



## **Lillian Feinstein Elementary School @ Sackett Street School Reform Plan**

### **TRANSFORMATION MODEL**

Title I 1003 (g) School Improvement Grant Application  
Completed by: Lillian Feinstein @ LFS Street School, Providence Public School District  
Submitted to: Rhode Island Department of Education



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## Overview

Lillian Feinstein at Sackett Elementary School (LFS) is proud to submit its School Reform Plan as an articulation of its strategy for transforming LFS. The ideas and proposals contained in this plan are based on several factors. First, the new transformation principal, Mr. Jose Valerio, has a history of successful school transformation in other elementary schools, successfully increasing student achievement on multiple measures. Mr. Valerio's experience and strength focusing on implementation has informed this plan. Second, existing district curriculum, intervention, and community and family programming initiatives have been leveraged to embolden and strengthen this Transformation plan.

The Transformation plan for LFS does not contain radical reconfigurations or other dramatic innovations. The underlying philosophy behind the Transformation of LFS is based on the idea that focusing on a few key goals, implementing programs with fidelity, and promoting educator buy-in will improve student achievement far more rapidly than importing specialized programming or by changing course yet again.

## Governance

The development of the SRP is based on the requirements established by the Rhode Island Department of Education (RIDE) in the *Protocol for Interventions: Persistently Low-Achieving Schools* (The Protocol). In addition, feedback provided by RIDE to the Providence Public School Department in January 2011 has been incorporated into the revised SRP. Specifically, the following elements of the Protocol/RIDE Guidance are highlighted below:

- New mechanisms for school governance and leadership;
- Meaningful use of diagnostic student and school-level data;
- Expanded learning time and modified scheduling; meaningful use of extended learning time;
- Comprehensive instructional reforms;
- Ongoing, high-quality, job-embedded professional development;
- Rigorous, transparent, and equitable evaluation systems;
- Family and community engagement;
- Operational flexibility including financial flexibility.
- Tighter alignment among identified student need (based on the data), programmatic reforms, and proposed funding

- Sustainability of reforms after the conclusion of SIG grant award

### **Governance**

The Protocol requires that an LEA manage its reform efforts under the leadership of a school transformation officer who reports directly to the Superintendent of Schools or the Chief Academic Officer and serves as a single point of contact to ensure that all guidelines established by RIDE in the Protocol be enforced (Protocol for Interventions, p. 10) The PPSD is in the process of recruiting and filling the position of Transformation Officer.

In addition, to signal the collaboration between labor and management, the PPSD and the PTU have signed a “Compact for School Transformation” outlining the overall governing principles for all Transformation schools (See Attached). A Joint Committee for Transformation (the “Super SIT”) will work collaboratively with the PPSD Transformation Officer to provide overall policy direction for Transformation schools and to help resolve school-level disputes.

LFS will be led by Mr. Jose Valerio, a turnaround principal with a successful track record of improving student achievement. Mr. Valerio will report directly to the PPSD’s Office of Transformation and will be held accountable for clear benchmarks of achievement that are provided below. Mr. Valerio will convene an instructional leadership team to help guide decisions on instruction, curriculum, professional development and other core school functions. In accordance with the joint PTU-PPSD Transformation Compact, the School Leadership Team shall have the ability to:

- i. Design the school’s learning model building upon the Aligned Instruction System in accordance with the specifications as outlined in the School Reform Plan (SRP).
- ii. Implement a professional development program, to compliment the District’s PD program and to support the Aligned Instruction System which can be tailored to individual school’s needs.
- iii. Implement a teacher evaluation model, to be approved by the Rhode Island Department of Elementary and Secondary Education (RIDE).
- iv. Manage resources which are available and necessary to improve student performance within a framework of standards, curriculum and assessment and accountability, and expend all funds which comprise the school-based budget.
- v. Establish mechanisms to resolve curriculum, staffing and operational issues within the context of the school intervention plan at the school level.

### **Extended Learning Time**

Professional staff at the Lillian Feinstein at Sackett Street will work an extended year calendar which will include 3 additional work days for a total of 183 days per school year. The school day will be based on a 6.5 hour instructional day for students, an increase of one hour from the traditional schedule.

### **Comprehensive Instructional Reform**

PPSD has embarked on a district-wide effort to ensure that an integrated, standards-based curriculum and teaching framework exists in every grade and in every subject. Moreover, PPSD is in the midst of rolling out a comprehensive Response to Intervention (RtI) model. Both of these major instructional initiatives are based on clear and compelling data that show inconsistent and unaligned teaching and learning practices in Providence schools and the absence of common curriculum frameworks. The new curriculum initiatives are also based on a School Board policy requiring an aligned curriculum; this reform effort encompasses all District schools, including Transformation schools.

The instructional reforms described in this School Reform Plan must therefore be understood within the context of the larger curriculum and teaching reform effort that is currently underway in PPSD. Given the school reform literature on the “reform churn” we believe it is essential that the Transformation schools continue the implementation of the curriculum policies as part of its larger reform plan.

### **Aligned, Sustainable Resources**

It is critical to note that the programs and resources described below are primarily covered through local budgets. The School Improvement Grant (SIG) dollars will only be leveraged for additional, supplemental resources that can be sustained after the grant has expired. However, in an effort to prevent redundancy, this document outlines the comprehensive plan for the transformation of LFS, even if many of the programs are not directly or exclusively supported by SIG dollars.

The accompanying budget worksheets highlight how the SIG grant will help to accelerate and support the transformation effort at LFS. All budget requests are tightly aligned with: 1) data-based student needs and 2) programmatic reforms described in the following two sections. In addition, the school and district leadership has been quite careful to ensure that many of the reforms described below are sustainable (either through local funding or otherwise) after the grant period has expired.

<b>Overview of SIG Budget</b>	
<i>(Note: for greater detail, please see accompanying budget worksheet)</i>	
	<b>People</b>
<ul style="list-style-type: none"><li>• <b>Math Instructional Specialist</b> (SIG budget request to support year 2 and 3 implementation).</li><li>• <b>Literacy Instructional Specialist</b> (SIG budget request to support year 2 and 3 implementation).</li><li>• <b>Stipends for teachers working in Transformation School</b> (\$4220 per teacher; \$3500 SIG budget request)</li></ul>	



## Time

- **Extended school year**
- **Extended school day**



## Resources/Programs

- Software to support instructional reforms (SIG budget request)
- Capacity Building/Support from External Providers (SIG budget request)
- Full Service Community Schools (SIG budget request)

## II. Needs Assessment

The leadership team of LFS has carefully reviewed the student and school-level data described below. All programmatic suggestions are based on such a data review.

### School Context

Located on the South Side of Providence, Rhode Island, Lillian Feinstein Elementary School at Sackett Street (LFS) serves approximately 450 students in grades K -5. The composition of these students is diverse and reflects a high level of need:

- 84% of students qualify for free and reduced-price lunch.
- 34% of students have Limited English Proficiency (LEP).
- 18% of students have an Individualized Education Plan (IEP).
- 78% of students are of Hispanic/Latino descent. The remaining students are African American (13%), Caucasian (6%), and Asian (4%).

### Literacy/ELA

While overall student reading proficiency at LFS is improving, LEP students continue to lag behind. The Direct Instruction reading program, as currently implemented, has proven to be less effective for LEP students.

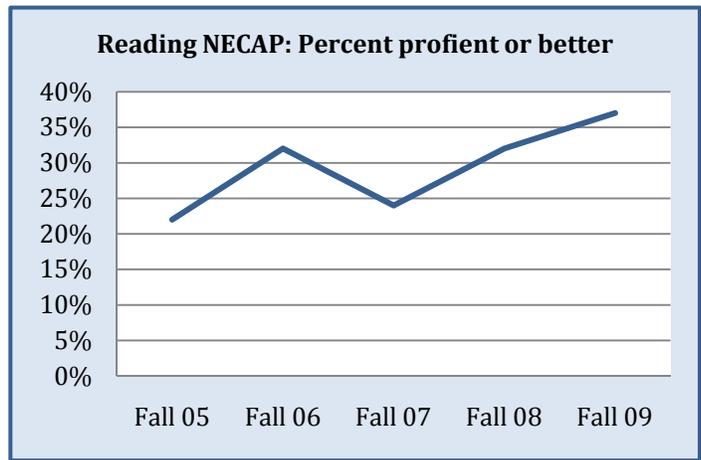
#### *Areas of Strength:*

- NECAP three-year trends show an increase in the percentage of student proficiency in 3<sup>rd</sup> grade (34% to 40%), 4<sup>th</sup> grade (27% to 35%), and 5<sup>th</sup> grade (32% to 39%); however, this same trend was not observed in the SAT10 data.

- Dynamic Indicators of Basic Early Literacy Skills (DIBELS) data show three-year positive gains in K, 1<sup>st</sup>, and 3<sup>rd</sup> grades. These gains were between the Beginning of Year (BOY) and End of Year (EOY) scores.

*Areas of Concern:*

- The mean scale score in all three NECAP grade levels remains below proficient.
- None of the 3<sup>rd</sup> or 4<sup>th</sup> grade students with LEP status have reached NECAP proficiency within the past three years. This is despite ACCESS data indicating that 29% of 3<sup>rd</sup> grade students and 8% of 4<sup>th</sup> grade students identified as LEP were at the *Bridging* or *Reaching* levels of proficiency.
- 2007 data indicate that 5% of 5<sup>th</sup> grade LEP students reached proficiency on NECAP reading; in 2008, 0% reaching proficiency; in 2009, 5% reached proficiency, although ACCESS data showed that 5<sup>th</sup> grade had 17% of students identified at the *Bridging* level.
- DIBELS data demonstrate that 2<sup>nd</sup> grade students have made inconsistent gains over the past three years; 32% met Benchmark in 2007, 41% in 2008, and 34% in 2009.
- SAT10 data for 4<sup>th</sup> and 5<sup>th</sup> grade students also indicate inconsistent gains over the past three years.

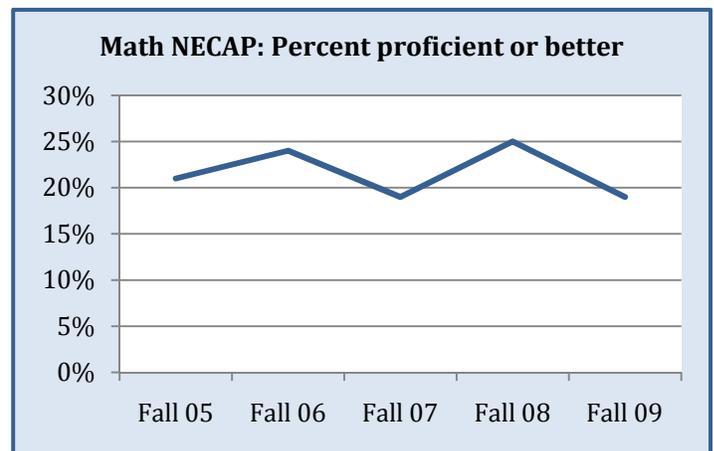


## Mathematics

Overall, NECAP math scores show no improvement over the past three years except for students with IEPs. There exist particular gaps between male and female students and LEP and non-LEP students in mathematics performance.

*Areas of Strength:*

- The percentage of 4<sup>th</sup> grade students with an IEP scoring Level 1 on the NECAP exam (substantially below proficient) decreased from 80% to 53% between 2007 and 2008.
- Students with an IEP in grade 3 decreased the percentage of Level 1 scores from 84% to 54% from 2008 to 2009.



*Areas of Concern:*

- NECAP data show no significant

change or improvement in total or by subgroups, except for students with IEPs as noted above.

- NECAP data show a gap between male and female subgroups in 2008 and 2009. In 2008, the 38% of male students scored Level 1, compared to 50% of female students. In 2009, 42% of male students scored Level 1, compared to 60% of female students.
- From 2007 to 2009, the percentage of ELL students in Level 1 significantly increased: 55% to 84% for grade 3, 77% to 81% for grade 4, and 83% to 91% for grade 5.
- ACCESS for ELLs from 2007 to 2010 show that the majority of identified ELLs tested at proficiency levels 1 to 3 (*Entering to Developing*: in 2009, 66% of grade 3, 76% of grade 4, and 80% of grade 5).

## **Parent and Community Engagement**

Multiple measures of parent engagement found low rates of parent participation and engagement. Many parents attend certain social events at LFS; however, relatively few maintain ongoing levels of participation, as measured by PTO attendance, for example.

### *Areas of Strength:*

- The June 2010 Parent and Community Survey (61/450 surveys were returned) asked parents to rate LFS on a scale of 1 to 4. Parents rate the schools on average above 3.0 in the areas of Communication, Learning at Home, and Decision-making.
- This survey shows that parents are pleased with the level of parent-school communication, are provided with information to support learning at home, and feel that they have input into school policies.
- 61% of parents attended the First-Day Celebration. Over 50 parents attended events including Parent-Teacher Night/Open House, PTO Pumpkin painting, Harvest Bingo, Winter/Spring Concerts, Yard Sale, and Family Talent Night.

### *Areas of Concern:*

- Attendance at Parent/Teacher Organization (PTO) meetings and School Improvement Teams (SIT) is limited.
- According to the Parent and Community Survey, parents rated an average of 2.61 on feeling welcomed to volunteer at the school.
- A significant number of students are bused from out of the school neighborhood (177 are assigned transportation for the 2010-2011 school year). Therefore, parents who do not live in close proximity to the school may have difficulty attending meetings simply because of a lack of transportation.

## **School Environment**

Though there are indications that LFS has cultivated a stable environment for learning (e.g., attendance has remained high for the past five years), students indicate that safety within and outside of school is a concern.

	2005-06	2006-07	2007-08	2008-09	2009-10
Attendance	94%	94%	93%	93%	93%
Tardiness	3%	2%	2%	2%	2%
Mobility	24%	23%	23%	24%	n/a
# disciplinary infractions	2	34	63	29	n/a
In-school suspensions	1	n/a	n/a	1	n/a
Out-of-school suspension	1	34	63	29	n/a

### III. Strategic Goals Overview

After a careful analysis and consideration of student and school-wide data, the new LFS leadership will focus on improvements in three key areas. In order to produce significant gains in these areas with the highest demonstrated need, LFS administrators and staff will target resources and efforts appropriately. Administrators will use these three goals as levers for improvements in other areas by modeling effective programming, fidelity in execution, appropriate resource allocation, and effective use of data and interventions. The following three sections provide further detail regarding targeted strategies for each of the three goals.

Activities	Indicators or Metrics
<div style="display: flex; align-items: flex-start;"> <div style="font-size: 2em; font-weight: bold; margin-right: 10px;">1</div> <div> <h4 style="margin: 0;">Improve ELA achievement of LEP students.</h4> <ol style="list-style-type: none"> <li>1.1. Extend school day and school year</li> <li>1.2. Discontinue the Direct Instruction (DI) program and Read 180</li> <li>1.3. Implement Guaranteed and Viable Curriculum using Reading Street and My Sidewalks within a multi-tiered model</li> <li>1.4. Hire Literacy Instructional Specialist</li> <li>1.5. Provide ESL PD to all teachers</li> <li>1.6. Provide structured weekly common planning time for teachers</li> <li>1.7. Analyze and use formative assessment data to drive instruction</li> </ol> </div> </div>	
<div style="display: flex; align-items: flex-start;"> <div style="font-size: 2em; font-weight: bold; margin-right: 10px;">2</div> <div> <h4 style="margin: 0;">Increase math proficiency school-wide and address achievement gaps.</h4> <ol style="list-style-type: none"> <li>2.1. Extend school day and school year</li> <li>2.2. Implement year 2 of the District/enVision math curriculum</li> <li>2.3. Use Tier II and III of the math curriculum for differentiation</li> <li>2.4. Hire Math Coach</li> <li>2.5. Develop a structured PD cycle for the new math curriculum</li> <li>2.6. Analyze and use formative assessment data to drive instruction</li> </ol> </div> </div>	

2.7. Provide structured weekly common planning time

- Schedule to accommodate for math interventions

### 3

#### Target and increase parent engagement.

3.1. Establish Parent Teacher Organization office

3.2. Host monthly PTO meetings

3.3. Establish full-service community school model and services

3.4. Encourage parent volunteers

3.5. Host monthly parent workshops

3.6. Create a system and process for regular communication with parents (e.g., monthly newsletter)

3.7. Distribute and explain student trackers/report cards

3.8. Host family literacy/ESL classes

- Number of PTO meetings held
- Number of parent events held
- Attendance at PTO meetings and parent events
- Number of parent volunteers
- Parent satisfaction survey data
- Distribution and explanation of student report cards
- Number of parent workshops held, topics discussed, attendance, and feedback survey
- Enrollment and progress in family literacy/ESL classes

## IV. Goal 1: ELA Proficiency

# 1

### Improve ELA achievement of LEP students.

- 1.1. Extend school day
- 1.2. Extend school year
- 1.3. Discontinue the Direct Instruction (DI) program and Read 180
- 1.4. Implement Guaranteed and Viable Curriculum by using Reading Street and My Sidewalks
- 1.5. Hire Literacy Instructional Specialist
- 1.6. Provide ESL PD to all teachers
- 1.7. Provide structured weekly common planning time for teachers
- 1.8. Analyze and use formative assessment data to drive instruction

### Comprehensive Instructional Reforms

In the spring of 2008, Phi Delta Kappa conducted an audit of the instructional program in the Providence public schools. The result of the audit revealed inconsistent quality of teaching and learning across all schools and even within schools. In a district with high levels of transiency, there was little to no continuity for students who transferred schools. The findings of the audit, combined with an analysis of successful instructional practices led to the school board passing the Aligned Instruction policy.

The Aligned Instruction Policy was developed through a collaborative process with educators, community partners, parents, and students and creates an aligned system of curriculum, assessment, and professional development. While, under Transformation, LSF will retain the Aligned Instruction program, it will also add additional components to its instructional model.

<b>Comprehensive Instructional Reforms: Aligned Curriculum—Guaranteed and Viable Core Curriculum</b>				
Content Area	Partners	2008-09	2009-10	2010-11
Mathematics	Dana Center	K-12 Version 1 developed	<ul style="list-style-type: none"> <li>• K-12 Version 1 implemented</li> <li>• K-12 Version 2 developed</li> </ul>	<ul style="list-style-type: none"> <li>• K-12 Version 2 implemented</li> <li>• K-12 Version 3 developed</li> </ul>
Science	Dana Center	K-12 Version 1 developed	<ul style="list-style-type: none"> <li>• K-12 Version 1 implemented</li> <li>• K-12 Version 2 developed</li> </ul>	<ul style="list-style-type: none"> <li>• K-12 Version 2 implemented</li> <li>• K-12 Version 3 developed</li> </ul>
ELA	Dana Center; CBER	N/A	6-12 Version 1 developed	<ul style="list-style-type: none"> <li>• 6-12 Version 1 implemented</li> <li>• 6-12 Version 2 developed</li> <li>• K-5 Version 1 developed</li> </ul>
Social Studies	Dana Center; National Center for History	N/A	6-12 Version 1 developed	<ul style="list-style-type: none"> <li>• 6-12 Version 1 implemented</li> <li>• 6-12 Version 2 developed</li> </ul>

### **Program Evaluation of Direct Instruction (DI)**

A formal evaluation of the Direct Instruction (DI) program at LFS has shown little progress in improving ELA proficiency rates for LEP students. In fact, LEP students appear to be losing ground. None of the 3<sup>rd</sup> or 4<sup>th</sup> grade students with LEP status have reached NECAP proficiency within the past three years. This is particularly alarming given that 34% of the school’s students are LEP status. In all grades, nearly three-quarters of the LEP students fell within the lowest category on the 2009 NECAP reading exam (Level 1: significantly below proficient).

The DI program does not adequately serve LEP students, nor has it produced dramatic gains school-wide. Given that such a large portion of the student population are either bilingual or LEP, the school must consider programs that are more suited to address students’ demonstrated needs. The DI program has also included JP consultants who serve

as implementation specialists. The consultants were to have supported and guided teachers through full implementation of the program. The school will replace the DI curriculum for LEP students, thus eliminating the need for these external consultants next year.

### **District and *Reading Street* Curriculum**

Beginning in 2010-2011, LFS will implement the district's new guaranteed and viable reading curriculum in place of the DI curriculum. *Reading Street* by Pearson will be delivered through a 195-minute literacy block in elementary classrooms (due to the extended school day, LFS's literacy block will be 195 minutes, compared to the district 150-minute elementary literacy block). The Reading Street curriculum uses a weekly cycle, which emphasizes skill-building in different areas on different days of the week. The extended literacy block is meant to give students a heavy dose of literacy instruction. The curriculum is designed to motivate students by offering engaging literature, using scientifically-researched instructional strategies, and equipping teachers with a wealth of teaching tools. The district selected the Reading Street curriculum because of its focus on language development.

Unlike the DI program, Reading Street is designed to accommodate diverse learners. The program facilitates differentiated instruction by emphasizing ongoing progress-monitoring. The daily literacy block incorporates time for small group instruction, and the curriculum provides an explicit plan for targeted use of the small-group time. Reading Street prioritizes skills instruction at each grade level; therefore, the curriculum is vertically aligned across grade levels. Through direct and small group instruction and ongoing progress-monitoring, Reading Street will better support LEP students, thus addressing the school-wide goal of improved reading proficiency, particularly amongst ELLs.

## Literacy Interventions

In addition to the core Reading Street curriculum, identified students will receive literacy support through targeted interventions. At the beginning of the school year, a combination of Reading Street assessments, DIBELS, and other district-wide assessments will be used to place students in three tiers, reflecting the level of support that each student requires. Each student will then be regrouped for the 195-minute literacy block. Logistically, LFS has three classrooms per grade level. Class 1 will have the high-performing students (Tier I, those scoring Green on DIBELS), Class 2 will have middle-performing students (Tier II, Yellow on DIBELS), and Class 3 will include the weakest-performing students (Tier III, red on DIBELS).

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Reading Whole Group</b>	Concept development (concept talk; anchor talk; amazing words) Phonemic awareness Read aloud-listening comprehension	Concept development (concept talk; anchor talk; amazing words) Phonemic awareness Main selection	Concept development (concept talk; anchor talk; amazing words) Phonemic awareness Main selection	Concept development (concept talk; anchor talk; amazing words) Phonemic awareness Main selection	Concept development (concept talk; anchor talk; amazing words) Review phonemic awareness Paired selection
<b>Reading Small Group</b>	My Sidewalks Spelling from My Sidewalks words	My Sidewalks Spelling from My Sidewalks words	My Sidewalks Spelling from My Sidewalks words	My Sidewalks Spelling from My Sidewalks words	My Sidewalks Spelling from My Sidewalks words
<b>Writing</b>	<i>Reading Street writing to be defined</i> Step-Up Writing	<i>Reading Street writing to be defined</i> Step-Up Writing	<i>Reading Street writing to be defined</i> Step-Up Writing	<i>Reading Street writing to be defined</i> Step-Up Writing	<i>Reading Street writing to be defined</i> Step-Up Writing

Small Groups	Frequency	Duration	Instructional Intensity Needs
<b>Tier 1</b>	1-3 times a week	15 to 20 minutes	Low: Satisfied by whole group instruction
<b>Tier 2</b>	3-5 times a week	20 minutes	Mid: Using targeted lessons from core curriculum
<b>Tier 3</b>	Daily	30 minutes	High: Using alternative small group curriculum

Every day, all students will receive a lengthened literacy block. During the small-group time (see literacy block breakdown in chart below), students will “walk to read.” During that time, students will leave their homeroom teacher to go to the classroom with the appropriate level of support. During “walk to read” the classrooms will be staffed appropriately:

- Tier 1 (highest-performing students): 1 teacher
- Tier 2 (middle-performing students): 1 teacher and 1 instructional assistant
- Tier 3 (weakest-performing students): minimum of 1 teacher, 1 literacy specialist, 1 intensive resource teachers, and 1 instructional assistant

	Tier 1	Tier 2	Tier 3
Reading Whole Group	60 min.	60 min.	60 min
Reading Small Group	60 min. (3 groups at 20 min)	85 Min (2 groups of 25 min) Plus 35 min.- <b>My Sidewalks</b>	90 minutes <b>My Sidewalks</b> <b>(2 to 3 groups based on # of students)</b>
Writing	50 minutes	50 minutes	50 minutes
Enrichment	25 min.	None	None

The instructional specialist will provide services for one hour per grade level (e.g., 8:15-9:15 for Kindergarten, 9:15 -10:15 for Grade 1, 10:15-11:15 Grade 2, etc.).

The key theory of action is that without small group and individualized instruction, LEP students will struggle *both* academically and socially. The intervention class will also receive the highest student-adult ratio to support their growth and progress.

As discussed above, Tier I, II, and III supports will look different to meet students' various needs. Tier I and II supports will be anchored in high-quality and consistent implementation of Reading Street whole class and small group instruction. Tier II support will be differentiated from Tier I by both time (dosage) and content focus of the small group instruction. Tier I small group instruction will be driven by the Reading Street "On-level" and "Advanced" small group lesson plans. Tier II small group instruction will happen every day and will be driven by the Reading Street "Strategic" small group lesson plans.

Tier III instruction will consist of selected components of Reading Street (i.e., those components that emphasize oral language, concept development, listening comprehension, etc.). Components of the program that require students to be reading at grade level (e.g., phonics, word analysis, etc.) will not be included. The small group instruction for Tier III students will be anchored by the My Sidewalks intervention program. My Sidewalks is an intensive reading intervention program that accelerates reading development amongst struggling readers. The My Sidewalks scope and sequence drive skills instruction; the intervention emphasizes vocabulary, phonics, fluency -- teaching less, more thoroughly.

### **Literacy Instructional Specialist**

LFS will hire a new Literacy Instructional Specialist to support the literacy goals at the elementary school. The Literacy Specialist will oversee and monitor effective implementation of the reading curriculum by working directly with students. The specialist will serve as a master teacher in literacy for the successful implementation of literacy RtI model. The position will be sustained by transitioning to new PLAS at end of grant period.

The specialist will serve as a master teacher who will mentor teachers and regularly observe classroom instruction. This will ensure that teachers are implementing the curriculum with fidelity and progressing through the curriculum at a standard pace. The specialist will not have an evaluative role; however, he/she will meet with teachers individually to discuss strategies and resources that the teacher could utilize to improve his/her instruction, thus helping teacher to develop professional learning plans.

The Specialist will coordinate the intervention program and support LEP students. The Specialist will organize and identify members of the Intervention Team. He/She will also recruit and train parent and community volunteers serving on the Team. By providing oversight to this team, the Specialist will maintain regular communication with Team members. The Intervention Team will meet monthly to discuss challenges, share promising practices, and monitor individual student progress. The Specialist will facilitate these meetings and prepare aggregate and student-level data reports. That way, Team members can strategize and create individualized action plans for students. The Specialist will also have an important parent outreach function. He/She will inform parents of their child's Tier I-III placement. The Specialist will spend time discussing students' test scores with parents, also providing information about the My Sidewalks intervention program. Parents of Tier III students, in particular, will be encouraged to attend monthly parent workshops. These workshops will provide parents with materials and strategies to

support their child's reading development outside of the classroom (See Goal 3: Improve Parent Engagement).

The Literacy Intervention Specialist and Principal will also organize reading professional development sessions for elementary school teachers. This will include formal all-staff professional development sessions over the summer and during designated PD days throughout the school year. The Literacy Team will also facilitate some of the weekly common planning sessions (described below) to engage staff in conversations regarding students' reading proficiency and the reading curriculum.

### **Common Planning Time**

In order to successfully implement the new district Reading Street curriculum and to ensure progress towards the school's literacy goal, teachers will have weekly common planning time. Creating a collaborative culture is critical at LFS. The principal will be a leader in allocating time for face-to-face collaboration and providing mechanisms for online information and document-sharing. Increased collaboration not only improves teachers' professional practice, it also promotes a positive school culture and collegiality amongst staff members.

Every week, teachers will have common planning periods with their grade-level team. During this time, faculty will examine student work, share instructional successes and failures, develop lesson and unit plans, analyze data, and monitor student progress. Common planning time is an opportunity for teachers to engage in reflective practice and engage in individual data review as part of an expanded RtI model. Teachers will also be encouraged to meet with teachers in the grade below and above their grade; that way, the school will improve vertical alignment across grade levels. Also during this common planning time, up to five teachers can be pulled for individualized support with the literacy or math coach.

With the extension of the school day and integration of community partners, teachers will be able to participate in individual student data review that integrates academic progress monitoring and community partner programmatic data (ie health, parent participation, attendance). Representatives from community partners will meet with faculty to analyze data and refer students for appropriate supports and interventions in a broader and deeper RTI process. This will also be an opportunity for content specialists to debrief with teachers about the small-group interventions being conducted in extended day programming and assess what's effective on a student by student basis at each grade level. Students will participate in Fitness and Nutrition classes provided by community partners while classroom teachers are engaged in planning.

In addition to weekly common planning sessions, faculty members will attend monthly faculty meetings. Faculty will use this time to review data, develop action plans to address data trends, learn how to create a professional learning community, discuss strategies for differentiation, and establish strategies that will lead to better classroom management.

### **PD for ESL Instruction**

Faculty will engage in mandatory professional development days that will focus on students' needs and walkthrough observations. Professional development days will occur quarterly. Paraprofessional will also take part in these professional days and learn how to effectively support teacher and student learning.

PD is a necessary input for addressing the school's ELA proficiency goal. One major impediment is that many teachers are not formally trained ESL instructors. Regardless of whether a teacher serves on the Intervention Team, all teachers must be trained in ESL/bilingual instruction. Given that over one-third of the students at LFS are LEP status, teachers must have the tools, skills, and resources to serve these students. The district-wide 2010-2011 PD plan designed to support LEP instruction is shown at right.

While professional development will continue to be available at the District level, significant job-embedded opportunities, built upon existing structures, will also be provided. To support school-based learning, teachers in specific grade bands will have two common prep periods each week to support collaboration in grade level teams. Session notes and attendance will be taken at each meeting and saved in a binder in the office, by grade level. The school will function as a collaborative learning community in which every member contributes to whole-school improvement, including teacher development and student outcomes. Faculty meetings will occur monthly, and all staff members will be expected to attend.

### **PD for 2010-2011:**

#### ► *Strategies for Sheltered English Instruction*

This professional development session will provide an overview of the components of effective sheltered instruction. In addition, ideas for integrating strategy instruction will be explored so that teachers will be able to scaffold students with layers of teaching and learning strategies in an effort to increase students' accessibility to the regular grade-level curriculum.

#### ► *Strategies for Working with Students with Interrupted Formal Education (SIFE)*

This professional development will provide teachers with strategies for supporting students with interrupted or limited former schooling in the classroom. Teachers will develop a deeper understanding of the unique instructional needs of SIFE students and strategies that can be used to make the content accessible to these students

#### ► *Study of the WIDA English Language Proficiency Standards*

K - 12 ELL teachers will study the WIDA ELP Standards in order to develop an understanding of the organization and structure of the WIDA ELP Standards and learn to use the Standards in conjunction with the local GLEs/GSEs.

#### ► *PD for 2011-12*

The goal will be to deepen teachers' understanding of sheltered instruction and how to use the WIDA standards in conjunction with the GVC in order to make it more accessible to ELLs.

## **Use of Data**

LFS will use the CARA (Collect, Analyze, Reflect, Act) model for all decision-making. In so doing, LFS will create a data-driven culture amongst faculty and staff. The principal will interpret and share assessment data in a user-friendly format so that teachers can use the data to drive instruction. Based on the data, faculty and administrators will collaboratively create plans to address every student's academic needs. Staff will pinpoint the exact areas where students are "off-track," apply necessary interventions, and monitor progress in those areas.

The principal will conduct a comprehensive and in-depth analysis of the school's data, including student achievement data, instructional practice data, and trend data. This analysis will include a baseline understanding of teaching and learning strengths and needs, and inform questions about practice that will frame walkthroughs to provide common instructional data collected in a consistent way. As noted, data will be collected frequently and presented in a user-friendly way. The principal will establish a data wall to publicly monitor student progress.

Teachers will consult data during weekly common planning sessions; the purpose of these meetings will be to use data to drive instructional improvements. Quarterly ACT (Administrator, Coach, and Teacher) meetings will occur with each teacher to discuss student data and progress.

## **Extended School Day and School Year**

In order to support the implementation of the new curriculum,, strengthen the intervention program, and increase time for teacher collaboration, LFS will institute a longer school day and school year.

### **Extended Time:**

Professional staff at the Lillian Feinstein at Sackett Street will work an extended year calendar which will include 3 additional work days for a total of 183 days per school year. The school day will be based on a 6.5 hour instructional day for students, an increase of one hour from the traditional schedule.

### **Instructional Time:**

Students at the Lillian Feinstein at Sackett Street will receive 150 minutes of core literacy instruction with an additional 45 minutes of intervention programming daily and 75 minutes of core mathematics instruction with an additional 30-45 minutes of intervention programming daily. Students will be provided with the opportunity to engage in wrap around services and enrichment opportunities with community partners as teachers engage in individual student data review as part of the RtI process.

<b>Student Schedule</b> 8:05 a.m.-3:05 p.m.					
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Classes Start</b>	8:05 a.m.	8:05 a.m.	8:05 a.m.	8:05 a.m.	8:05 a.m.
<b>Lunch</b>	30 min.	30 min.	30 min.	30 min.	30 min.
<b>Co-curricular Enrichment</b>	Rotating schedule based on Grade level participation built into school day.				
<b>Classes End</b>	3:05 p.m.	3:05 p.m.	3:05 p.m.	3:05 p.m.	3:05 p.m.

<b>Teacher Schedule</b> 8:00 a.m. – 3:10 p.m.					
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Report Time</b>	8:00 a.m.	8:00 a.m.	8:00 a.m.	8:00 a.m.	8:00 a.m.
<b>Classes Start</b>	8:05 a.m.	8:05 a.m.	8:05 a.m.	8:05 a.m.	8:05 a.m.
<b>Duty-free Lunch</b>	30 min.	30 min.	30 min.	30 min.	30 min.
<b>Common Planning Time</b>	Rotating schedule based on Grade level participation built into school day.				
<b>Classes End</b>	3:05 p.m.	3:05 p.m.	3:05 p.m.	3:05 p.m.	3:05 p.m.
<b>End of Work Day</b>	3:10 p.m.	3:10 p.m.	3:10 p.m.	3:10 p.m.	3:10 p.m.

*Note: Teachers will continue to receive the 30 minute unassigned period.*

## V. Goal 2: Increase Math Proficiency

### **2 Increase math proficiency school-wide and address achievement gaps.**

- 2.1. Extend school day
- 2.2. Extend school year
- 2.3. Implement year 2 of the District/ enVision math curriculum
- 2.4. Use Tier II and III of the math curriculum for differentiation
- 2.5. Hire Math Intervention Specialist
- 2.6. Develop a structured PD cycle for the new math curriculum
- 2.7. Analyze and use formative assessment data to drive instruction
- 2.8. Provide structured weekly common planning time

\*Note: Many of the math strategies mirror those that will be employed for ELA (e.g., common planning time, professional development, use of data); therefore, please reference the appropriate sections under Goal 1: ELA Proficiency for a fuller description of their use and implementation in mathematics.

#### **District and enVisions Math Curriculum**

NECAP math proficiency scores show no improvement over the past several years. At 19% percent proficient or better, the current math proficiency level is the school's lowest in five years. Additionally, NECAP data show significant and growing achievement gaps in math. In 2008, the 38% of male students scored Level 1 (significantly below proficient), compared to 50% of female students. In 2009, 42% of male students scored Level 1, compared to 60% of female students. From 2007 to 2009, the percentage of ELL students in Level 1 significantly increased from 55% to 84% for grade 3, 77% to 81% for grade 4, and 83% to 91% for grade 5.

This lack of growth validates the school's decision to transition to the new District Curriculum Framework and enVisions math program in 2009-2010. As the school continues to roll out the new curriculum, faculty will continue to receive extensive PD on how to implement the curriculum and use the math resources.

The District Curriculum Frameworks in both math and science were developed through collaboration between Providence Public Schools and the Charles A. Dana Center at the University of Texas at Austin. Rhode Island Grade-Level Expectations and Grade Span Expectations provide the foundation for these curricula, ensuring that these frameworks are guaranteed and viable. The standards-based curriculum provides system-wide consistency, which is important in a district with such high mobility rates between schools.

The curriculum offers grade-specific frameworks for teachers (excerpt provided at right for Grade 4). These frameworks provide teachers with a yearly overview, scope and sequence, unit materials, RI's GLEs and GSEs, research-based instructional strategies, key vocabulary, and NECAP itemization. The District Curriculum Frameworks are part of a district-wide initiative to "increase student achievement in PPSD by aligning curriculum, instruction, and assessments to state standards." The new guaranteed and viable curriculum defines both the content (what the students have to learn) and the performance standards for that content (how well they have to learn it).

The District Framework stops short of providing teachers with daily lesson plans; therefore, it does not eliminate the need for lesson planning. Similarly, it does not replace textbooks. That being said, LFS will supplement and implement the Framework with the enVision math program through Pearson.

enVision facilitates problem-based interactive math learning. enVision emphasizes and utilizes conceptual understanding (through interactive and visual learning), problem solving, Understanding by Design, and data-driven differentiation. enVision allows for ongoing diagnosis and interventions through data-driven differentiation. enVision is also teacher-friendly, in that it provides color-coded teacher editions.

### **Math Interventions and Math Intervention Specialist**

The new math program will trigger math improvement school-wide; however, in order to address the growing achievement gaps, targeted interventions are also needed. As with ELA, faculty have committed to using the selected curricula as part of the core (Tier I) instruction for all students, differentiating and supplementing it (Tier II and III) as appropriate. Faculty will use student data to place students in one of three classrooms (Tier I to III) during the math block (see ELA section for further description).

Excerpt from:

**Grade 4 Mathematics**  
Yearly Overview  
Quarter 1 (9/1/10 to 11/12/10)

<i>Unit</i>	<i>Days</i>	<i>Unit Title and Essential Questions</i>
<b>1.1</b>	<b>8</b>	<b>Comparing and Ordering Numbers</b> <ul style="list-style-type: none"> <li>• What are some ways to represent numbers up to 999,999?</li> <li>• What are strategies for comparing and ordering numbers?</li> <li>• How can you round numbers?</li> <li>• When is estimation appropriate?</li> <li>• How are decimals related to money?</li> <li>• What are some ways to compose a number?</li> </ul>
<b>1.2</b>	<b>8</b>	<b>Adding and Subtracting Whole Numbers</b> <ul style="list-style-type: none"> <li>• How can you use mental math to add and subtract?</li> <li>• How can you estimate sums and differences of whole numbers?</li> <li>• How can you determine what information is missing and needed to solve a problem?</li> <li>• How can you add whole numbers?</li> <li>• How can you subtract whole numbers?</li> <li>• What strategies do you use to subtract from multiples of 100?</li> <li>• How can a bar diagram help you to solve addition and subtraction problems?</li> </ul>

Tier III classes will be taught by a team of educators, including the Math Intervention Specialist. That way, the students with the weakest math performance will have the most adult support.

The Math Instructional Specialist will be responsible for organizing students and the Intervention Team. The Specialist will communicate students' math proficiency levels with parents. He/She will work closely with the Intervention Team to provide training and support and to regularly discuss student progress.

Similar to the Literacy Specialist, the Math Specialist will be a master math teacher. The Specialist will serve as a mentor for all elementary teachers. He/She will conduct daily walkthroughs to monitor the fidelity of implementation and pacing. Based on these walkthroughs, the Specialist will provide support to teachers whose math instruction is in need of improvement. The Specialist will meet one-on-one with struggling teachers during the common planning period.

The Math Specialist and Principal will organize all math-related professional development for the school. This team will also analyze and provide regular reports of math data and formative assessments.

## Fidelity of Implementation

**The success of the new ELA and math curricula is contingent upon proper implementation.** For that reason, the Instructional Leadership Team will use the CWT tool to monitor the fidelity of implementation. Reading and Math Specialists will work with staff to support their adoption of these new programs. Specialists will conduct daily walkthroughs to monitor pacing and offer formative feedback to teachers.

Staff members will be asked to commit to an ongoing performance management process. This will include announced, formal evaluations and unannounced, informal observations. School leaders will engage in a seven-step walkthrough process (shown at right) on a daily/weekly rotating schedule to support measurable change in practice. This will enhance the school's capacity to

### 7-Step Walkthrough Process:

- 1) Setting a clear **purpose for the walk**, based on student data that indicates a problem of practice
- 2) **Collecting common data in a common way**, using handheld technology
- 3) **Analyzing the data** to explore dominant instructional practices, differences between grade bands, changes over time, and multiple other areas of concern
- 4) **Reflecting on and discussing the data**, in faculty meetings, PLC sessions, ILT meetings, etc.
- 5) Using the analyzed data to collaboratively **develop/update an Action Plan** to address areas of concern
- 6) **Implementing the Plan**
- 7) Using handheld technology to **monitor the implementation** of the plan, measure its impact, and determine the focus of new walks

promote, support, and sustain effective teaching practices and improved student achievement.

## VI. Goal 3: Improve Parent Engagement

### 3 Improve parent engagement.

- 3.1 Establish Parent Teacher Organization office
- 3.2 Host monthly PTO meetings
- 3.3 Create Family Engagement Plan
- 3.4 Establish full-service community school model and services
- 3.5 Encourage parent volunteers
- 3.6 Host monthly parent workshops
- 3.7 Create a system and process for regular communication with parents (e.g., monthly newsletter)
- 3.8 Distribute and explain student trackers/report cards
- 3.9 Host family literacy/ESL classes

#### Parent Teacher Organization and PTO Office

In the past, parent engagement at LFS has been weak and inconsistent. For example, only 61 out of 450 parents completed the Parent and Community Survey in June 2010. On average, 6 parents attended Parent Teacher Organization (PTO) meetings. Only two parents attended School Improvement team (SIT) meetings; however, these meetings were hosted at 8:00 AM, which may have been prohibitive for some parents. The lack of parent engagement is caused by two major factors: (1) the school has made insufficient efforts to involve parents, and (2) parents, for a host of reasons, fail to become involved in their child's education. In order to address the third school-wide goal of increased parent engagement, strategies must address these two overarching concerns.

The PTO will be central to this effort. The PTO will serve as vehicle through which to stimulate greater parent involvement. This committee will be open to parents, staff, and other members of the school community. Monthly meetings will be open to the public, and committee members will make a concerted effort to draw the highest-possible attendance. The PTO will advertise the agenda for these meetings through public mailings. The PTO will have several major responsibilities:

- Host monthly PTO meetings that provide parents with school updates, advertise upcoming family events, and give parents an opportunity to share concerns
- Assist the Principal in developing an annual Family Engagement Plan

- Develop a calendar that includes several family events throughout the school year (e.g., Open House, Bingo, Winter and Spring Concerts, Pumpkin Painting, and Family Talent Night)
- Recruit parents to join the PTO and other school-family committees/events
- Ensure a high response-rate for the Parent and Community Survey
- Identify opportunities for collaboration with other community-based organizations
- Support the planning of monthly parent workshops

In order to ensure that these functions are carried out, the PTO will elect a chairperson and secretary. The PTO will have an office with parent support information on the first floor of the school. That way, parents will have a visible presence in the school and a place where they will feel welcomed when they visit the building.

The PTO will work closely with other community-based organizations. For example, the PTO will work with Rhode Island Parent Information Network (RIPIN). RIPIN works to provide “information, support, and training to help all Rhode Islanders become their own best advocate at school, in healthcare ... in all areas of life.” RIPIN offers print materials and parent workshops, and the PTO will work collaboratively with RIPIN to advertise these opportunities and host events at LFS.

### **Parent Engagement Plan**

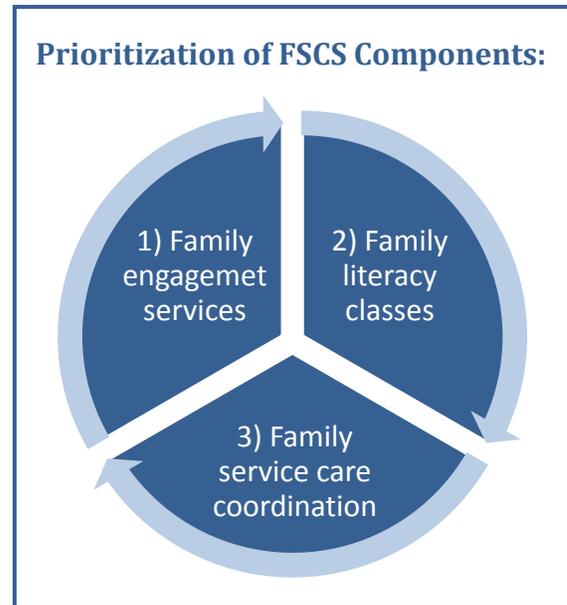
The PTO will work with the Principal to create and implement a Family Engagement Plan based on the students, parent, and teacher surveys. The Principal will prepare and present an analysis of the survey results during one of the first PTO meetings of the school year. The team will look for “hot spots” or areas where parents, teachers, and students are particularly dissatisfied. The Parent Engagement Plan will outline family events for the school year, topics for monthly parent workshops, opportunities to host community volunteers at the school, and a detailed communication and outreach strategy designed to increase parent involvement.

### **Full-Service Community School**

In order to support students’ socio-emotional needs and to further engage parents and community members, LFS will adopt the full-service community school (FSCS) model. A FSCS coordinates with community-based organizations, nonprofit organizations, and other public and private entities on the provision of comprehensive academic, social, and health services to students and their family members. In addition, a FSCS promotes parental engagement by bringing together many partners in order to offer a range of supports and opportunities for students and their family members.

This model is predicated on research, which suggests that student achievement is a function of students’ academic, social, and health needs being met. The FSCS model has already been successfully implemented in three elementary schools in Providence. The FSCS model includes:

- A two-generation strategy (parents and children treated as connected);
- Programming focused on helping students be successful – academically, socially, and emotionally;
- Support of parent engagement and parent efficacy and skills;
- Services developed based on an assessment of local needs;
- A place-based/school-based way of working that brings all available community resources to the table; and
- Implementation in an integrated, collaborative, aligned, and streamlined way.



Collectively, components of the FSCS model will not only improve the internal school culture, but also strengthen the broader school community.

### Monthly Parent Workshops and Parent Resources

The purpose of the parent engagement function is to engage all parents as active participants in their child’s education. Many of LFS’s parents may not feel like they have adequate skills or access to resources needed to be effective agents in their child’s academic development. A major goal and challenge here will be to empower parents. Due to language barriers and a lack parents’ own schooling, many parents do not know how to help their child and/or feel apprehensive in the school environment. To address this, LFS will host monthly workshops at the school.

Monthly parent workshops will be designed to equip parents with strategies and resources to become involved in their child’s education.

The workshops will highlight a different topic each month, but will share the overarching

- FSCS Components:**
1. Family Literacy Classes
  2. Family Service Care Coordination (high-fidelity wraparound)
  3. Community Health Outreach
  4. Nutrition and fitness services
  5. Kindergarten readiness programs
  6. Family engagement and outreach

goal of making sure that parents feel empowered to effectively help their child. Additionally, the school will consider implementing a Raising Readers program. This program provides literacy/ESL classes for students and their families.

All FSCS programmatic components will be implemented in a way that supports the instructional focus of the school. Monthly planning by school faculty and community partners will center on specific common core standards and how FSCS services can align and support those standards. Additionally, each program component has specific benchmarks and metrics (see Section VII) that will be monitored by the school's Instructional Leadership team.

### Communication with Parents

The Principal will spearhead a new monthly newsletter to provide parents with information about upcoming school events and parenting tips, as related to their child's education. This will be in addition to regular fliers sent home with students. The PTO office at the school will also house a number of informational brochures and documents for parents. The PTO and Principal will also explore opportunities for online communication with parents. Faculty will work collectively to provide parents with real-time data about their child's academic progress.

## VII. Accountability and Evaluation

### Benchmarks for Success

Benchmarks for both math and reading (see charts below) serve as a mechanism for both internal and external accountability (see attached for more detail on benchmarks, including additional benchmarks and benchmarks by subgroup).

Math Goals (1): Address the number of students scoring "proficient" or "proficient with distinction."	Baseline data and annual targets			
	Baseline: Fall 2009 Testing Data	Fall 2010 Data	Fall 2011 Data	Fall 2012 Data
Increase the percentage of students in grades 3-5 scoring in the Proficient range on the NECAP Math from 19% to 70% by October 2012.	19%	33%	50%	70%

Math Goals (2): Address the number of students scoring "substantially below proficient."	Baseline data and annual targets			
	Baseline: Fall 2009 Testing Data	Fall 2010 Data	Fall 2011 Data	Fall 2012 Data

Decrease the percentage of students in grades 3-5 scoring in the Substantially Below Proficient range on NECAP Math from 63% to 15% by October 2012.	63%	50%	33%	15%
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Reading/Language Arts Goals (1): Address the number of students scoring “proficient” or “proficient with distinction.”	Baseline data and annual targets			
	Baseline: Fall 2009 Testing Data	Fall 2010 Data	Fall 2011 Data	Fall 2012 Data
Increase the percentage of students in grades 3-5 scoring in the Proficient range on NECAP (New England Common Assessments Program) Reading from 37% to 70% by October 2012.	37%	45%	55%	70%
Increase the percentage of students in grade 5 scoring in the Proficient range on NECAP Writing from 34% (in Oct. 2008) to 70% by October 2012.	34%	45%	55%	70%

Reading/Language Arts Goals (2): Address the number of students scoring “substantially below proficient.”	Baseline data and annual targets			
	Baseline: Fall 2009 Testing Data	Fall 2010 Data	Fall 2011 Data	Fall 2012 Data
Decrease the percentage of students in grades 3-5 scoring in the Substantially Below Proficient range on NECAP Reading from 33% to 15% by October 2012.	33%	25%	20%	15%
Decrease the percentage of students in grades 5 scoring in the Substantially Below Proficient range on NECAP Writing from 39% (in Oct. 2008) to 15% by October 2012.	39%	33%	25%	15%

### Teacher Evaluation/Internal Accountability

LFS teachers will participate in the new RIDE approved evaluation model to be rolled out in the 2011-2012 school year. As part of the culture of professional reflection and assessment, teachers as well as leaders will engage in a continuous improvement cycle/process of internal accountability.

### Principal Performance Metrics

In addition, PPSD has recently rolled out a new principal performance metric system for school leadership.

# Principal Performance Metrics

School Name: Lillian Feinstein Elementary School Principal: Jose Valerio

## Addressing Teacher Evaluation

	Baseline	2010-2011
% Completed	3 of 3 (100%)	100%

## Addressing Attendance Behavior

Grades K-5	Baseline	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Attendance	92.9%					95%

## Addressing Student Mastery of Standards – Teaching Year

NECAP Percent Proficient						
	Baseline***	2010-	2011-	2012-	2013-2014	2014-
<b>Reading</b>						
Grade 3	40%	42%				75%
Grade 4	35%	28%				70%
Grade 5	40%	36%				75%
Grade 6	28%	26%				75%
<b>Mathematics</b>						
Grade 3	18%	25%				50%
Grade 4	24%	22%				60%
Grade 5	21%	29%				50%
Grade 6	26%	15%				50%
Science (Gr. 4)	13%					40%
Alternate Assessment (RIAA) – Percent Proficient						
Grade 2-5	Baseline	2010-	2011-	2012-	2013-2014	2014-
Reading	0/0 (NA)					75%
Mathematics	0/0 (NA)					50%
Science	0/0 (NA)					40%

## Addressing Achievement Gap - Teaching Year\*

### Reading

Groups Compared	Baseline***	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Hispanic – White	10	21				5
Black – White	6	22				3
Free/reduced – non free/reduced	3	23				1
IEP – non IEP	27	26				13
ELL – non ELL	40	45				20

### Mathematics

Groups Compared	Baseline***	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Hispanic – White	19	11				9

Black – White	22	17				11
Free/reduced – non free/reduced	2	7				1
IEP – non IEP	20	22				10
ELL – non ELL	27	24				13

\*calculated as % of students at Performance Levels 3 + 4 for group one minus % of students at Performance Levels 3 + 4 for group two. Read as, for example, 'there is a 10 percentage point gap between these two groups'.

\*\*less than ten students in group 1 or 2.

\*\*\*baseline Math and Reading reflects 2009-2010 teaching year results (i.e., Grades 2-5/6 students in 2008-2009).