Atmosphere Academy Public Charter School

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 15, 2020

By Colin Greene

22 Marble Hill
Bronx, NY 10463

718-696-0493

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Colin Greene, Founder and Principal, prepared this 2019-20 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Dr. Michael Lagas, Ed.D.	Chair
Jesse J. Greene, Esq.	Secretary
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Colin Greene has served as the Principal since 2015.

SCHOOL OVERVIEW

Atmosphere Academy Public Charter School opened its doors for its first year of operation on August 25, 2016 serving 140 students in 6th Grade from NYC CSD 10 and surrounding neighborhoods. In 2019-20, the school served 410 6th-8th Grade students. Of these students, 19% were students with IEP's, 8% were English Language Learners, and 88.8% were from economically disadvantaged families. The students were primarily Hispanic/Latino (79%) and African-American (16.3%). The remaining students were Asian (1.2%), White (2.9%), and Multi-racial (0.5%).

Through the creation of a highly engaging school setting, Atmosphere strives to not only prepare students to be ready for college, career, and life, but to succeed once they get there. By actively contributing to the school's shared learning community, Atmosphere students will acquire the character, skills, and knowledge they need to think, collaborate, and lead.

In order to build an engaged and self-directed community of stakeholders, many elements of the school model focus on empowering students to take ownership of the learning process, involving parents in their children's education, and helping faculty and staff continuously improve their professional practice. Further reflecting this foundational belief, Atmosphere Academy has adopted the following key design elements that allow the school to accomplish its mission and remain true to its vision:

- School Culture: The school has created an atmosphere that is supportive, innovative, collaborative, inspired, inspiring and rigorous.

- Atmosphere Academy's Academic Program is intended to improve student skills, build content knowledge, develop critical and creative thinkers, and achieve mastery of standards. While all students are challenged with rigorous instruction that is on or above grade level, the approach is differentiated based on the needs of the academic team. Atmosphere provides all students with 10 courses per year that are designed to remediate and accelerate students' knowledge and skills in a variety of content areas with a strong emphasis on English and math. Atmosphere scholars are given 500 minutes of English (ten 50 minute class periods), 500 minutes of math (ten 50 minute class periods), 250 minutes of science (five 50 minute class periods), 250 minutes of social studies (five 50 minute class periods), and 480 minutes of test preparation per week (two 50 minute class periods, one 100 minute assembly period, and two 90 minute after school sessions). In addition to physical education (two 50 minutes class periods) and health (one 50 minute class period), students also have electives (one 50 minute class period).

- In addition to our Academic Program, Atmosphere addresses social emotional learning through weekly Advisory and Restorative Justice classes (one 50-minute class period per course). These classes are designed to build students' ability to identify emotions, resolve conflicts, communicate openly, and familiarity with other important life skills. RJ and Advisory meet once per week. Advisory is facilitated by Atmosphere teachers. RJ is facilitated by the Culture Associate and/or Social Worker/Counselor.

- Extended School Day and School Year: In order to provide the time needed for students to take advantage of all of these unique learning opportunities without cannibalizing core courses to make room for them, Atmosphere employs an extended school day (7:30 am to 4:00 pm), school year (190-day school year), and afterschool achievement classes twice per week until 5:30.

- 21st Century Learning: Atmosphere students are further prepared for success in college and career through the development of 21st century skills. To this end, all of Atmosphere's classes incorporate practices, assignments, routines, and other structures that ask students to develop 21st century skills, including Creative and Critical Thinking; Innovation and Entrepreneurship; Collaboration and Leadership; Digital Literacy; and College, Career and Life Skills.

- Key Partners and Supporters: Atmosphere enjoys close working relationships with the following organizations (among others): Westmoreland Sanctuary; Westchester Land Trust; and Westhab.

- Student-Centered and Differentiated Instruction: Atmosphere's instructional philosophy aligns most closely with the Gradual Release of Responsibility (GRR) approach. GRR reflects the importance Atmosphere places on student-led exploration and discovery throughout the proposed school. Atmosphere's instructional philosophy is also informed by the Sheltered Instruction and Observation Protocol (SIOP) model. The decision to use SIOP was made because it incorporates GRR principles, directly addresses the needs of Atmosphere's ELL population, and provides a broad and sound base of pedagogical practice. Within the SIOP model, GRR is often referred to as the "gradual increase in student responsibility."

- Special Education Program: Atmosphere offers general education classes, integrated co-teaching (ICT) classes, and self-contained classes that serve students with a range of needs. The self-contained classes are taught by a Learning Specialist and a Teaching Assistant present at all times. The ICT classes include a content area teacher during all classes and a Learning Specialist during math, English instruction, Science and Social Studies. Academic Intervention Services (AIS) provide additional academic support during lunch, electives and after school.

- English Language Learner Program: English language learners (ELLs) receive additional support through instruction from ELL Specialists that is provided during the electives period. This structure allows for an additional 100 minutes of targeted intervention per week. Additional intervention time is achieved by pulling students out of Technology class or Spanish class on an as needed basis.

- Core Values: All of Atmosphere's stakeholder groups are expected to follow a set of shared core values that help the proposed school realize its mission and vision. Focused on Mindful Leadership, the core values will encourage our students to be:

  - Persistent – Atmosphere students will be supported to continue firmly in a course of action despite difficulty or opposition.
  - Curious – Atmosphere students are expected to be eager to know and learn new things in and out of the classroom.
  - Collaborative – Atmosphere students will work with other students and groups to achieve excellence.
  - Ethical – Atmosphere students will be encouraged to be concerned with right and wrong of human character
  - Reflective – Atmosphere students will gain a better grasp of their own identity through prescribed investigation of the stories and histories that define who they are.
  - Multicultural – Atmosphere students will be exposed to and gain an intimate understanding of and appreciation for their own cultures as well as various other cultures both locally and internationally
  - Empathetic – Atmosphere students will learn to leverage peer dynamics and the nested learning that occurs in social circles in order to enhance their academic outcomes.
  - Civic – Atmosphere students will gain greater insight into the structure of the socioeconomic ladder and the tangible steps that most often result in upward movement.

- Rapid Response to Intervention: Atmosphere's Rapid Response to Intervention (RRTI) system is driven and accelerated by data that help faculty, staff, and school leaders provide targeted and timely academic and behavioral interventions. The goal is to provide such services to the students who most need them and in a time frame that makes those interventions most effective. Atmosphere provides a range of interventions that include emotional, social, behavioral, psychological, physical, intellectual, and academic support and security.

- Restorative Justice: Atmosphere's discipline system and policies are rooted in the principles of restorative justice. This philosophy sees behavioral infractions as injurious to the larger school community and seeks to repair them through interventions that involve all relevant stakeholders (students, parents, teachers, and administrators).

- Data Driven Decision Making: Atmosphere sees real-time data acquisition, warehousing, interpretation, and visualization as the fuel that drives good decision-making. Therefore, Atmosphere implements strong data systems throughout the school (curriculum, assessment, discipline, etc.) that provide staff, students, and parents with actionable results.

- Distributed Leadership: To increase organizational capacity, Atmosphere has based its instructional leadership structure on a distributed leadership model.

- Governance: Atmosphere is governed by a strong, experienced Board of Trustees that provides scrupulous oversight without micromanaging the organization. The Board sets goals for the proposed school and leadership team that align with the Accountability Plan established in the proposed charter application and expect regular reports of academic, financial and organizational data with which to monitor progress towards goals and achievement of the proposed school's mission.

In Quarter 3 and Quarter 4 of the 2019-2020 school year, remote instruction was implemented with great skill and effort. The school designed three phases of implementation for this instructional plan in order to give all members of our community time to adapt to the expectations. Instructional hours were from 9:00 am - 2:30 pm. In Phase 1 (began March 16th and continued through March 24th), teachers conducted live synchronous classes remotely using Google Classroom for their content according to a team specific schedule. For both English and Math, classes were 50 minutes each, but English and Math Labs were suspended. English and Math Labs were reinstated in Phase 3, which began on April 27th and continued through the end of the year. In this phase, Labs was taught through the live synchronous model. Math Instruction including mathematical modeling and practice was implemented using digital platforms such as GoFormative, Kami, Khan Academy and Delta Math. Feedback was provided in real time as scholars worked on their assignments. As previously determined based on the conclusion of the New York State exams, both English and Math Achievement courses ended.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2015-16							140	0	0					140
2016-17							128	130	0					258
2017-18							154	142	125					421
2018-19							126	152	127					405
2019-20							137	134	139					410

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY ENGLISH LANGUAGE ARTS

Summary of changes to the Elementary ELA Goal due to the Covid-19 school closure:

- Schools will be unable to report state test proficiency rates, PIs, district comparisons, effect sizes, or mean growth scores.

- However, in the absence of state test results, schools should report relevant results from internally developed assessments, national norm-referenced tests, and/or any other evaluation method below. When possible, schools report tabular data aligned to the narrative.

Goal 1: English Language Arts

Students will demonstrate high levels of achievement in English Language Arts.

BACKGROUND

Atmosphere Academy brings a sense of urgency to developing skilled and talented critical thinkers, readers, and writers as well as fluent communicators. This prioritization of and focus on literacy is exemplified by Atmosphere's decision to provide two separate yet synergistic English courses (English and English Lab) that ensures every Atmosphere student receives over 500 minutes of ELA instruction per week in grades 6-8. The gains achieved by this structure are augmented and enhanced by the emphasis on reading, writing, speaking, and listening that exists across the entire curriculum.

Atmosphere ELA teachers plan lessons based on students' reading and writing abilities as measured by quantitative and qualitative data generated by ELA assessments (formative, interim, and summative), ELA coursework, and other sources or observations. During class, ELA teachers use a blend of direct instruction, guided practice, and independent practice. In particular, ELA instruction incorporates review and generation of exemplars and models, Socratic questioning, student-led discussions, reading and writing small group work, and technology-aided editing and annotating that is interactive and engaging. Software applications (for tablets and computers) as well as other technological tools are an integral part of each facet and stage of instruction. ELA classes benefit from the support of the Learning Specialists, ELL Specialists, Instructional Leaders, Directors, Teaching Assistants, and Achievement Coaches, who help teachers to differentiate lessons to meet the needs of all learners. Each of these elements correlates with the Shelter Instruction Observation Protocol (SIOP) model and Gradual Release of Responsibility.

In the summer of 2019, Academy updated the English curriculum to reflect the New York State Next Generation Learning Standards for English Language Arts. Atmosphere adds on to and enhances these standards by extending literacy to the math classroom as well. For instance, in the math classroom, Atmosphere's math teachers work to help students "read" math and "write" math by scaffolding student acquisition of math vocabulary, giving students the tools they need to decode word problems, and mandating that students fully explain and show their work verbally and in writing.

Moreover, Atmosphere seeks to increase the sophistication and rigor of its ELA curriculum beyond what is mandated by state standards. In this manner, Atmosphere's ELA courses not only strive to increase student fluency and facility with reading and writing a variety of texts that span multiple genres and levels of sophistication, but to also engage students in the generation of original work

product that is intended for purposeful publication both within the school and the larger community. Student engagement is maximized by infusing the acquisition of reading, writing, listening, speaking, and language skills with direction and intention. Students are asked to ameliorate deficits and master new skills in order to share their story, engage in the ideation process, and change outcomes.

In order to realize this goal, Atmosphere uses an ELA program that is comprised of research-based curricular choices as well as instructional methods that have been shown to be effective for middle school literacy development.

The English course is designed to improve scholars' ability to effectively read and interpret texts that span a range of Lexile levels and genres. In accordance with the **New York** State Next Generation Learning **Standards** for **English** Language Arts, the content is a mix of fiction and literary texts as well as nonfiction and informational texts. Specific reading domain standards addressed include:

- Key ideas and details
- Craft and structure
- Integration of knowledge and ideas
- Range of reading and level of text complexity

These standards are addressed by providing instruction in and opportunities for:

- Close reading and annotation
- Content comprehension and understanding
- Background knowledge and context
- Literary analysis
- Information interpretation and inference
- Reader response and discussion
- Vocabulary (drawing meaning from context and putting meaning in context)

The English lab courses are assigned by section to address students' needs. The *Remediation Lab* serves students who are not proficient. Here, *READ180* is utilized to assess areas of weakness and provide targeted instruction in deficit areas. The *Enrichment Lab* serves students who are at or above proficiency. These Honors scholars are presented the College Board's Pre-AP Springboard framework to facilitate further advancement. Our goal is for scholars successfully completing this course to be adequately prepared to challenge themselves by enrolling in AP courses in high school.

Beginning March 16, 2020, the school moved to a fully remote instructional model. During this time, virtual English classes were conducted live- synchronously using Google Classroom. The English course was offered four times a week. The English Lab course was suspended in Phase 1 (as discussed earlier in this report), but reinstated on March 25th two times a week. Instruction including reading and text annotation was implemented using digital versions of the text and approved platforms such as the Kami app. Feedback was provided in real time as scholars worked on their assignments.

METHOD

During the school year, Atmosphere administered an internal Midline Exam and Achievement Sprints to assess students' growth in ELA and allow us to make NYS Exam predictions for each grade level. The midline exam was administered in January to measure student growth and achievement at the mid-point in the year. Following the exam, any deficits are retaught using spiraling and reassessed using additional "sprints" (quizzes) in the time between the midline and the state exam.

As seen below, Atmosphere's midline exam has been extremely accurate in predicting student outcomes on the state test. There is a direct correlation between increases in a cohort's percent correct on multiple choice (MC) and constructed response (CR) on the midline and their percent proficient on the state exam. Moreover, there is an even stronger correlation between the percent of students scoring over 60% (>60%) on midline MC and CR and their state exam results.

Below is just an example of 6th grade English scores on the midline and state exam over time. The same trends are present on all grade levels for both math and English. As you can see, 6th grade English is on pace for another record.

MIDLINE ENGLISH EXAM DATA vs. NYS ENGLISH EXAM									
Class	Grade	Year	MIDLINE MC% Correct	MIDLINE MC% >60%	MIDLINE CR% Correct	MIDLINE CR% >60%		NYS % Proficient	Result Type
Class of 2019	6	2017	41.6%	7.3%	45.8%	31.1%		16.1%	Actual
Class of 2020	6	2018	44.8%	18.1%	55.9%	43.1%		35.7%	Actual
Class of 2021	6	2019	48.4%	25.9%	63.6%	56.1%		41.5%	Actual
Class of 2022	6	2020	51.7%	35.7%	65.6%	64.3%		50.0%	Prediction

Atmosphere's "sprints" are quizzes administered throughout the year that consist of released NYS Exam passages and questions. They are used as practice to help the students actively improve throughout the year. Results of sprints administered after the Midline are used to adjust prior state exam predictions based through a comparison to results from prior years.

The procedure below was used to determine the Predicted NYS ELA Levels for students:

1. Calculated Baseline and Midline Scores
2. Calculated 2019 and 2020 Achieved Potential Growth measured from Baseline to Midline
3. Calculated the Difference between Achieved Baseline to Midline Growth 2019 vs 2020

4. Calculated 2019 Achieved Potential Growth from Midline to NYS Exam 2019
5. Calculated 2020 Potential Growth Boost Calculated for Midline to NYS Exam
6. Calculated Predicted NYS Score
7. Converted Individual Students' Midline Scores to Predicted NYS Score
8. Incorporated Post Midline English Sprints
9. Assigned Student Predicted NYS Level

In order to calculate each student's 2020 Predicted NYS Levels, student data from completed assessments was used. The student data sets include:

- Baseline and Midline results from the 2018-2019 and 2019-2020 school year
- Achieved Growth measured from Baseline to Midline
- Difference between Baseline to Midline Achieved growth 2018-2019 vs 2019-2020
- NYS results and levels from the 2018-2019 school year
- Growth measured from Midline to NYS Exam during the 2018-2019 school year

RESULTS AND EVALUATION

8th Grade: Based off the Midline results administered on January 27 and 28, the prediction for Class of 2020 NYS Proficiency **was 50%.** However, after the February Break Intervention program and through the reinforcement of the importance of the Atmosphere Systems in the classroom, assessment results since the Midline Exam increase the Proficiency prediction to be **closer to 55%**.

Class	English Midline Grade	English Midline Year	English Midline MC %	English Midline MC % >= 60%	English Midline CR %	English Midline CR % >= 60%	NYS English % Proficient	NYS English % Proficient Type
Class of 2018	8	2018	50.4%	29.3%	66.2%	68.1%	50.0%	Actual
Class of 2019	8	2019	52.9%	43.0%	67.6%	60.5%	49.2%	Actual
Class of 2020	8	2020	51.6%	37.5%	69.4%	73.2%	50.0%	Prediction
C2020 vs. C2018			1.2%	8.2%	3.2%	5.1%	0.0%	
C2020 vs. C2019			-1.3%	-5.5%	1.8%	12.7%	0.8%	

As shown in the chart above, the Class of 2020 averaged 51.6% on the English Midline Multiple Choice (MC), which is a 1.3% decrease from the prior year. The Midline MC Proficiency was 37.5%, which is a 5.5% lower from 8th grade last year. The Midline Constructed Response (CR) Average

was 1.8% higher than 8th grade last year, and the CR Midline Proficiency was 12.7% greater than 8th grade last year.

7th Grade: Based off the Midline results administered on January 27 and 28, the prediction for Class of 2021 NYS Proficiency **was 45%.** However, after the February Break Intervention program and through the reinforcement of the importance of the Atmosphere Systems in the classroom, assessment results since the Midline Exam increase the Proficiency prediction to be **closer to 50%**.

Class	English Midline Grade	English Midline Year	English Midline MC %	English Midline MC % >= 60%	English Midline CR %	English Midline CR % >= 60%	NYS English % Proficient	NYS English % Proficient Type
Class of 2018	7	2017	43.0%	9.4%	50.5%	39.8%	28.3%	Actual
Class of 2019	7	2018	48.6%	30.0%	55.4%	43.1%	30.1%	Actual
Class of 2020	7	2019	55.4%	45.8%	72.6%	79.2%	41.0%	Actual
Class of 2021	7	2020	57.6%	51.5%	74.5%	78.20%	45.0%	Prediction
C2021 vs. C2018			14.6%	42.1%	24.0%	38.4%	16.7%	
C2021 vs. C2019			9.0%	21.5%	19.1%	35.1%	14.9%	
C2021 vs. C2020			2.2%	5.7%	1.9%	-1.0%	4.0%	

As shown in the chart above, the Class of 2021 averaged 57.6% on the English Midline Multiple Choice, which is a 2.2% increase from the prior year. Midline MC Proficiency was 51.5%, which is 5.7% higher from 7th grade last year. The Midline Constructed Response Average was 74.5%, which is a 1.9% increase from 7th grade last year. The Midline Proficiency was 78.2%, which is a 1.0% decrease from 7th grade last year.

6th Grade: Based off the Midline results administered on January 27 and 28, the prediction for Class of 2020 NYS Proficiency **was 50%.**

Class	English Midline Grade	English Midline Year	English Midline MC %	English Midline MC % >= 60%	English Midline CR %	English Midline CR % >= 60%	NYS English % Proficient	NYS English % Proficient Type
Class of 2018	6	2016	41.4%	8.6%			8.5%	Actual
Class of 2019	6	2017	41.6%	7.3%	45.8%	31.1%	16.1%	Actual
Class of 2020	6	2018	44.8%	18.1%	55.9%	43.1%	35.7%	Actual
Class of 2021	6	2019	48.4%	25.9%	63.6%	56.1%	41.5%	Actual
Class of 2022	6	2020	51.7%	35.7%	65.6%	64.3%	50.0%	Prediction
C2022 vs. C2018			10.3%	27.1%			41.5%	
C2022 vs. C2019			10.1%	28.4%	19.8%	33.2%	33.9%	
C2022 vs. C2020			6.9%	17.6%	9.7%	21.2%	14.3%	
C2022 vs. C2021			3.3%	9.8%	2.0%	8.2%	8.5%	

As shown in the chart above, the Class of 2022 averaged 51.7% on the English Midline Multiple Choice, which is a 3.3% increase from the prior year. Midline MC Proficiency was 35.7%, which is a 9.8% increase from 6th grade last year. The Midline Constructed Response average was 65.7%, which is a 2.0% increase from 6th grade last year. Midline CR Proficiency was 64.3%, which is an 8.2% increase from 6th grade last year.

ADDITIONAL EVIDENCE

Student scores on Atmosphere's interim assessments were the highest in the school's history, even outpacing last year's scores when Atmosphere was one of the fastest growing schools in New York State. The results shown in the previous section were predicting approximately 52% schoolwide proficiency in English for 2020, a projected increase of 8 percentage points over 44% on the 2019 NYS ELA exams and an increase of 43.3 percentage points from 2016. The chart below shows the growth in scores over time by grade level and overall.

Cohort	2020 Projected English % Proficient	2019 Actual English % Proficient	2018 Actual English % Proficient	2017 Actual English % Proficient	2016 Actual English % Proficient
6th Grade	50%	41.5%	35.7%	16.1%	8.7%
7th Grade	50%	41.0%	30.1%	28.3%	N/A
8th Grade	55%	49.2%	50.0%	N/A	N/A
All	52%	43.6%	38.0%	22.3%	8.7%

SUMMARY OF THE ELEMENTARY ENGLISH LANGUAGE ARTS GOAL

Based on our projected levels of proficiency on the NYS ELA exams, we believe we have met the overall accountability goal for ELA. While it is unlikely that we would have met the absolute goal of 75 percent of all students in at least their 2nd year at the school reaching proficiency, we do believe we would have met all other Absolute, Comparative, and Growth goals outlined in the Accountability Plan. The data demonstrates that the Class of 2020, Class of 2021, and Class of 2022 had the potential to be the first Atmosphere cohorts to average higher than NYC on the Multiple Choice section of NYS English Exam.

ACTION PLAN

Atmosphere Academy's Leadership Team has continued to make key improvements to the academic program to foster increased student achievement in the upcoming years. These changes are focused on continued professional development of highly qualified practitioners, a consistent use of data and achievement systems to target and remediate student deficiencies, strategic reallocation of staffing to better support students, increased expectations of both students and staff, and continued tight supervision and evaluation of teachers.

- Highly Effective Teachers
    - Staff Selection- In addition to systems previously put in place, the leadership team closely evaluated staff performance data to determine who would be invited to return for the 2020 - 2021 academic year. Staff was evaluated using a portfolio based model that measured performance against a customized rubric created by the school that incorporates school values and systems with the Charlotte Danielson framework. As a result of our comprehensive coaching schedule, all English teachers showed growth in their development and were invited to return. The recruitment and hiring of the staff continues to be a rigorous process, with the competition of multiple high-quality candidates for any given opening. These candidates were filtered according to a strict criteria that aligns with Atmosphere's goals. Demonstration tasks were developed to closely mirror their work responsibilities. Interviews and demonstrations were evaluated against a specific rubric and point system for the position. A number of English teachers were hired for the 2020-2021 school year during the quarantine. The selection process was modified to appropriately adapt to a virtual environment. Additional support for new hires was provided by the Instructional Leader for the department in order to insure the readiness for these new staff members.
    - Professional Development - The school has continued its investment in coaching and professional development. All of these practices are designed to promote professional reflection and growth. This year, the school focused on building Reasoning Across All Content Areas (RAACA). The RAACA initiative promoted the use of reading strategies and the application of logic and evidence to solve a problem. Scholars were taught to closely read the story, build vocabulary and identify the

organization of the text. Once developed, scholars were encouraged to apply these skills when answering multiple choice questions. The RAACA initiative was designed for use in all courses in order to maintain consistent reading expectations across all content areas. Workshops were offered during the winter to teachers in all content areas to create assignments that would effectively develop scholars in this area. The school hopes to further develop teachers during the 2020 - 2021 school year on RAACA instructional strategies. The leadership team has also agreed to send staff for professional learning through the Association for Middle-Level Education, The College Board and Newsela. Although the school moved to a remote model in the spring. Teachers continued to provide targeted instruction through this initiative using digital platforms. This practice will be enhanced in the 2020-2021 school year through the use of additional digital platforms that will enhance student capability to text annotate when close reading and responding to multiple choice questions.

- Peer Coaching - During the 2019-2020 school year, the English Department piloted a peer coaching model. A master teacher who had received distinguished ratings for multiple years coached two novice teachers in the department. The peer coach observed the teachers during lessons and offered non-evaluative feedback. The feedback built the novice teachers repertoire of instructional strategies and strengthened the quality of the critical questions asked of students. These observations were conducted virtually using a Portal device, as the teachers are assigned to different grade levels. The program was successful and thus it has been expanded for the 2020 - 2021 school year. The department now has two master teachers who are mentoring two novice teachers each.

- Curricular and Instructional Systems – In 2020 - 2021, instruction at Atmosphere Academy will continue to focus on growth of students in alignment with the standards and AAPCS systems. Curriculum maps for all courses have been developed to provide adherence to the standards while providing connection to real life situations and adequate time for assessment and revisiting of content. The maps for grade level ELA courses have been aligned to the New York State Next Generation Learning Standards and EngageNY. This work allows us to utilize this resource to measure teacher effectiveness and student growth against a standard on multiple occasions. It also better supports the full instructional cycle (teach, assess, investigate data, identify areas of need, reteach and reassess).
  - In order to support proficiency in the comprehension and analysis of informational text, all content areas will utilize our LUCK reading system when assigning a reading prompt. The system promotes strategic text annotation in order to fully understand key components of what the scholar is reading and better respond to what is being asked. This year, the LUCK system will be conducted digitally using the Kami app in connection with Google Classroom. This change to digital submission will better facilitate this work in a Blended model and also enhance 21st century skills. LUCK in connection with RAACA (discussed above) will be completed in all content areas.
  - The grading policy has been modified for the school's Blended Learning model, prioritizing smaller more frequent formative assessments. This change was made in

order to better address the needs of scholars as they learn remotely, allowing teachers to be able to more closely monitor student performance and reallocate time for reteaching. The policy continues to set a standard for the minimum number of assessments required so that student grades are a compilation of multiple types of tasks. This includes a quarterly assessment developed by the department to measure growth over the course of the year. Entries will be closely monitored by Instructional Leaders to ensure adherence to this policy.

- While in Blended Instruction, all students will receive 700 minutes of Humanities instruction per week plus 700 minutes per week of STEM instruction per week and an additional 140 minutes of Achievement instruction per week. Students will also receive 70 minutes of Advisory instruction and 70 minutes of Restorative Justice Instruction, which focuses on building life skills, study skills, and 21st-century skills. The course also facilitates guided work time. When the school returns to the Full In-Person model, all students will receive 750 minutes of Humanities instruction per week plus 750 minutes per week of STEM instruction per week and an additional 290 minutes of Achievement instruction per week. Students will also receive 50 minutes of Advisory instruction and 50 minutes of Restorative Justice Instruction. Furthermore, special school days have been added to the calendar and during breaks to provide even more time on task related to Achievement instruction. These special days add additional school days.

- Intervention Systems – All special education instruction and academic intervention services is data-driven. Beyond the full group setting, all students who are not performing at grade level in their core academic classes will receive increased supplemental services under the school's Rapid Response to Intervention framework. Students identified through this process are provided with a variety of supports. These supports include but are not limited to: additional time added to each class period for small group support, Read180/Math Lab curriculum, Behavior Intervention Plans, Academic Intervention Services (after-school - in Full In Person model only). The grade level leaders, in coordination with the Chief Learning Officer, oversee student data and placement in collaboration with an individualized team of teachers and staff members. These decisions are made at RTI team meetings on a cyclic basis to review student progress and determine if goals are being met. The Literacy Specialist works directly with students by collaboratively providing instruction with teachers within the classroom and via small group pull-out sessions for students with deficits in reading and writing. Learning Specialists will continue to work with special education students in ICT, SETSS, and Self-Contained settings. ELL Specialists will work with students via push-in, pull-out, and English as a New Language (ENL) classes. Achievement intervention services are provided in alignment with NYS test data. Student grouping is individualized as determined by identified areas of need, and student growth and placement is progress monitored throughout the year.

- Data and Achievement Systems – As it has since the school's inception, Atmosphere will continue to enhance its ability to leverage data, target interventions, and develop

curriculum that helps meet the needs of all students through the identification and remediation of skill and standard deficiencies.

To help maximize student achievement, Atmosphere has:

- allocated even more time to its achievement program and achievement curriculum, which teach students specific systems and strategies they can use to improve
- these systems and strategies are designed and embedded with mnemonic devices, exemplars, rubrics, step-by-step instructions, and countless best practices
- these systems and strategies are taught across all related classrooms on a consistent manner (for example, Atmosphere's English systems are taught in English, English Lab, English Achievement, Social Studies, and Science)

To properly deliver these systems and strategies, Atmosphere will continue to improve, perfect, and expedite its:

- customization of interventions
- creation student micro-groupings
- sharing of data with key stakeholders
- development of new and improved English and math systems and strategies
- use of a data dashboard to create a central clearing house for student assessment, academic, and behavioral data that inform data-driven decisions and instruction
- dissemination of itemized data analysis by question type, standard, demographics, and other criteria
- administration of ongoing progress monitoring through the implementation and timely review of sprints measuring distinct skills and standards
- creation of curricula and selection of appropriate resources that closely mirror test structures so as to familiarize students with those structures

- Culture - Atmosphere will continue to implement cultural norms and stringent classroom management procedures. Continuing our Merit and Demerit system will support the school's restorative justice framework and adherence to policies. The school will hold a restorative justice council that provides students with opportunities to reflect and address negative behaviors (one day per week). Opportunities to be recognized as STAR students have been created to celebrate exemplary behavior and scholarship. Rewards including field trips and purchases at the school "swag" store will also promote positive school culture. The school life team has been expanded to include grade level deans, a guidance counselor, social worker and school aides. Atmosphere will provide professional development workshops for teachers in Classroom Management and the restorative justice model. Ongoing coaching to further support the proper management techniques and best practices will be given as needed.

GOAL 2: MATHEMATICS

ELEMENTARY MATHEMATICS

Summary of changes to the Elementary Mathematics Goal due to the Covid-19 school closure:

- Schools will be unable to report state test proficiency rates, PIs, district comparisons, effect sizes, or mean growth scores.
- However, in the absence of state test results, schools should report results from internally developed assessments, national norm-referenced tests, and/or any other evaluation method below. When possible, schools report tabular data aligned to the narrative.

Goal 2: Mathematics

Students will demonstrate high levels of achievement in mathematics.

BACKGROUND

Atmosphere's two course math structure offers students and teachers additional time on task (500 minutes of math instruction per week) and operates in alignment with state standards for Mathematical Practice.

The majority of content for the Mathematics Course is aligned to the grade-level standards. However, the curriculum includes the overlap of multiple related standards. For example, when teaching number sense in 6th grade, teachers will extend the learning to further develop understanding using content later covered in 7th grade. Whenever possible, instruction is spiraled to double back to previous standards. This allows us to measure teacher effectiveness and student growth against a standard on multiple occasions. It also better supports the full instructional cycle. Teachers focus on math literacy by providing multiple representations of a problem to differentiate instruction and build conceptual understanding. In order to increase students' familiarity and proficiency with problem-solving, all Math teachers focus on "Standards for Mathematical Practices" as well as teaching students to respond to questions using Atmosphere's Math Systems. These systems are consistently used in math classes to build students' problem solving and critical thinking and application skills.

Atmosphere scholars model mathematical concepts with manipulatives and participate in activities that lead to the development of skills. We aim for students to communicate their mathematical thinking, reach consensus, and draw conclusions around key ideas together. Teachers follow the developmental learning process through concrete, representational, and abstract (CRA) interventions. This way, scholars develop their mathematical understanding and reasoning abilities. Building both conceptual understanding and procedural fluency are primary goals of instruction while fostering scholars' communication skills, both verbally and in writing, while they employ proper language to describe their thinking processes. Our goal is for these strategies to work in concert to promote multiple literacies (English literacy, math literacy, and visual literacy).

The Mathematics Lab courses are assigned by section to address scholars' needs. The enrichment sections serve scholars whose performance is at or above proficiency. The Enrichment Lab is designed to prepare scholars for the Algebra I Regents Exam in 8th grade. As a result, the curriculum for 6th grade Honors classes has been scaffolded to include 7th-grade content and the 7th grade Honors curriculum includes 8th grade Pre-Algebra content and resources. We have remediation sections that serve scholars whose performance is below proficiency. To best support these students, teachers utilize assessment data to formulate plans for the reinstruction and practice of deficit skill areas. In 2017-2019, the school utilized the Math 180 program to address these needs. However, the leadership team has determined that this resource was not completely effective as teachers were not able to connect content to the math course. As a result, the math lab was restructured. Through station teaching, mini workshops, tiered and differentiated instructional methods and technology based resources, teachers in the lab course provide the support needed to master the content.

In Quarter 3 and Quarter 4 of the 2019-2020 school year, remote instruction was implemented with great skill and effort. The school designed three phases of implementation for this instructional plan in order to give all members of our community time to adapt to the expectations. Instructional hours were from 9:00 am - 2:30 pm. In Phase 1, which began March 16th and continued through March 24th, teachers conducted live synchronous classes remotely using Google Classroom for their content according to a team specific schedule. Math, classes were 50 minutes each. Math Lab was suspended. Math Lab was reinstated in Phase 3, which began on April 27th and continued through the end of the year. In this phase, Math Lab was taught through the live synchronous model. Instruction including mathematical modeling and practice was implemented using digital platforms such as GoFormative, Kami, Khan Academy and Delta Math. Feedback was provided in real time as scholars worked on their assignments. As previously determined based on the conclusion of the New York State exams, Math Achievement courses ended.

METHOD

During the school year, Atmosphere administered an internal Midline Exam and Achievement Sprints to assess students' growth in Math and allow us to make NYS Exam predictions for each grade level. The midline exam was administered in February to measure student growth and achievement at the mid-point in the year. Following the exam, any deficits are retaught using spiraling and reassessed using additional "sprints" (quizzes) in the time between the midline and the state exam.

Atmosphere's midline exam has been extremely accurate in predicting student outcomes on the state test. There is a direct correlation between increases in a cohort's percent correct on multiple choice (MC) and constructed response (CR) on the midline and their percent proficient on the state exam. Moreover, there is an even stronger correlation between the percent of students scoring over 60% (>60%) on midline MC and CR and their state exam results.

Atmosphere's "sprints" are quizzes administered throughout the year that consist of released NYS Exam passages and questions. They are used as practice to help the students actively improve throughout the year. Results of sprints administered after the Midline are used to adjust prior state exam predictions based through a comparison to results from prior years.

The procedure below was used to determine the Predicted NYS Math Levels for students:

1. Calculated Baseline and Midline Scores
2. Calculated 2019 and 2020 Achieved Potential Growth measured from Baseline to Midline
3. Calculated the Difference between Achieved Baseline to Midline Growth 2019 vs 2020
4. Calculated 2019 Achieved Potential Growth from Midline to NYS Exam 2019
5. Calculated 2020 Potential Growth Boost Calculated for Midline to NYS Exam
6. Calculated Predicted NYS Score
7. Converted Individual Students' Midline Scores to Predicted NYS Score
8. Incorporated Post Midline English Sprints
9. Assigned Student Predicted NYS Level

In order to calculate each student's 2020 Predicted NYS Levels, student data from completed assessments was used. The student data sets include:

- Baseline and Midline results from the 2018-2019 and 2019-2020 school year
- Achieved Growth measured from Baseline to Midline
- Difference between Baseline to Midline Achieved growth 2018-2019 vs 2019-2020
- NYS results and levels from the 2018-2019 school year
- Growth measured from Midline to NYS Exam during the 2018-2019 school year

RESULTS AND EVALUATION

8th Grade: Based off the Midline results administered on February 11 and 12, the prediction for Class of 2020 NYS Proficiency **was 65%.**

Class	Math Midline Grade Level	Math Midline Year	Math Midline MC %	Math Midline MC % >= 50%	Math Midline CR %	Math Midline CR % >= 50%	NYS Math % Proficient	NYS Math % Proficient Type
Class of 2018	8	2018	40.8%	24.4%	29.0%	15.4%	22.2%	Actual
Class of 2019	8	2019	51.3%	55.2%	26.9%	13.0%	45.9%	Actual
Class of 2020	8	2020	60.0%	72.0%	44.4%	45.2%	65.0%	Predicted
C2020 vs. C2018			19.2%	47.6%	15.4%	29.8%	42.8%	
C2020 vs. C2019			8.7%	16.8%	17.5%	32.2%	19.1%	

As shown in the chart above, Class of 2020 averaged 60.0% on the Math Midline Multiple Choice, which is a 8.7% increase from the prior year. Midline MC Proficiency was 72.0%, which is a 16.8% higher from 8th grade last year. The CR Midline Average was 17.5% higher than 8th grade last year. 2020 CR Midline Proficiency was 32.2% greater than 8th grade last year.

7th Grade: Based off the Midline results administered on February 11 and 12, the prediction for Class of 2020 NYS Proficiency **was 65%.**

Class	Math Midline Grade Level	Math Midline Year	Math Midline MC %	Math Midline MC % >= 50%	Math Midline CR %	Math Midline CR % >= 50%	NYS Math % Proficient	NYS Math % Proficient Type
Class of 2018	7	2017	38.4%	20.3%	26.0%	16.3%	20.6%	Actual
Class of 2019	7	2018	35.9%	16.2%	35.3%	23.8%	27.0%	Actual
Class of 2020	7	2019	43.4%	33.7%	32.8%	17.4%	39.6%	Actual
Class of 2021	7	2020	62.4%	68.9%	45.3%	43.2%	65.0%	Predicted
C2021 vs. C2018			24.0%	48.6%	19.3%	26.9%	44.4%	
C2021 vs. C2019			26.5%	52.7%	10.0%	19.4%	38.0%	
C2021 vs. C2020			19.1%	35.3%	12.5%	25.8%	25.4%	

As shown in the table above, the Class of 2021 averaged 62.4% on the Math Midline Multiple Choice, which is a 19.1% increase from the prior year. Midline MC Proficiency was 68.9%, which is a 35.3% increase from 7th grade last year. The CR Midline Average was 12.5% higher than 7th grade last year. CR Midline Proficiency was 25.8% greater than 7th grade last year.

6th Grade: Based off the Midline results administered on February 11 and 12, the prediction for Class of 2020 NYS Proficiency **was 45%.**

Class	Math Midline Grade Level	Math Midline Year	Math Midline MC %	Math Midline MC % >= 50%	Math Midline CR %	Math Midline CR % >= 50%	NYS Math % Proficient	NYS Math % Proficient Type
Class of 2018	6	2016	34.0%	7.9%			8.5%	Actual
Class of 2019	6	2017	39.0%	15.3%	18.8%	3.1%	14.5%	Actual
Class of 2020	6	2018	45.7%	36.1%	35.1%	20.8%	24.2%	Actual
Class of 2021	6	2019	57.3%	65.5%	46.6%	51.8%	58.5%	Actual
Class of 2022	6	2020	57.6%	63.6%	38.9%	34.3%	45.0%	Predicted
C2022 vs. C2018			23.6%	55.7%	38.9%	34.3%	36.5%	
C2022 vs. C2019			18.6%	48.3%	20.1%	31.2%	30.5%	
C2022 vs. C2020			11.9%	27.5%	3.8%	13.5%	20.8%	
C2022 vs. C2021			0.3%	-1.9%	-7.7%	-17.5%	-13.5%	

As shown in the table above, the Class of 2022 averaged 57.6% on the Math Midline Multiple Choice, which is a 0.3% increase from the prior year. Midline MC Proficiency was 63.6%, which is a 1.9% decrease from 6th grade last year. The CR Midline Average was 7.7% lower than 6th grade last year. CR Midline Proficiency was 17.5% lower than 6th grade last year.

ADDITIONAL EVIDENCE

The results shown in the previous section were predicting approximately 60% schoolwide proficiency in Math for 2020, a projected increase of 12 percentage points over 48% on the 2019 NYS Math exams and an increase of 52 percentage points from 2016. The chart below shows the growth in scores over time by grade level and overall.

Cohort	2020 Projected Math % Proficient	2019 Actual Math % Proficient	2018 Actual Math % Proficient	2017 Actual Math % Proficient	2016 Actual Math % Proficient
6th Grade	65%	58.5%	24.2%	14.5%	8.0%
7th Grade	65%	39.6%	27.0%	20.6%	N/A
8th Grade	45%	45.9%	22.2%	N/A	N/A
All	60%	47.9%	24.6%	17.6%	8.0%

Algebra Regents: As scholars will not be able to take the NYS Algebra Regents, Atmosphere Academy has utilized a series of internal assessments to illustrate our scholars' preparedness for proficiency. A Baseline exam, which was a replica of the entire January 2017 Regents, was given on

January 8, 2020. A Final exam was given on June 2, 2020, which is a replica of the Multiple-choice questions from the January 2017 Regents. Please note that while the same Regents exam was used to create assessments, the tests were differentiated. As discussed on previous slides, Atmosphere believes our internal assessments are accurate predictors of student performance on the state exam. The May 2019 Baseline predicted a 92.85% passing rate, and we had 93% on the state exam one month later.

Date Internal Exam was administered	% of scholars passing the internal exam	% passing on Regents	% of scholars with 4s and 5s
May 2019 Baseline (8th graders from 2018-19 class)	93%	93% actual number from the June 2019 Regents	39.5% actual number from the June 2019 Regents
January 2020 Baseline (8th graders from 2019-20 class)	79% *It is important to note that at the time of assessment, only 50 - 60% of the content tested was covered.*	90 - 95% PREDICTION Exam Cancelled	40 - 45% PREDICTION Exam Cancelled
June 2020 Final Exam (8th graders from 2019-20 class) (Remotely)	82% *Given the remote environment, a determination was made to just assess multiple choice only due to students' varied technological capabilities.*	90 - 95% PREDICTION Exam Cancelled	50 - 55% PREDICTION Exam Cancelled

SUMMARY OF THE ELEMENTARY MATHEMATICS GOAL

Based on our projected levels of proficiency on the NYS ELA exams, we believe we have met the overall accountability goal for ELA. While it is unlikely that we would have met the absolute goal of 75 percent of all students in at least their 2nd year at the school reaching proficiency, we do believe we would have met all other Absolute, Comparative, and Growth goals outlined in the Accountability Plan. The data demonstrates that the Class of 2020 and Class of 2021 were predicted to break Atmosphere's records in NYS Math Exam Multiple Choice Averages and overall NYS Math Exam Proficiency.

ACTION PLAN

Atmosphere Academy's Leadership Team has continued to make key improvements to the academic program to foster increased student achievement in the upcoming years. These changes are focused on continued professional development of highly qualified practitioners, a consistent use of data and achievement systems to target and remediate student deficiencies, strategic reallocation of staffing to better support students, increased expectations of both students and staff, and continued tight supervision and evaluation of teachers.

- Highly Effective Teachers
    - Staff Selection- In addition to systems previously put in place, the leadership team closely evaluated staff performance data to determine who would be invited to return for the 2020 - 2021 academic year. Staff was evaluated using a portfolio based model that measured performance against a customized rubric created by the school that incorporates school values and systems with the Charlotte Danielson framework. As a result of our comprehensive coaching schedule, all but two math teachers that began the 2019-2020 school year showed growth in their development and were invited to return. These teachers were dismissed mid year and replaced with staff members that were invited to return. The recruitment and hiring of the staff continues to be a rigorous process, with the competition of multiple high-quality candidates for any given opening. These candidates were filtered according to a strict criteria that aligns with Atmosphere's goals. Demonstration tasks were developed to closely mirror their work responsibilities. Interviews and demonstrations were evaluated against a specific rubric and point system for the position. A number of Mathematics teachers were hired for the 2020-2021 school year during the quarantine. The selection process was modified to appropriately adapt to a virtual environment. Additional support for new hires was provided by the Instructional Leader for the department in order to insure the readiness for these new staff members.
    - Professional Development - The school has continued its investment in coaching and professional development. All of these practices are designed to promote professional reflection and growth. This year, the school focused on building Reasoning Across All Content Areas (RAACA). The RAACA initiative promoted the use of reading strategies and the application of logic and evidence to solve a problem. Similar to it's application in English, scholars were taught to closely read the math problem, build vocabulary and identify the steps required to answer the question. Once developed, scholars were encouraged to apply these skills when answering multiple choice questions. The RAACA initiative was designed for use in all courses in order to maintain consistent reading expectations across all content areas. Workshops were offered during the winter to teachers in all content areas to create assignments that would effectively develop scholars in this area. The school hopes

to further develop teachers during the 2020 - 2021 school year on RAACA instructional strategies. The leadership team has also agreed to support staff in their professional learning through the National Council of Teachers of Mathematics, the Association for Middle-Level Education, The College Board and Blue Engine. Although the school moved to a remote model in the spring, teachers continued to provide targeted instruction through this initiative using digital platforms. This practice will be enhanced in the 2020-2021 school year through the use of additional digital platforms that will enhance student capability to text annotate when close reading and responding to multiple choice questions.

- Blue Engine Coaching - During the 2019-2020 school year, the Mathematics Department piloted the use of Blue Engine, an outside vendor to coach three 8th grade teachers in the math department. A dedicated Blue Engine coach was assigned to observe and provide support to the teachers through regular weekly meetings. The program specifically focused on data driven instructional interventions. The program was successful and thus it has been expanded for the 2020 - 2021 school year. The department now has math teachers in every grade level involved in the program. In addition to teacher development, Blue Engine will also be coaching two leaders in order to better support the program.

- Curricular and Instructional Systems – In 2020 - 2021, instruction at Atmosphere Academy will continue to focus on growth of students in alignment with the standards and AAPCS systems. Curriculum maps for all courses have been developed to provide adherence to the standards while providing connection to real life situations and adequate time for assessment and revisiting of content. The maps for grade level Math courses have been aligned to the New York State Next Generation Learning Standards. This work allows us to utilize this resource to measure teacher effectiveness and student growth against a standard on multiple occasions. It also better supports the full instructional cycle (teach, assess, investigate data, identify areas of need, reteach and reassess). All Math teachers will address Mathematical Practices and focus on teaching students to respond to questions using the SOLVE method (Study the problem, Organize the information, Line up your plan, Verify your plan, Examine your result). Additional systems (such as SPACE and MATH) are also used to better connect mathematics problem solving strategies to specific question types.
    - In order to improve instructional delivery, the math department has begun creating its own learning packets. Teachers in the department will discontinue use of GoMath by the end of 2021 as these materials are created. This shift allows the mathematics Instructional Leader greater oversight in the quality of the materials. More specifically the team is developing unit based packets that will provide a progression of skills, step by step examples and stronger alignment to our math systems.
    - The grading policy has been modified for the school's Blended Learning model, prioritizing smaller more frequent formative assessments. This change was made in order to better address the needs of scholars as they

learn remotely, allowing teachers to be able to more closely monitor student performance and reallocate time for reteaching. The policy continues to set a standard for the minimum number of assessments required so that student grades are a compilation of multiple types of tasks. This includes a quarterly assessment developed by the department to measure growth over the course of the year. Entries will be closely monitored by Instructional Leaders to ensure adherence to this policy.

- While in Blended Instruction, all students will receive 700 minutes of Humanities instruction per week plus 700 minutes per week of STEM instruction per week and an additional 140 minutes of Achievement instruction per week. Students will also receive 70 minutes of Advisory instruction and 70 minutes of Restorative Justice Instruction which focuses on building life skills, study skills, and 21st-century skills. The course also facilitates guided work time. When the school returns to the Full In-Person model, all students will receive 750 minutes of Humanities instruction per week plus 750 minutes per week of STEM instruction per week and an additional 290 minutes of Achievement instruction per week. Students will also receive 50 minutes of Advisory instruction and 50 minutes of Restorative Justice Instruction. Furthermore, special school days have been added to the calendar and during breaks to provide even more time on task related to Achievement instruction. These special days add additional school days.

- Intervention Systems – All special education instruction and academic intervention services is data-driven. Beyond the full group setting, all students who are not performing at grade level in their core academic classes will receive increased supplemental services under the school's Rapid Response to Intervention framework. Students identified through this process are provided with a variety of supports. These supports include but are not limited to: additional time added to each class period for small group support, Read180/Math Lab curriculum, Behavior Intervention Plans, Academic Intervention Services (after-school - in Full In Person model only). The grade level leaders, in coordination with the Chief Learning Officer, oversee student data and placement in collaboration with an individualized team of teachers and staff members. These decisions are made at RTI team meetings on a cyclic basis to review student progress and determine if goals are being met. The Literacy Specialist works directly with students by collaboratively providing instruction with teachers within the classroom and via small group pull-out sessions for students with deficits in reading and writing. Learning Specialists will continue to work with special education students in ICT, SETSS, and Self-Contained settings. ELL Specialists will work with students via push-in, pull-out, and English as a New Language (ENL) classes. Achievement intervention services are provided in alignment with NYS test data. Student grouping is individualized as determined by identified areas of need, and student growth and placement is progress monitored throughout the year.

- Data and Achievement Systems– As it has since the school's inception, Atmosphere will continue to enhance its ability to leverage data, target interventions, and develop

curriculum that helps meet the needs of all students through the identification and remediation of skill and standard deficiencies.

To help maximize student achievement, Atmosphere has:

- allocated even more time to its achievement program and achievement curriculum, which teach students specific systems and strategies they can use to improve
- these systems and strategies are designed and embedded with mnemonic devices, exemplars, rubrics, step-by-step instructions, and countless best practices
- these systems and strategies are taught across all related classrooms on a consistent manner (for example, Atmosphere's English systems are taught in English, English Lab, English Achievement, Social Studies, and Science)

To properly deliver these systems and strategies, Atmosphere will continue to improve, perfect, and expedite its:

- customization of interventions
- creation student micro-groupings
- sharing of data with key stakeholders
- development of new and improved English and math systems and strategies
- use of a data dashboard to create a central clearing house for student assessment, academic, and behavioral data that inform data-driven decisions and instruction
- dissemination of itemized data analysis by question type, standard, demographics, and other criteria
- administration of ongoing progress monitoring through the implementation and timely review of sprints measuring distinct skills and standards
- creation of curricula and selection of appropriate resources that closely mirror test structures so as to familiarize students with those structures

- Culture - Atmosphere will continue to implement cultural norms and stringent classroom management procedures. Continuing our Merit and Demerit system will support the school's restorative justice framework and adherence to policies. The school will hold a restorative justice council that provides students with opportunities to reflect and address negative behaviors (one day per week). Opportunities to be recognized as STAR students have been created to celebrate exemplary behavior and scholarship. Rewards including field trips and purchases at the school "swag" store will also promote positive school culture. The school life team has been expanded to include grade level deans, a guidance counselor, social worker and school aides. Atmosphere will provide professional development workshops for teachers in Classroom Management and the restorative justice model. Ongoing coaching to further support the proper management techniques and best practices will be given as needed.

GOAL 3: SCIENCE

ELEMENTARY SCIENCE

Summary of changes to the Elementary Science Goal due to the Covid-19 school closure:

- Schools will be unable to report state test proficiency rates or a district comparison.
- However, in the absence of state test results, schools should report results from internally developed assessments, national norm-referenced tests, and/or any other evaluation method below. When possible, schools report tabular data aligned to the narrative.

Goal 3: Science

Students will demonstrate high levels of achievement in Science.

BACKGROUND

Since the opening of AAPCS, the Science Department followed a discipline specific model: 6th grade Physical Science, 7th grade Life Science, and 8th grade Earth Science with a heavy spiral review to prepare students for the NYS 8th grade science exam. During the use of this model, NYS was under the old Science Learning Standards. During the 2019-2020 school year, the 6th grade curriculum was adjusted to meet the new New York State P-12 Science Learning Standards.

To address these new standards, Atmosphere has adopted the Amplify curriculum in these new courses. Atmosphere chose these curricula because of their emphasis on inquiry-based learning, multimodal learning, and science application, which helps to facilitate the kind of creative thinking, critical thinking, and collaborative leadership skills that are central to Atmosphere's mission and vision. In keeping with its blended approach to learning, Atmosphere supplements the science curriculum with web-based applications and supplemental resources that give students the chance to engage in inquiry-based scientific discovery.

Our science program also consists of Science Achievement in grade 8. This program is designed to prepare scholars for the NYS exam. The content is spiraled to include the three middle school disciplines (Earth Science, Life Science, and Physical Science) covered as well as some 5th grade content. The program is facilitated several times throughout the year and consists of intensive workshops on labs and performance tasks, reading charts and data, content based vocabulary and critical reading skills, as well as test taking strategies. Whenever possible, the program utilizes Atmosphere's English systems to help scholars respond to multiple choice (RAIN) and constructed response questions (BRACECES). The program begins with a Baseline to assess student needs and revise the program as needed. A Midline exam is given in the spring in order to measure student growth and identify areas that need improvement.

In Quarter 3 and Quarter 4 of the 2019-2020 school year, remote instruction was implemented with great skill and effort. The school designed three phases of implementation for this instructional plan

in order to give all members of our community time to adapt to the expectations. Instructional hours were from 9:00 am -2:30 pm. In all phases, science teachers conducted live synchronous classes remotely using Google Classroom according to a team specific schedule. Science classes were 50 minutes each instruction was implemented using digital platforms such as Amplify, GoFormative, Kami, Edpuzzle and Flocabulary. Feedback was provided in real time as scholars worked on their assignments. As previously determined based on the conclusion of the New York State exams, Science Achievement courses ended.

METHOD

As 8th Grade scholars were not able to take the NYS Science Exam, Atmosphere Academy has utilized a series of internal assessments to illustrate our scholars' preparedness for proficiency.

- A Baseline exam constructed of released state exam questions was given October 19, 2019.
    - The proficiency rate was 29%
    - It is important to note that at the time of assessment, only 30% of the content tested was covered.
- Unit exams were later administered remotely when the content was taught. These exams were compared to the specific related questions from the Baseline to measure growth.
    - Proficiency rates grew an average of 32% between the Baseline and Unit Exams.
- The midline exam scheduled for May 2020 was cancelled.

RESULTS AND EVALUATION

Internal Assessment	% of scholars passing	% passing NY State Exam
No Baseline 2018	N/A	37% June 2018
May 2019 (Baseline)	23%	49% June 2019
May 4, 2020 (Midline)	Exam Cancelled	2020 Exam Cancelled
November 2019 - March 2020 Unit Tests	59 - 77%	60% PREDICTION - Exam Cancelled

ADDITIONAL EVIDENCE

The predicted 60% rate for the 2020 NYS Science exam represents an increase of 8.6 percentage points from 2019 and an increase of 23 percentage points from 2018, the first year Atmosphere students took the exam.

SUMMARY OF THE ELEMENTARY SCIENCE GOAL

Given the predicted 60% proficiency rate, we most likely not meet the Absolute Goal for Science. In addition, we are unable to determine if the Comparative Goal would have been met, as there are no district scores available for comparison.

ACTION PLAN

Atmosphere has updated its Science program in the summer of 2020 to consist of three integrated grade level courses.

- Integrated Science 6
- Integrated Science 7
- Integrated Science 8 (starting Fall of 2021)

This new course sequence will begin implementation in the fall of 2020 in order to align with the New York State P-12 Science Learning Standards, which requires students to develop a deeper understanding of the three middle school disciplines (Earth Science, Life Science, and Physical Science). Our decision to implement an integrated approach was made in order to better expose students to a combination of the three disciplines at each grade level. We believe this integrated approach will help prepare our students for this new exam (administered in 2022) and is more closely aligned with the English and Mathematics standards for each grade level. Prior to this change, the Science Department followed a discipline specific model to align with the old Science Learning Standards.

The department is also increasing its leadership team by training two apprentice administrators. Two science teachers have been identified for this transitional program, which will prepare them to serve as future leaders of the department in the event of expansion or other strategic changes. The teachers will receive mentoring around special projects such as curriculum updates, the creation of common benchmark assessments and vertical alignment of performance expectations for labs. The Apprentice Administrators also will support the science achievement program and the indoctrination of new teachers in the department.

Additional improvements and revisions made to the school's science program mirror those presented above in the English Language Arts and Mathematics action plan. These changes are focused on continued professional development of highly qualified practitioners, a significant

reallocation of staffing resources to better support students with the greatest level of need, a consistent use of data and achievement systems to target and remediate student deficiencies, increased expectations of both students and staff, and continued tight supervision and evaluation of teachers.

In addition, these improvements, the achievement course scope and sequence was reallocated to provide more time to target areas identified by benchmark assessments as well as provide more time to prepare students for the written and performance sections of the state science exam. The school has continued its investment in coaching and professional development in science. This year, the leadership team has agreed to send staff for professional learning through the Middle School Science Administrator Institute, the Association for Middle-Level Education, Amplify Science, Urban Advantage, and The College Board.

GOAL 4: ESSA

The 2019-20 ESSA Goal remains unchanged due to the Covid-19 school closure. The 2019-20 accountability status based on 2018-19 results and can be found by navigating to the school report card available here.

Goal 7: Absolute Measure

Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system.

RESULTS AND EVALUATION

Atmosphere Academy has been deemed to be in Good Standing this year.

ADDITIONAL EVIDENCE

AAPCS has maintained an accountability status of Good Standing in all years of operation.

Accountability Status by Year

Year	Status
2017-18	Good Standing
2018-19	Good Standing
2019-20	Good Standing