We identified areas of concern and began to action plan for the future. Professional Development continued throughout the year with the team attending trainings provided by the DOE in November and April. Coaching and modeling for math began and Susan Deese was hired as a consultant. Coursework in both math and language arts began through UNH in cooperation with the Tamworth and Freedom School Districts. We also spent this year attaining the School-wide approval for Title 1. This was a lengthy process and dovetailed with the implementation of RtI .

**2010-11**

Year 2:

Implementation of an RTI Coordinator and 3 full time support staff began in the second year. Schedules include 60 minutes of core instruction and 30 minutes of intervention for all students in reading and math. Data meetings continued 3 times per year and progress monitoring for Tier II and III students as needed. In response to strengthening the core a team of teachers attended the series Differentiated Instruction workshops at SERESC. This train the trainer model will be implemented in 2011-12. The RtI team attended continued trainings being offered from the Department of Education. Math coaching continued as well as coursework through UNH in the areas of math and language arts. The focus for data meetings began to narrow and the process became more streamlined. We entered into year 2 of our Title 1 Schoolwide School (SWS) Action Plan. Committees were re-focused to meet action items and the School-wide Leadership Team met monthly. RtI training continued with the team attending trainings from the DOE and meeting monthly. A focus on strengthening core instruction and differentiating instruction at all levels continued to be a top priority. We applied to become a pilot school for the state of NH and were identified as such in June of 2011. This identification enabled us to receive supports and technical assistance from the DOE and National Center for Response to Instruction in Washington, DC.

**2011-12**

Year 3:

A renewed commitment to the RtI and the initial implementation of the pilot program began. The team attended trainings at the DOE and began receiving supports and technical assistance from the NCRTI. Fidelity rubrics and initial assessments of our programing indicated the need for support in Differentiated Instruction and fidelity monitoring. Staff from the New England Comprehensive Center, Department of Education, and National Center for Response to Instruction came to Madison and met with the administration and team to analyze the process and provide support. The team attended the PLC’s in Concord as well as the Module Trainings for Pilot Schools throughout the year. The RTI leadership (Principal and RTI Coordinator) will attend/present at the Educational Summit held in Keene, NH on July 9-11. A team from the DOE and the NECC in collaboration with trained staff from SAU 13 held a Differentiated Instruction/RtI workshop for our in-service day on May 16th. This information was well received by all three schools in the district. The loss of two paraprofessionals will cause us to focus our energy on doing more with less in 2012-2013. As we move forward, we will develop a schedule and target our secondary and tertiary levels of support while strengthening our abilities to differentiate within each tier. We look forward to working with the DOE, NECC, and NCRTI in developing a model school for RTI.

**2012-13**

Year 4:

As part of our action plan schedules were revised to incorporate weekly data meeting per grade level. Teams meet on Friday mornings once every seven weeks. This new design helped streamline the process and eliminate cumbersome and time consuming data meetings formerly scheduled three times per year. We have also developed a master calendar to help organize and inform staff. Universal Screening (3 x per year) and Progress Monitoring (T2 bi-weekly, T3 weekly) continues on the same schedule. Grade level meetings with the RTI Coordinator continue on a bi-weekly basis. Members of our Student Support Team attend weekly data meetings. A renewed commitment to the PBIS initiative is in place with the universal team participating in trainings and supports provided by PSU. Continued supports and trainings from the American Institute for Research and the Department of Education are in place and current. Our team has been selected to present at the NEA, NHASP, and DOE conferences to share information and collaborate with other schools throughout the state. Several schools have been to Madison to observe our program as we move forward. The team has been active in attending trainings and professional development opportunities offered by the DOE. We recently completed a self-assessment rubric to evaluate progress and assist in action planning. The goal remains to become a demonstration site. The challenges smaller staffing and providing both math and reading interventions have proven to be difficult. We continue to maximize resources and work with all staff to better serve the students of Madison!