

## **Excerpt from Purpose Built Schools – School Turnaround Partnerships RFQ**

### **Organization Governance & Structure**

Purpose Built Schools, Inc. and Drew Charter School, Inc. join together to respond to this RFQ. Purpose Built Schools (“PBS”) is a Georgia non-profit education services company formed to replicate the success of Drew Charter School (“Drew”). PBS runs a leadership-training program; provides intensive professional development and other education support; and manages and operates schools based on the “Drew Model” (the Drew Model is discussed throughout Section 1 and Section 2 and is the basis of the Turnaround Program formally detailed in Section 2.1 of this response). All components of PBS’s work are steeped in the experience, model, and success of Drew Charter School. All of PBS’s leadership and team members have long-standing connections to Drew.

Drew Charter School, Inc. is APS’s first charter school (formed in 1999; initial school year 2000-01) and has become one of APS’s most consistently high-performing schools, with particular success in narrowing the achievement gap between children of low- and high-income backgrounds.

### **Core Values & Mission**

As a Pre-K through grade 12 school, Drew’s mission is to provide an excellent education so that each student reaches his or her full potential and is launched on a pathway to health, impact and prosperity. Drew strives to equip its students with the knowledge, skills and passion to create positive change in the world. Drew’s approach is based on the belief that every child has gifts and talents that must be discovered and nurtured. All students are consistently encouraged to strive to do their best so they may reach their highest potential. A Drew education is one that supports strong intellectual, physical, social and emotional growth.

Importantly, Drew was formed more than 15 years ago to serve as the key component of the cradle-to-college pipeline within a holistic revitalization of the East Lake neighborhood – including East Lake Meadows, a former troubled Atlanta Housing Authority project. Drew is rooted in the belief that a great school can help transform an entire community. Since its inception Drew has served as the primary school for families of public housing living in the mixed-income Villages of East Lake. Drew believes that children of these extremely low-income families can thrive academically and achieve at the same levels as their higher-income peers across Atlanta (and Drew’s academic outcomes prove exactly this point; see Drew’s outcome data in Section 1.5).

The sole purpose of Purpose Built Schools is to replicate the academic success of Drew in other low-income communities across Atlanta and the country. In essence, PBS is the operational entity formed to expand the impact of Drew’s academic model. PBS’s team of innovative educators is driven by a collective desire to transform urban education and improve students’ lives in underserved neighborhoods.

PBS believes that schools based on the Drew Model, planted in struggling low-income neighborhoods, can create a pathway out of poverty for individual children, but more broadly can also become the core of larger, holistic redevelopment efforts. (The Drew Model is further detailed in Section 2.1.) We believe that a successful school will attract strong partners to these otherwise neglected communities. Together the school and its partners can address the larger issues that place additional burdens on families from these neighborhoods and that make the educational lift that much harder. It is a core part of PBS’

strategy to seek out these partners and work with them to strengthen both the community and the school.

At a high level, PBS and Drew value school faculty and staff who serve as models of life-long learning; high standards and expectations for student achievement; innovative teaching strategies; rigorous student assessment and a commitment to continuous improvement; diverse STEAM-based enrichment opportunities for students; access to cutting-edge technology; and involved and supportive families. From an instructional standpoint, PBS and Drew share core principles which underlie their work and are the bedrock of the Drew Model.

**Figure 1.3.1 Alignment Between APS Turnaround Strategy and the PBS/Drew Model**

<b>APS Turnaround Strategy Seeks to Accomplish</b>	<b>PBS/Drew Model Answers for Success</b>
<p><b>Academics:</b> All students access high-quality instruction; Supplement instruction with intensive direct-to-student support targeted at expediting progress in literacy and math</p>	<p><b>Academic “buckets of success”:</b> Robust Early Learning Program; tiered, standards-based model of instruction for literacy and math; STEAM as a thematic focus; strong birth through grade 12 continuum for curriculum and instruction</p>
<p><b>School Leadership:</b> Increase coaching and support to school leaders to develop their skills as turnaround leaders</p>	<p><b>Recruit and develop strong leaders:</b> Recruit only experienced leaders; foster a culture of empowerment and autonomy; collaborate with partners; high level of flexibility to try new instructional models</p>
<p><b>Teachers:</b> Attract, develop, support, and retain high quality teachers across the district; Staff high-quality teachers in high-need schools</p>	<p><b>Recruit and develop strong teachers:</b> Provide teachers ongoing professional development, including leadership opportunities; provide teachers with appropriate resources and thought partners through a community of practice; participate in individual goal-setting for continuous improvement</p>
<p><b>Students engaged and ready to learn:</b> Deliver targeted support to address non-academic needs (e.g., social/emotional, health, nutrition) enabling children to be more ready to learn</p>	<p><b>Deliver additional services:</b> PBS/Drew is able to deliver additional services (i.e., wrap-around services) through the coordination of community partners and PBS/Drew’s staffing model (i.e., Director of Family Services and School Social Worker)</p>
<p><b>Urgency of the situation:</b> In collaboration with communities, pursue operating model changes where turnaround requires more significant change than the district can address using programmatic approaches</p>	<p><b>Cradle-to-College Education Pipeline:</b> Drew and PBS bring a fully realized operating model ready for implementation. The approach creates an integrated education pipeline that provides seamless transitions between early learning, K-12 and afterschool programs for neighborhood children.</p>

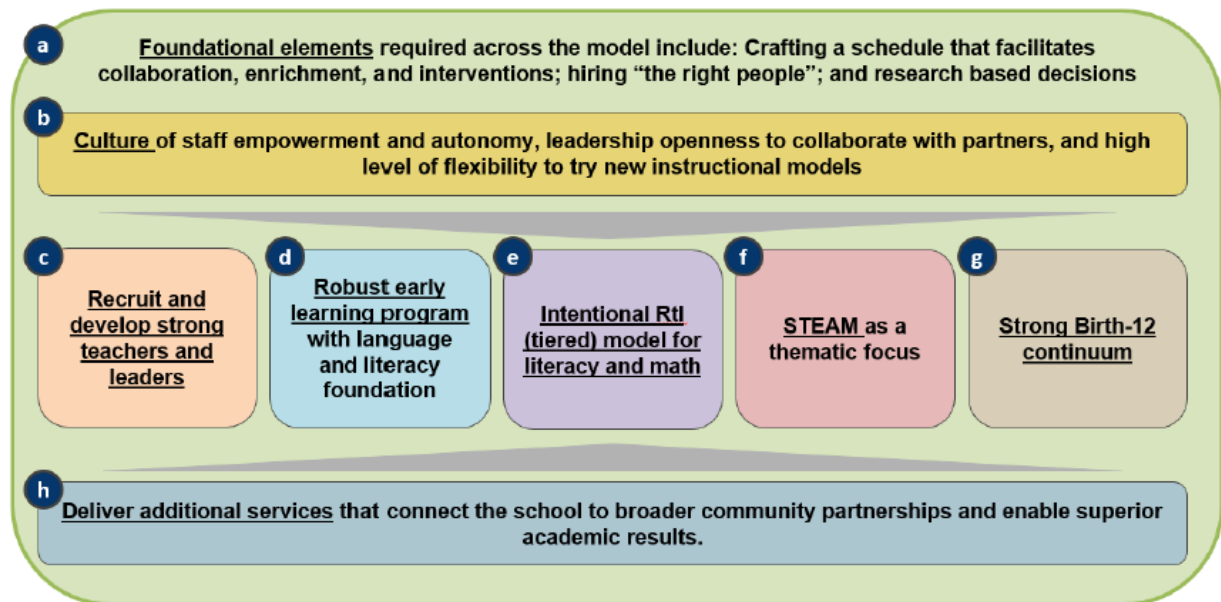
## Qualifications & Capacity

PBS and Drew bring a proven and replicable model to the table; have a track record of success; have built out the organizational capacity to deliver; are stewarded by excellent leaders; are able to attract local partnerships; have turnaround experience across the country; and have demonstrated that they can expand impact while maintaining results. The sections below provide more detail on each of these topics in turn.

At the core of East Lake’s success – and now a key part of Purpose Built Communities’ national revitalization model – is Drew Charter School. A cradle-to-college pipeline of high-performing schools and educational programs is key to any healthy community. Drew demonstrates what is possible in low-income communities: currently serving 1,700 primarily low-income, African-American students (62% free and reduced lunch, 81% African-American), Drew started in 2000 as the lowest performing elementary school in APS (69th of 69 schools), but is now among APS’s top-rated elementary, middle, and high schools.

In 2014 the Bill and Melinda Gates Foundation provided a grant partly to support Drew’s new high school, and partly to develop a strategy to spread the impact of Drew beyond its school walls. Drew and its partners used that funding to engage The Boston Consulting Group (BCG) to conduct an in-depth study of Drew and the potential for its replication. BCG’s work identified the core elements that differentially drive student outcomes, and it proposed the formation of PBS as the organizational vehicle for replicating those elements beyond Drew. These elements now comprise the “Drew Model” as pictured in Figure 1.4.1.

**Figure 1.4.1 The Drew Model based on in-depth research by The Boston Consulting Group**



Purpose Built Schools (“PBS”) was formed as a direct result of the BCG study. PBS began in April 2015 as an unincorporated initiative of Purpose Built Communities, the non-profit charged with helping communities across the country plan and implement revitalization efforts based on the East Lake approach. PBS’s role was to work with those communities on their educational programs and efforts. (A more detailed view of PBS’s work is offered below.) In January 2016, PBS was formally incorporated as a

separate legal entity (Purpose Built Schools, Inc.). PBS has a skilled team of educational experts and a substantial budget dedicated solely to managing and operating schools; providing educational support directly to school leaders and teachers; and a principal residency program designed to equip school leaders to implement the Drew Model.

Purpose Built School's leadership team was brought together for their specific experience working within the Drew Model. PBS' President led the work of the East Lake Foundation from 1994-2001 and was part of the team that created Drew Charter School (serving on its founding Board of Directors). Each PBS team member has had a long-term relationship with Drew's faculty and staff and is deeply committed to Drew's mission. Their individual backgrounds and expertise align with key elements of Drew's instructional program. Leadership positions within PBS's organizational structure were established to support the most foundational aspects of the Drew Model (e.g., leadership, literacy, language, early learning and teacher pedagogy).

PBS has experience supporting a variety of school turnaround efforts within the Purpose Built Communities network. These experiences include:

- Designing and implementing a Principal Residency Program to support school leaders and the full replication of the Drew Model at Howard Kennedy Elementary School in Omaha, Nebraska. Kennedy is a public turnaround school located in Omaha's Highlander neighborhood. Nebraska law does not allow for the creation of charter schools, and this effort is an example of how public districts can embrace innovative efforts through non-traditional partnerships.
- Establishing the Kansas City Neighborhood Academy ("KCNA"), the first charter school sponsored by the Kansas City Public Schools (Missouri), as part of a neighborhood revitalization effort quarterbacked by the non-profit Urban Neighborhood Initiative. KCNA is the first District sponsored charter school in Missouri (all other charter schools have been sponsored by state-based entities without the support of the local district).
- Facilitating professional development opportunities for teachers and principals at Orlando's NAP Ford Community School and Legends Academy to infuse elements of the Drew Model into each school's academic model. Activities include developing a year-long leadership cohort for deans of both campuses, facilitating a cross-campus Math Task Force of instructional staff to support early implementation of Singapore Math strategies, and building capacity within the early learning team to develop children's early language skills through their adoption of the Opening the World of Learning (OWL) curriculum.

Drew and PBS attract support from local foundations, universities, non-profits, and companies, all dedicated to helping Drew students achieve. These partnerships provide a distinctive advantage to Drew students and have informed the development of the Drew Model. In addition to providing generous funding, these partners deliver programming and professional development opportunities for Drew's students and faculty. They include, but are not limited to, the Center for Teaching at Westminster Schools, the Georgia State University School of Music, the Rollins Center for Language & Literacy at the Atlanta Speech School and the Center for Education Integrating Science, Mathematics and Computing (CEISMC) at Georgia Tech. (See Section 2.5 of this response for a more extensive list of partners and the 8 services they provide.) We believe we will have similar success in attracting partners to support the work outlined in the Turnaround Program.

## **Track Record**

Throughout its history, Drew has steadily and consistently improved student outcomes as measured by Georgia’s CRCT standards, as illustrated in Figure 1.4.2.

**Figure 1.4.2 Drew’s Results on Georgia CRCT in 2000-01 vs. 2013-14**

Drew 4 <sup>th</sup> graders who met or exceeded standards on GA’s Criterion-Referenced Competency Test (CRCT)	Reading		Language Arts		Mathematics	
	2000-01	2013-14	2000-01	2013-14	2000-01	2013-14
	31%	98%	44%	94%	21%	97%

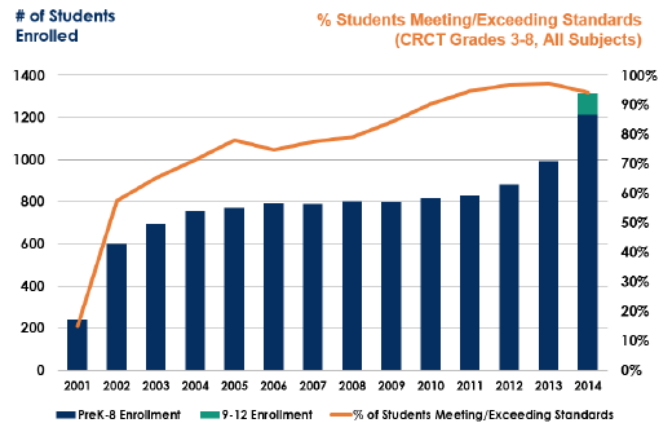
Today, Drew sustains these high results. It consistently outperforms both state (since 2008) and district (since 2004) performance averages, even on the new Georgia Milestones Assessment System (2015), as illustrated in Figure 1.4.3.

**Figure 1.4.3 Drew, APS, and Georgia Results on Georgia Milestones Assessment System in 2015**

Grades 3-8 GA Milestones Performance (% Developing, Proficient, Distinguished combined)	Subject	Drew	APS	GA
	English Language Arts	83%	62%	71%
	Math	84%	64%	76%
	Science	80%	55%	68%
	Social Studies	85%	61%	72%

In 2000, Drew started with an elementary school and an enrollment of less than 300 students. After two significant growth spurts (2002-2005 and 2008-2011), Drew has expanded to include an early learning pipeline, junior academy, and senior academy and now serves nearly 1700 students. The Drew Model has been refined over time to meet the ongoing needs of its students. Even as Drew’s enrollment numbers grow to complete the full cradle-to-college pipeline, the Drew Model produces consistently high levels of student achievement.

**Figure 1.4.4 Expanding Impact**



**Ensuring Staff Effectiveness**

As part of the Drew Model, professional learning is crucial to the mission of improving student achievement.

The proposed Turnaround Program will adopt Drew’s professional learning practices, including the following:

- Professional learning will be integrated through all learning environments and will be provided through a variety of formats, including workshops, professional learning teams, book studies, collaborative planning, action research and coaching.
- The school's schedule will allow for daily collaborative team meetings of teachers and members of the leadership team. Within these meetings, professional learning will be provided in such areas as data review; identification, modification and accommodation for students with different learning needs; creating effective learning environments; and curriculum and instructional planning, including the integration of technology into daily lessons.
- Drew has committed full-time positions to support professional learning in grades Pre-K through 12. These staff members, in collaboration with community partners, differentiate professional learning through observations and coaching of individual teachers and by guiding the collaborative planning process, including the use of assessment data. This professional learning is targeted to the areas most likely to impact student achievement.
- Drew contracts with high-quality professional development providers to deliver training for instructional staff on curricular programs, instructional strategies, and evidence-based practices in the areas of academic and social emotional learning. Past providers include, but are not limited to The Center for Teaching at Westminster, The Buck Institute, and Staff Development for Educators (For a more comprehensive list of professional development providers, see Section 2.5 of this response.)
- Drew consults with leading researchers in the fields of early childhood and elementary education from universities such as Georgia State University and Vanderbilt University.
- Drew partners with professional learning programs to support ongoing teachers' growth in research-based practices. These partners include, but are not limited to, the Center for Teaching at Westminster Schools, the Georgia State University School of Music, the Rollins Center for Language & Literacy at the Atlanta Speech School, and the Center for Education Integrating Science, Mathematics and Computing (CEISMC) at Georgia Tech.

To ensure fidelity to the Drew Model, staff within the Turnaround Program will be evaluated through comprehensive accountability measures including Teacher and Leader Keys Evaluation Systems, student outcomes analysis within communities of practice, and informal observations and feedback.

## **Implementation**

Purpose Built Schools (PBS) and Drew Charter School (Drew) propose to provide the comprehensive management and operation – in all aspects – of two elementary schools, a middle school, and a high school in the neighborhoods surrounding the Villages of Carver within the Carver Cluster. (The specific schools are noted below.) PBS will operate the K-12 schools pursuant to a contract negotiated with APS. The contract will provide the operational, instructional and financial flexibility required to implement the Drew Model with full fidelity. As much as possible, the contract will be designed to create the operational conditions of a charter school.

In addition, PBS will partner with the YMCA of Metro Atlanta and Sheltering Arms to develop at least two pre-school campuses for children 0-4, as well as a separate Pre-K program at one or both of the elementary schools. It is our intent that the 0-4 programs would feed directly into the Pre-K program and that all of the early learning components would be coordinated both instructionally and operationally with the K-12 component. The goal is to create a seamless cradle-to-college pipeline in which all elements support and build upon the other elements.

We propose the following schools for this Turnaround Program:

- Elementary Schools: Thomasville Heights Elementary School and Slater Elementary School.
- Middle School: Price Middle School. The two elementary schools would be the sole feeders into Price Middle School.
- High School: Carver High School (excluding the Early College High School at Carver). Price Middle School would feed into Carver HS, as well as another middle school or schools as determined by APS. PBS and Drew propose a three-year phase-in of the Turnaround Program for the educational pipeline discussed above.

From an educational standpoint, the Turnaround Program will incorporate all elements of the Drew Model, as indicated in Figure 1.4.1. The goal is to implement this model with fidelity throughout all grade levels in order to produce outstanding academic outcomes. Throughout this section, the Model described herein as applied to the Turnaround Schools is referred to as the Turnaround Program.

Certain elements are foundational to the success of the Turnaround Program and support each of the five pillars of the academic model. These elements apply across elementary school, middle school and high school.

#### *Foundational Elements*

- An extended school day and school year. Most important is an extended school day (8:00 a.m. to 4:00 p.m.) and a longer school year (5 additional days of classes).
- The daily schedule. The extended school day sets the framework for a structured daily schedule that allows for the following:
  - *Multiple enrichment classes.* The daily schedule will include multiple enrichment class periods each day. These enrichment classes are the building blocks of the STEAM program and project-based learning instructional approach. They allow students the opportunity to explore their interests outside of core content areas and illustrate the real world applications of subject matter coursework. The enrichment periods are a combined 70 minutes per day in grades K-3. Students in these early grades are exposed to all enrichment offerings through a quarterly rotation. Students in grades 4-8 are given the opportunity to select their own enrichment courses based on their personal interests. In grades 9-12, students select elective courses to take based on their personal interests. Through the Georgia Pathways program, students have the option to tailor these selections to match their post-secondary education and career aspirations (See “Continuing Success in the Upper Grades” below for more information about the Pathways program).
  - *Flex Time.* In grades 9-12, the extended day allows for students to have flexible blocks of time for a variety of courses to supplement their core curriculum. During this time, students have the opportunity to take enrichment courses, participate in co-curricular programs or service clubs, seek 1-on-1 help from their teachers, or work with faculty advisors as a part of the Advisory program. Within the Advisory program, students will have the same faculty advisor for all four years in grades 9-12. The faculty advisor works closely with the students, parents, teachers, coaches and college counselors, as well as other adults, to ensure grades, student portfolios, academic plans, extracurricular involvement and service-learning requirements are on track for timely high school graduation and submission of college applications. The overarching goal of Advisory is to ensure that students are on the path to successfully graduate from Drew, and are prepared to be successful in post-secondary education and 21st century careers.
  - *Common and collaborative professional development time for teachers.* As classroom teachers are freed up during these enrichment blocks, their time is used for focused professional development. In grades PreK-8, teachers have the opportunity to meet on grade-level teams for

collaborative planning time. For teachers in grades 9-12, professional learning communities allow teachers to plan with colleagues who teach similar disciplines across grade levels. These freed times ensure a collaborative professional environment opportunity for faculty to work on mentoring another faculty member, meet in advisory groups with content specialists (e.g., Director of Literacy, Director of Math, Director of Teaching and Learning), and work as a team planning instruction. For example, in grades 9-12, teachers use this collaborative time to plan “integrated courses” that challenge students to integrate knowledge and skills from two or more disciplines within a project-based learning course (see the “Continuing Success in the Upper Grades” section for more information about integrated courses).

- *Tier 3 reading and math interventions.* Finally, these enrichment periods are used to provide Tier 3 reading and math interventions within designated intervention centers for students performing below standards who need additional support. (For a detailed description of Tier 3 interventions provided in the elementary, middle, and high school models, see information on the Response to Intervention (RtI) Model for Literacy and Math below).

- Research-based decisions. All aspects of the Drew Model – including instructional practices, data-driven decision-making, the RtI model, the extensive use of Literacy and Math labs, and curricular choices – are based in instructional elements backed by research. For example, decisions to base instructional practice on project-based learning in grades K-5, 6-8 and 9-12 were made after extensive research and visits to schools around the country that implement project-based learning.

#### *Intentional RtI (tiered) Model for Literacy and Math:*

The approach to literacy and math instruction for the proposed Turnaround Program is best captured in two core principles:

- Strong language/literacy and math skills are the critical foundation for all learning
- High-quality instruction to meet the learning needs of all students is best implemented through a tiered model of instruction (i.e., a response to intervention model) Literacy and math knowledge and skills are prerequisites to learning in all of the other disciplines. The Turnaround Program follows an intensive daily program both in reading/language arts and math at every grade level within a tiered Response to Intervention (RtI) structure. A universal screener and diagnostic tools (e.g., NWEA’s MAP or AimsWeb) will be administered to all students to determine their instructional needs within Georgia’s Pyramid of Intervention. All students will experience quality Tier 1 instruction facilitated by classroom teachers for the following amounts of time:

- Grades K-5: 120 minutes of reading/language arts, 60 minutes of math
- Grades 6-8: 60 minutes of reading/language arts, 60 minutes of math
- Grades 9-12: 90 minutes every other day of both reading/language arts and math

Tier 1 instructional practices and resources will include the following in both reading/language arts and math:

- Standards-based curricula
- Research-based strategies
- Differentiation
- Small-group instruction

Students who do not meet grade-level standards through Tier 1 instruction alone receive targeted Tier 2 and 3 interventions. The frequency and intensity of these interventions depend on individual students’ needs and are determined by the Student Support Team (in accordance with state guidelines and APS policies). Tier 2 interventions are designed, administered, and tracked (monthly) by core classroom teachers during a daily intervention block (grades K-3) and small-group instruction (grades 4-12). When



Tier 3 interventions are needed, students will work with certified teachers and interventionists to supplement, and not replace, the grade-level instruction received in reading/language arts and math classes. When Tier 3 interventions are needed, students work with certified teachers and interventionists. For grades K-5, these interventions occur within the on-campus Literacy Center and Math Lab for 35 minute-blocks.

For grades 6-12, the highest-need students receive interventions within the on-campus Literacy Center (60 minutes each day for grades 6-8 and 90 minutes every other day for grades 9-12). For students in grades 6-12, who may not need the intensive interventions provided in the Literacy Center, support classes in English Language Arts are available. Systematic, multi-modal intervention curricular programs are used for grades K-12 (e.g., Really Great Reading Company Phonics Suite Programs (K-12), Moving with Math (K-5), Rewards (6-12), Achieve 3000 (6-12)). Weekly progress monitoring data and benchmark data from a universal screener (administered 3 times per school year) determine if/when Tier 3 interventions are no longer necessary.

Students are evaluated to determine whether they would benefit from Tier 4 services (Special Education) in the event that Tier 3 interventions have not closed the student's performance gaps in reading and math. This proposed Turnaround Program will comply with all applicable regulatory special education requirements including, but not limited to, the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act.

### **Working With the School Community, Parents and Students**

We believe that the schools that serve The Villages at Carver, Historic South Atlanta, Joyland and adjacent neighborhoods are ideal for the Purpose Built Schools approach. There are at least five major reasons for the strong fit.

*(1) The presence of a mixed-income community.* Drew is rooted in the experience of working in a mixed income community, but one with many low-income families with high needs. As an Atlanta Housing Authority redevelopment from the early 2000's, The Villages of Carver is quite similar to The Villages of East Lake. We understand the importance of making family connections in a community like this, and we understand the unique needs that can accompany families living in mixed-income communities.

*(2) Opportunities to establish partnerships.* Education is a community-wide endeavor, and Drew's experience is that community partnerships are critical to a successful school. It is also important to approach this work with humility – to recognize that you are coming into a community with many existing stakeholders who care deeply about their neighborhood. The neighborhoods surrounding Thomasville Heights, Slater, Price and Carver High School have many assets and offer significant opportunities for partnership and engagement. Among many others, non-profits such as the YMCA at Carver and FCS Urban Ministries have been working in these communities for a long-time; there are unique (and sometimes underutilized) physical assets such as the RBI baseball facility; the faith community is particularly strong in this community; and neighborhood associations and civic leagues are well established. Our goal is to establish strong relationships with all these long-time neighborhood institutions.

*(3) There is a compelling need.* As APS has noted in its work leading up to this RFQ, the need in the Carver area is tremendous. In terms of the three-year average CCRPI scores for all APS elementary schools, Thomasville Heights is ranked lowest and Slater is 5th lowest. And Price Middle School and Carver High School (excluding Carver Early College High School) are at risk for a potential state takeover under the proposed OSD, if enacted, as well. The need for a solution here is urgent.

*(4) The scale for the project is appropriate.* Scale is important (we do not want to take on more than we are capable of doing well), and we are comfortable that the Drew Model and experience will work at the scale that we are proposing here. As a Pre-K to 12th grade pipeline, Drew is approaching 2000 students. Our proposal here – at full implementation – would serve a similar number. We are proposing a Turnaround Program that fits with a scale proven successful at Drew.

As a preliminary matter, authentic community engagement is a core principle of Purpose Built Schools, and it has been an essential element of Drew’s philosophy and practice for 15 years. A wide range of data show that schools are better when parents are directly involved and committed to their child’s success; when students enjoy school and are engaged in it; and when the school itself has numerous connections to the broader community.

Drew offers a good example of how PBS would approach community engagement in this Turnaround Program. Drew itself was formed – as Atlanta’s first charter school – only through the commitment of community residents, as well as the civic and business community (a process that took multiple years). A parent group – one of the first ever in East Lake that included residents of the East Lake Meadows public housing project and homeowners from the surrounding single family neighborhood – was responsible for selecting Drew’s first principal, and parents have played a key role in principal selection ever since. A Board of Directors of community leaders governs Drew, so we have deep experience in a meaningful governance structure that includes community stakeholders (as envisioned in the GO Teams). Drew’s high school students actually have participated in teacher selection. And our project-based learning approach requires ongoing and active participation of neighborhood business and community leaders at multiple points throughout the school year.

PBS envisions a community, parent and student engagement process in the Turnaround Program that can be viewed in two timeframes: engagement prior to school opening and engagement during ongoing operation of the schools. Prior to school opening, the focus is primarily informational; engagement on an ongoing basis is centered on creating meaningful ways for parents and community stakeholders to connect to school operations and instruction.

Community engagement does not end once school has started. Rather, this is when PBS will work especially hard to ensure all community members have the chance to connect to and participate in the schools. Each Turnaround School would have a specific engagement plan that includes the following elements:

- Create a welcoming environment at the school so that every parent feels comfortable in the building and is more likely to visit with leadership, teachers and staff.
- Establish numerous, more formal vehicles for parent engagement so that anyone can find a way to connect to the school. Methods include:
  - Quarterly meetings between teachers and parents to provide an accurate and vivid assessment of a child’s accomplishments and needs.
  - Nurturing a strong PTA
  - A partnership with the PTA designed to bridge the gap between parent and teacher communication.
  - A Parent Volunteer Program to maximize parental participation through volunteer hours. The Parent Volunteer Program also ensures that all families feel respected and welcomed in the school and become active supporters of their child’s education.
  - A full time Parent Liaison dedicated to the ongoing support of parent involvement and open communication with families, including families of future Turnaround School students.

- A Student Support Team comprised of teachers and parents to ensure that all students (especially those whose families cannot be significantly involved in the educational process) have an educational advocate to pay close attention to their schoolwork and physical and emotional development. The Student Support Team will also intervene to help solve students' problems, including poor attendance, behavior issues, poor health or nutrition.
- Ensure that the governance model is meaningful. Our plan for formal engagement through the GO Team structure is detailed in Section 2.7.
- Use an instructional program that intentionally invites the larger community to become involved in the school on a regular basis. Project-based learning provides opportunities for community stakeholders and experts to play a role in student learning. This public audience participates in all aspects of the project through project planning, workshops for students, project showcase nights and project evaluation.