

DEVELOPING INFRASTRUCTURE		
<p><i>As our reputation grows we must grow our capacity while maintaining an excellent school.</i></p>	<p><b>CAPACITY</b> We have conducted research nationally on staffing, administration and fee schedules for existing professional development lab programs. These results are informing our pilot work, and will require re-engineering as our work grows.</p>	<p>as an on-line venue for cohorts of teachers to find tools and stay connected. Advancements in digital technology will bring efficiency and innovation.</p>
	<p><b>TECHNOLOGY</b> An investment in technology will support the expansion of our reach, administration of visits and program registration as well</p>	<p><b>CERTIFICATION</b> We are exploring partnerships with higher education and the RI Department of Education to enable The Learning Community's professional development activities to count toward teacher certification and degree programs as appropriate.</p>
INVESTING IN CHANGE		
<p><i>Investing in one school will bring change to 13,000 students over the next five years.</i></p>	<p><b>INITIAL INVESTORS</b> We have received strong support from The Rhode Island Foundation, the state's largest philanthropy, to research national model programming and develop pilot initiatives.</p>	<p>opportunities for our team, creating new career pathways to keep talented professionals in urban schools.</p>
	<p><b>EARNED INCOME AND SUSTAINABILITY</b> By generating earned income immediately and producing net positive revenues within two years, the professional development group will help to ensure The Learning Community's long-term financial sustainability. This work will also provide career lattice and earned income</p>	<p><b>WHAT WE NEED</b> We seek an investment of \$1.5 million to:</p> <ul style="list-style-type: none"> <li>• complete the development of infrastructure;</li> <li>• outfit lab staff and classrooms with technological systems to support documentation and sharing of best practice; and</li> <li>• support the initial participation of area schools in our transformative work.</li> </ul>

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**BOLD VISION for URBAN SCHOOL RENEWAL**

at THE LEARNING COMMUNITY

ONE GREAT SCHOOL IS NOT ENOUGH		
<p><i>The single most important factor in improving student achievement is effective teaching.</i></p>	<p>There is growing evidence that the single most important factor in improving student achievement is effective teaching. While hundreds of places across the nation offer training and professional development for educators, only a few are based in practicing, successful, urban schools.</p>	<p>professional development to urban educators.</p> <p>It is not enough for small centers of excellence to thrive in our urban communities. The Learning Community is proving that poverty is not a barrier to achievement, and we are poised to extend this proof beyond our school.</p>
	<p>The Learning Community is achieving remarkable success -- 86% of our families live in poverty, yet 80% of our students read at the national benchmark. We are now transforming from a single charter school into an engine for broader reform by offering targeted and practical</p>	<p><b>WE WILL REACH 500 TEACHERS AND 13,000 STUDENTS IN THE NEXT 5 YEARS</b></p>

*"I specifically asked for The Learning Community's help because they've been so successful with a student body that mirrors ours. So we observed The Learning Community's work. We saw their kids being successful. We could learn from them."*

Dr. Frances Gallo, Superintendent of the Central Falls Public Schools

# THIS IS NO TIME TO THINK SMALL

## A SCHOOL RENEWAL GROUP

*Rhode Island's students deserve excellent instruction today. Not tomorrow, today.*

The national crisis of low student performance in urban schools threatens the health of our communities, the future of our children and the quality of our democracy. Rhode Island's cities reflect this crisis. Although student achievement has improved in our urban communities, far too many students, particularly students in poverty and students of color, are not achieving proficiency.

The Learning Community will grow to reach over 500 teachers and 13,000 students in the next five years with high quality, intensive professional development. Our services will have an immediate impact on teacher practice and student achievement.

### CURRENT CLIENTS

We are already working with clients including the Central Falls Public School District, Sophia Academy and the Newton Public Schools. We also have strong relationships with Tufts University and Brown University to assist with the training of new teachers.

**IN 2009-2010  
WE WILL WORK WITH EVERY  
ELEMENTARY SCHOOL IN  
CENTRAL FALLS. THAT'S  
1500 STUDENTS.**



## OUR CURRENT WORK

*In the Fall of 2009 Tipping Point Cohorts will gather to examine the latest work in elementary reading instruction.*

**TIPPING POINT COHORTS**  
Tipping Point Cohorts are a new model of professional development combining hands-on, teacher-led small group facilitation and cutting edge digital observation of real classrooms. Each session is grounded in the successful work of a high-poverty urban school. In the Fall of 2009 Tipping Point Cohorts will gather to examine the latest work in elementary reading instruction.

Learning Community teachers who have reached a level of mastery travel to client schools to demonstrate, observe and coach public school teachers.

**WHOLE SCHOOL CONSULTING TEAM**  
Not only do visiting teachers and administrators regularly observe Learning Community classrooms, but we follow them back to their school and offer on-site coaching.

**PACKAGING OUR PRACTICE**  
In addition to tailored, individual support, educators need practical tools to inform their work. We are documenting and clearly articulating classroom and grade-level practices and tools. We are also building a library of materials from leading thinkers and digital resources to support an extended dialogue about teaching and learning.

*"The defining feature of a great education is what happens in the classroom. Everything starts from that and must be built around it. So we're going to sharpen our focus on effective teaching—in particular supporting new standards, curriculum, instructional tools, and data that help teachers—because these changes trigger the biggest gains, they are the hardest to scale, and that is what's holding us back."*

Bill Gates, on the new direction for the Bill & Melinda Gates Foundation