

Community Wrap Around/Response to Intervention (RTI) Academy – Lincoln West High School

Program Description: Response to Intervention (RTI) is a framework that brings together general, special, compensatory and gifted education with the goal of providing a comprehensive and integrated system of education to meet the needs of all students. The primary purpose of RTI is to improve student outcomes by ensuring that all students receive high quality instruction and intervention matched to their academic, social-emotional and behavioral needs. An RTI approach incorporates a multi-tiered approach of educational service delivery. Each tier represents increasingly intense services that are associated with increasing levels of student needs. The RTI framework helps ensure that teachers are positioned to teach fulfill a student's academic and non-academic needs as a method for improving student achievement.

Community Wrap Around/Response to Intervention Academy Competencies:

As a member of the Lincoln West High School Campus Community Wrap Around/Response to Intervention (RTI) Academy (hereinafter "the Academy"), a School Improvement Grant funded school, I agree to operate under the below-listed "Turnaround School" guidelines as required by the United States Department of Education. Furthermore, I agree to adhere to these guidelines as incorporated in and given meaning by the Academy's duly approved 2010-11 Academic Achievement Plan (hereinafter "2010-11 AAP"), developed in accordance with Article 5 of the 2007-2010 Agreement.

**Please place your initials in each space provided to indicate your commitment to fulfill the Academy's duties and obligations as contained within the 2010-11 AAP. If you are unable or unwilling to commit to each duty and obligation, you will not be eligible to teach in the Academy and will be placed at a worksite in accordance with the Necessary Transfer provisions in Article 18 of the Collective Bargaining Agreement.*

_____ Work with the Academy's new principal and support flexible staffing, scheduling, and use of school funds as needed to substantially increase student outcomes and increase high school graduation rates

- Specific to the Academy: Create common-planning time for the Academy's teaching staff as detailed in the 2010-11 AAP

_____ Participate in a staffing process as agreed to by the Cleveland Metropolitan School District and the Cleveland Teachers Union under which at least 50% of building staff must be replaced per federal requirements

_____ Work in an incentives-based learning environment designed to recruit, retain and reward staff with the skills necessary to effectively meet student needs as negotiated with the Cleveland Teachers Union

_____ Participate in ongoing, high-quality, job-embedded professional development that is aligned with the Academy's school improvement model that, when appropriate, staff helps select and design to ensure that they are equipped to facilitate effective teaching and learning and have capacity to successfully implement school reform strategies as allowed under the 2010-11 AAP

_____ Operate under new governance structure in which school is served by the Repurpose Academic Superintendent, school Action Team, and other direct supports as needed and/or provided by an external partner in accordance with 2010-11 AAP

- Specific to the Academy: Work collaboratively with other teachers, parents, and community organizations to ensure students are motivated and engaged in learning – both in school and in community settings during school.

_____ Teach a research-based curriculum that was selected through a data-driven review during the Academy’s 2010-11 AAP process, is vertically aligned among grade levels, and is aligned with state academic standards

- Specific to the Academy: Implements, the RTI model of increasingly intense student interventions and monitors student progress according to prescribed procedures.

_____ Rely on the continuous use of student data (e.g., formative, interim, and summative assessments) that is collected to inform and differentiate instruction to meet the academic needs of each student as described in the 2010-11 AAP

_____ Help develop and participate in flexible schedules and strategies designed to provide increased/extended learning time for students through the Academy’s 2010-11 AAP process to promote the Academy’s 2010-11 AAP goals

_____ Provide appropriate social-emotional and community-oriented services and supports for students in accordance with the 2010-11 AAP

Failure to comply with the commitments made by the undersigned bargaining unit member may result in: (a) disciplinary action, or (b) a special transfer out of the school and into any available district position.

Agreed to:

CTU Bargaining Unit Member

Principal

CTU Chapter Chair

Date: _____