

Requirement #13
Sustainability

Atlantic Research's School Improvement Model follows, fundamentally a, *train-the-trainer* prototype. Our staff and faculty works alongside teachers and staff members in the process of school reform, under the premise that once trained, the site's existing staff will continue the embedded work. *Atlantic Research* is responsible for intervention and manages all of the programs, training, initiatives and changes prescribed in the school. But *Atlantic Research* recognizes what nationwide data establishes: "top-down" management techniques are consistently resisted, and any implemented change employing such techniques is unsustainable. Consequently, the *Atlantic Research* team works *with* school leaders and teachers to initiate necessary changes and achieve results. By working alongside teachers, leaders, and staff, *Atlantic Research* establishes a collaborative environment that enables participatory buy-in to reforms that might otherwise appear threatening or initially overwhelming. The school will be ultimately a high achieving institution because the teachers and staff are part of the School-*Atlantic Research* team, and share in clearly defined goals. When *Atlantic Research* leaves the site at the end of its engagement, school leaders and teachers are positioned to seamlessly carry on the implemented reforms—primarily because the reforms are *theirs*.

Evidence of Effectiveness:

Atlantic Research's school improvement services are designed to ensure that by the end of the grant, school-based staff members are leading the school improvement activities initiated by the lead partner. Our evidence of effectiveness is seen in the Summer School program at Chicago Vocational Career Academy in Chicago, a Cohort 3 school. Teacher leaders are working alongside our faculty members and delivering the professional development that is part of the school's summer program..