

Requirement #14--Lead Partner

Atlantic Research is an educational advisory, research and technical assistance provider who are committed to providing consistent, high-quality school improvement services that advance teacher and leader abilities, improve both school culture and student academic performance, and deliver increased student achievement. We do not have a one-size-fits-all approach to mastering the complex issues building leaders, teachers, students and families face each day. Instead we are committed to providing customized, high-quality school improvement services that advance teacher and leader skills and knowledge while also improving school culture so as to significantly impact student achievement.

Atlantic's work with districts and schools nationwide has contributed to significant increases in student achievement as well as substantial, measureable growth of educator practice. As a result of employing Atlantic Research Partner's School Improvement Model, schools utilizing our processes and procedures can accomplish the following:

- Complete a comprehensive and systemic analysis of school data indicators to identify critical areas for improving student achievement.
- Focus on a *few targeted issues* that when accomplished will have the greatest impact on student achievement;
- Developing *focused goals* that respond to the most critical needs;
- Agree on evidence-based or research-based *measurable strategies* to reach the goals;
- Delineate a small number of *actions with purposeful timelines*, responsible person(s) and necessary resources to implement them;
- Determine focused, content-specific professional development for staff;
- Create a schedule and *explicit steps to monitor* strategies, actions, adult practices, and student performance;
- Establish methods and techniques to **communicate** the plan, plan progress and results.

School Improvement represents large-scale change that occurs over time. Sustaining a focus on school improvement requires that schools engage in several core processes that include:

- ✓ Viewing continuous improvement as the core work of the school and recognizing it is recursive in nature;
- ✓ Reliance on quality data (collection, organization) as well as quality analysis and interpretation of data to identify critical problems that in turn inform development of a focused plan, monitoring process and evaluation plan to assess impact;
- ✓ Establishing the expectations for substantive change in student performance and adult practices;
- ✓ Ensuring the use of collaborative and collegial engagement – every plan is only strengthened from people committed to the school's success; and
- ✓ Regular and ongoing communication focused on interim and long-term improvement and change