



**Atmosphere Academy Public
Charter School**

**2016-17 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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By Colin Greene, Founder and Principal

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INTRODUCTION

Colin Greene, Founder and Principal, prepared this 2016-17 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
H. Evan Powderly	Chair, Finance and Accountability Committees
Jesse J. Greene	Secretary, Finance and Governance Committees
Michael Lagas	Treasurer, Finance Committee
Mervin Burton	Finance and Governance Committees
Alan Dillon	Accountability Committee
Thomas Lynch	Accountability Committee

Colin Greene has served as the Principal since January 1, 2015.

INTRODUCTION

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. The following year, the school expanded to serve 6th and 7th graders bringing the total student body to 260. Of these students, 25% were students with IEP's, 14% were English Language Learners, and 81% were from economically disadvantaged families. The students were primarily Hispanic/Latino (75%) and African-American (22%). The remaining students were Asian (2%) and White (1%).

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.
- **Rigorous and Diverse Course Offerings:** All students take core courses that include three humanities courses (Critical Reading, Critical Writing and Social Studies) and three STEM courses (Math Applications, STEM Foundations and Science). In addition to these core courses, students attend an Achievement class that prepared them for assessments (3 days per week). Students also participate in an Advisory course, which focuses on building life skills, study skills, and 21st century skills (1 days per week). Additionally, students took elective mini-courses (2 days per week with a quarterly rotation), physical education courses (2 days per week), and health courses (1 day per week).
- **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) and school year (190-day school year and 8-day summer academy).
- **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.

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- Key Partners and Supporters: Atmosphere enjoys close working relationships with the following organizations (among others): Westmoreland Sanctuary; Westchester Land Trust; Westhab; and the Achievement Network (A-Net).
- 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 has selected the Sheltered Instruction and Observation Protocol (SIOP) model as its primary instructional tool. 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 follow a 12 to 1 to 1 structure with both a content area teacher and a Learning Specialist present at all times. The ICT classes include a content area teacher during all classes and a Learning Specialist during math and English instruction. 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

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- 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 seeks to build and implement strong data systems throughout the proposed 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. During the 2016-2017 school year, the school empowered grade level coordinators to help supervise instruction.
- 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. If chartered, the Board will seek out staff, parent, and community input through open meetings and surveys to ensure the proposed school is meeting the needs of all stakeholders.

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School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	Total
2012-13										N/A
2013-14										N/A
2014-15										N/A
2015-16							140	0	0	140
2016-17							128	130	0	258

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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 (Critical Reading and Critical Writing) that ensures every Atmosphere student receives over 500 minutes of ELA instruction per week in grades 6-7. 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, Grade Level Coordinators, 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.

Atmosphere Academy has adopted New York State's Common Core Learning Standards (CCLS) for ELA and for Literacy in History, Science, and Technical Subjects. 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 the CCLS. 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.

Critical Reading

The Critical Reading course improves students' ability to effectively read and interpret texts that span a range of Lexile levels and genres. In accordance with the Common Core Learning Standards (CCLS), the content is a mix of fiction and literary texts as well as nonfiction and informational texts. Specific CCLS reading standards domains that are 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)

Critical Writing

The Critical Writing course improves students' ability to effectively express ideas. Specific CCLS writing standards groups that are addressed include:

- Text types and purpose
- Production and distribution of writing
- Research to build and present knowledge
- Range of writing
- Responding to literature

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

- Expository and persuasive writing (essay structure/format, essay types)
- Personal and creative writing (narrative structure/format, literary elements/devices)
- The writing process (brainstorming, outlining, drafting editing, revising)
- Foundational and contextual grammar
- The research process (searching, sourcing, citation)
- Vocabulary (power words for and from writing)

To promote and ensure sustained and substantial growth in literacy skills and the development of written language fluency, Atmosphere uses following primary instructional tools and curricular resources:

- Curriculum Associate's Ready New York Reading and Writing Curriculum

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- EngageNY
- Fountas and Pinnell for Tier II and III Reading Interventions
- Achievement Network

Goal 1: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English language arts examination for grades 3-8.

METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 6th through 7th grade in April 2017. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

2016-17 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹				Total Enrolled
		IEP	ELL	Absent	Refused	
3						
4						
5						
6	124	1	1	0	3	129
7	127	1	0	1	2	131
8						
All	251	2	1	1	5	260

RESULTS

Of the 260 students enrolled at AAPCS at the time of testing, all but nine took the 2016-17 NYS ELA exam. In our second year of operation, 102 of the 7th Grade students were enrolled in their second year at the school. Overall, 22% of tested students attained a Level 3 or Level 4 on the exam. In addition, 28% of the students enrolled in their second year attained proficiency at these levels.

¹ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

Performance on 2016-17 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3				
4				
5				
6	16%	124	N/A	N/A
7	28%	127	28%	102
8				
All	22%	251	28%	102

EVALUATION

AAPCS did not meet the Absolute Measure of 75% of all tested students enrolled in at least their second year attaining proficiency. With 28% of second year students receiving a Level 3 or Level 4 score, the school missed the target by 47 percentage points.

While we were unable to attain this goal, the school was encouraged by the overall growth seen from 2015-16 when 8.7% of the 138 6th grade students tested received a Level 3 or Level 4 score. This achievement illustrates areas of strength in our academic program. In order to realize our goals, the school has reflected on these areas and has improved on its academic offerings for the 2017-2018 school year. As in the previous year, Atmosphere will continue to focus on:

- RIGOR - academic rigor and curricular and instructional alignment
- URGENCY - urgency around student learning and student achievement
- DATA AND ASSESSMENT - interim assessments and benchmark data that is consistently used to drive instruction and decision making
- EXPERIENCE - prior charter school experience among new hires and returning staff to provide perspective and flatten the learning curve
- CULTURE - a uniform classroom management approach and school-wide culture
- SYSTEMS - systems for students and teachers across all content areas to reference and use to help norm and align a common, shared approach toward core tasks in thinking, reading, writing, and math
- ACHIEVEMENT PROGRAM - whole group Achievement Classes that go beyond the academic classes and academic intervention services; Achievement Classes are designed to specifically target and increase proficiency on the state test

All of these deficits have been aggressively and immediately addressed by the Leadership Team.

ADDITIONAL EVIDENCE

The 2016-17 school year is only AAPCS' second year of operation. Therefore, there are few year-to-year trends to analyze. Overall, however, we feel we are making tremendous gains in student achievement in ELA, as evidenced by the increased percentage of students reaching proficiency in 2016-17 from the 2015-16 exam. While we only have one grade to compare at this point in time, those students saw an increase of almost 20 percentage points from the prior year.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2014-15		2015-16		2016-17	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3						
4						
5						
6			N/A	N/A	N/A	N/A
7					28%	102
8						
All			N/A	N/A	28%	102

Goal 1: Absolute Measure

Each year, the school's aggregate Performance Level Index ("PLI") on the State English language arts exam will meet the Annual Measurable Objective ("AMO") set forth in the state's NCLB accountability system.

METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in English language arts. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2016-17 English language arts AMO of **111**. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.²

RESULTS

Atmosphere Academy's Performance Level Index for 2016-17 is 90.

² In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

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English Language Arts 2016-17 Performance Level Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	32%	46%	16%	6%

$$\begin{array}{rcccccccc}
 \text{PI} & = & 46 & + & 16 & + & 6 & = & 68 \\
 & & & & 16 & + & 6 & = & \underline{22} \\
 & & & & & & \text{PLI} & = & 90
 \end{array}$$

EVALUATION

With a PLI in ELA of 90, Atmosphere Academy feel short of the AMO goal of 111 by 21 percentage points. However, we were pleased that we decreased the gap by 15 points from 2015-16 when the school missed the AMO goal for ELA by 36 points.

Goal 1: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of all students in the same tested grades in the school district of comparison.

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.³

RESULTS

On the 2016-17 NYS ELA exam, 25% of the 6th and 7th Grade students in NYC CSD 10 received Level 3 or Level 4 scores. In comparison, 28% of the AAPCS 7th graders enrolled in their second year reached proficiency.

2016-17 State English Language Arts Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5				
6	N/A	0	20%	3,620

³ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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7	28%	102	30%	3,545
8				
All	28%	102	25%	7,165

EVALUATION

Overall, AAPCS met this comparative measure for its ELA Goal, exceeding the District by 3 percentage points. However, for 7th Grade specifically, the school was 2 percentage points below the District. Scores for 6th Grade cannot be compared, as 6th Grade students at the school are only enrolled in their first year.

ADDITIONAL EVIDENCE

As AAPCS has only completed two years of testing and only one grade has been tested for more than one year, we are unable to analyze any year-to-year trends at this point. However, it is worth noting that of the 102 students who have attended the school for two years, we saw a gain of almost 20 percentage points in ELA, outpacing the District's growth for that same cohort of students by 11 percentage points.

English Language Arts Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
3						
4						
5						
6			N/A	21%	N/A	20%
7					28%	30%
8						
All					28%	25%

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

METHOD

The SUNY Charter Schools Institute ("Institute") conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school's actual

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and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2015-16 analysis is not yet available. This report contains 2015-16 results, the most recent Comparative Performance Analysis available.

RESULTS

Atmosphere Academy achieved a -0.82 Effect Size for the 2015-16 school year.

2015-16 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5						
6	86	138	8.7	21.9	-13.2	-0.82
7						
8						
All	86	138	8.7	21.9	-13.2	-0.82

School's Overall Comparative Performance:

Lower than expected

EVALUATION

In its first year of operation, Atmosphere Academy fell significantly short of an Effect Size of 0.30. The percent of 6th Grade students reaching proficiency was 13.2 percentage points below the prediction of 21.9, leading to an Effect Size of -0.82.

ADDITIONAL EVIDENCE

Given the gains made by both returning students and students overall, we expect our Effect Size to increase in the next year.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2013-14	N/A					
2014-15	N/A					

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2015-16	6	86	138	8.7	21.9	-0.82
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Goal 1: Growth Measure⁴

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2015-16 and also have a state exam score from 2014-15 including students who were retained in the same grade. Students with the same 2014-15 score are ranked by their 2015-16 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2015-16 analysis is not yet available. This report contains 2015-16 results, the most recent Growth Model data available.⁵

RESULTS

Atmosphere Academy's mean growth percentile for 2015-16 was 48.9.

2015-16 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4		50.0
5		50.0
6	48.9	50.0
7		50.0
8		50.0
All	48.9	50.0

EVALUATION

In 2015-16, the Mean Growth Percentiles for Atmosphere Academy's 6th Grade students fell short of the Statewide Median by 1.1 points.

⁴ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

⁵ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

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ADDITIONAL EVIDENCE

As 2015-16 was the school's first year of operation and only one grade was tested, no year-to-year comparisons can be made.

English Language Arts Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			Statewide Median
	2013-14	2014-15	2015-16	
4				50.0
5				50.0
6			48.9	50.0
7				50.0
8				50.0
All			48.9	50.0

Goal 1: Optional Measure
Not Applicable
METHOD:
RESULTS:
EVALUATION:
ADDITIONAL EVIDENCE:

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Of the four measures of progress toward meeting the school's ELA goal, Atmosphere Academy achieved one Comparative Measure, as listed below. The school has made gains in ELA over the past two years but feel short on the other three Measures.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Not Met
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Met

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Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2015-16 results.)	Not Met
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile. (Using 2015-16 results.)	Not Met

ACTION PLAN

After significant reflection on the challenges faced in the first two years of operation, Atmosphere Academy's Leadership Team have continued to revamp the instructional program, making key improvements in order to achieve greater gains in the upcoming years. These changes are focused on the hiring and professional development of highly qualified practitioners, a revision to the core courses in order to facilitate support for those above grade level and challenge advanced students, a stronger and more consistent use of student data, and tighter management/supervision of both students and staff.

- 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 2017-2018 academic year. Staff was evaluated using a portfolio based model that measured performance against the Charlotte Danielson rubric. Some staff members that were invited to return were given assignments that better suited their areas of strength. 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 criterion 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.
 - 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. To better align and further increase the frequency of these supports, Atmosphere has added expert leaders to its staff to provide more localized and embedded management, coaching, and feedback. In addition, teacher leaders have been identified to act as peer mentors who can model pedagogical techniques. Regular professional development in ELA instruction will be given by the Instructional Leader and coaches from the Achievement Network. Additional development is outlined in the School Culture section below.
 - Evaluation- Atmosphere has restructured the evaluation system for instructional staff. The new system still utilizes the Danielson based portfolio, but further evaluates practitioners against school wide systems for instruction and classroom management. A specific observation tool has been constructed to facilitate the collection of data. Teachers will be expected to create SMART goals aligned to student growth and measure their progress throughout the year.

- Curricular and Instructional Systems – In 2017-2018, instruction at Atmosphere Academy will focus on growth of students against the standards. 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 following items were revised to facilitate this goal:
 - A specific lesson plan template has been created for each content area. The template now includes the standards for each area as well as the related ELA standards. In addition, spaces for differentiation, reflection, and higher order thinking have been added. Lesson plans will continue to be submitted on a weekly basis. However, the submission time has been changed to provide more time for feedback before their use. Instructional Leaders are able to make comments and suggest revisions directly on the template.
 - Curriculum maps have been revised to allow more time in the scope and sequence for re-instruction.
 - The maps for grade level ELA courses have been aligned to the Achievement Network scope and sequence (which mirrors 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 assign a news article, specific questions and writing prompt on a recurring basis.
 - The grading policy has been revised to better reflect the need for daily assessment. The policy also creates a standard for the minimum number of assessments required so that student grades are a compilation of multiple types of tasks. Entries will be closely monitored by Instructional Leaders to ensure adherence to this policy.
 - All students will continue to receive 750 minutes of Humanities instruction per week plus 750 minutes per week of STEM instruction per week. However, all students will now also receive an additional 250 minutes of Achievement instruction per week (150 in 2016-2017). Students will also receive 100 minutes of Advisory instruction which focuses on building life skills, study skills, and 21st-century skills. The course also facilitates guided work time. Furthermore, special school days been added to the calendar on Saturdays and during breaks to provide even more time on task related to Achievement instruction. These special days add up to an aggregate of 14 full school days.
 - The ELA courses (formerly Critical reading and Critical writing) have been revised to focus on grade level standards and the individual needs of students. Students' grade level English Language Arts course will provide instruction of grade level standards in alignment with EngageNY and the Achievement Network. The ELA Academic Lab will provide remediation to students who are not proficient and enrichment to students who are or above proficiency. The remediation lab will utilize Read180 to assess and provide targeted instruction in deficit areas. The enrichment lab will utilize the College Board's Pre-AP framework to facilitate further advancement.

- **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: Read180/Math180 curriculum, alternate setting with a smaller ratio of students to teacher (approximately 8:1), Behavior Intervention Plans, Academic Intervention Services (after-school). On staff the Intervention Coordinator oversees 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. Teachers Assistants have been placed in support roles in various classrooms including special education and RTI classrooms. Finally, teachers and after-school staff will be providing additional interventions after-school via extra help sessions.
- **Data and Assessment Systems**– Student data will now be housed in one location. The new student information system will facilitate the collection of state assessment data in addition to student course grades. The leadership team hopes this will facilitate reflection and better alignment of student evaluation. Due to changes in the scope and sequence outlined above, data driven by the Achievement Network will be a better reflection of student learning. Additionally teacher SMART goals (also discussed above) will be measured using data generated from a standard specific rubric. Student data will continue to be discussed at department and grade level meetings and will be utilized to facilitate student placement.
- **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 (2 days per week) as well as a morning circle which facilitates growth as a community (1 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. An Intervention Coordinator position has been created to organize the Response to Intervention program as well as the above-mentioned initiatives. 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.

MATHEMATICS

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 direct alignment with New York State's Common Core Learning Standards for Mathematics, which are based on the Common Core State Standards for Mathematical Practice:

- **Math Applications:** All Math Applications courses focus on grade level topics that prepare students for achievement on their grade level as well as advanced topics that help increase their familiarity and comfort with content to come on the next grade level.
- **Math Foundations:** All Math Foundations courses focus on foundational math skills, remediation of deficits, and pre-work that enhances the learning experience in the Math Applications class.

Math Applications

The purpose of the Applications class is to provide students with grade-appropriate, core math knowledge and skills. In this way, the course content is designed to prepare each student for success on grade level and to accelerate their development for success in future grade levels and in college and career.

The school year will be broken up into six separate (but interrelated) modules. The modules align with the Common Core Standards and will prepare students to succeed in AAPCS and beyond.

Grade 6:

- *Module 1:* Ratios and Unit Rates
- *Module 2:* Arithmetic Operations Including Dividing by a Fraction
- *Module 3:* Rational Numbers
- *Module 4:* Expressions and Equations
- *Module 5:* Area, Surface Area, and Volume Problems
- *Module 6:* Statistics

Grade 7:

- *Module 1:* Ratios and Proportional Relationships
- *Module 2:* Rational Numbers
- *Module 3:* Expressions and Equations
- *Module 4:* Percent and Proportional Relationships
- *Module 5:* Statistics and Probability
- *Module 6:* Geometry

By the end of each year, students will be both proficient and confident in solving problems and expressing themselves mathematically.

Math Foundations

The Math Foundations course uses a remediation and pre-teach approach. Based on the curriculum maps that teachers are using in the Math Applications course, the Math Foundations teachers pre-teach those concepts using EngageNY's lessons and resources. Teachers use multiple representations in each lesson to further the development of the concepts before students encounter the application of those concepts in the Math Applications class. The lessons are also used to reteach concepts taught in the Math Applications class. Furthermore, the Math Foundations course provides additional time and focus on differentiating content and remediating common deficits.

Below are various methods and tools utilized in the Math Foundations course (and the Math Applications course as needed) to ameliorate gaps in core knowledge and skills:

- Atmosphere students can model with manipulatives and participate in activities that lead to the discovery of important mathematical concepts. Through this process, they develop mathematical understanding while exploring ways of expressing their discoveries in English and in universal visual language. The appearance of the manipulative, their meaning, as well as the language used to describe their actions all work in concert to promote multiple literacies (English literacy, math literacy, visual literacy, etc.).
- Additionally, the Math Foundations course provides all students with the lesson that will be taught the following day in the Math Applications class. Both in that preemptive classroom environment and at home, students can watch the lesson clips online (in their native language if available) and be better prepared to see the same lesson in English the following day. By flipping the classroom in this way, Atmosphere hopes to prepare all students for math success, especially ELLs and special education students. If a student's native language is not available in the online video clips, the English transcription of the video clip is downloaded and translated as a reference prior to viewing by the student.
- Atmosphere students use graphic organizers to organize information and reference it when needed, while also focusing their learning, conveying meaning, and checking for understanding.
- Atmosphere students and Math Teachers update their word walls daily with new math vocabulary words (and their meaning/pictorial representation) for every new concept that is discovered. The word wall is an interactive tool for all learners and provides an additional language resource for ELL students.
- Additionally, an operation word wall is created by students in both Math Foundations and Math Applications in order to help solve word problems. As an added resource, words can be written in both English and the native language of the learner. Pictures and descriptions are also encouraged next to words wherever appropriate.

MATHEMATICS

- Atmosphere students make their own bilingual math dictionary, which helps to translate complex math terms and concepts into accessible language. Each time a math word is introduced, students keep the word with the translation in their own personal journal as a quicker reference. The journal can contain the word in their native language, in everyday English, in mathematical language, and in visual terms when possible.

Goal 2: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-8.

METHOD

The school administered the New York State Testing Program mathematics assessment to students in 6th through 7th grade in April 2017. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

2016-17 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁶				Total Enrolled
		IEP	ELL	Absent	Refused	
3						
4						
5						
6	124	1	0	0	3	128
7	126	1	0	1	2	130
8						
All	250	2	0	1	5	258

RESULTS

Of the 258 students enrolled at AAPCS at the time of testing, all but eight took the 2016-17 NYS Math exam. In our second year of operation, 101 of the 7th Grade students tested were enrolled in their second year at the school. Overall, 17.6% of tested students attained a Level 3 or Level 4 on the exam. In addition, 20% of the students enrolled in their second year attained proficiency at these levels.

⁶ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

MATHEMATICS

Performance on 2016-17 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3				
4				
5				
6	15%	124	N/A	0
7	21%	126	20%	101
8				
All	17.6%	250	20%	101

EVALUATION

AAPCS did not meet the Absolute Measure of 75% of all tested students enrolled in at least their second year attaining proficiency. With 20% of second year students receiving a Level 3 or Level 4 score, the school missed the target by 55 percentage points.

While we were unable to attain this goal, the school was encouraged by the overall growth seen from 2015-16 when 8% of the 138 6th grade students tested received a Level 3 or Level 4 score.

ADDITIONAL EVIDENCE

The 2016-17 school year is only AAPCS' second year of operation. Therefore, there are few year-to-year trends to analyze. Overall, however, we feel we are making tremendous gains in student achievement in Math, as evidenced by the increased percentage of students reaching proficiency in 2016-17 from the 2015-16 exam. While we only have one grade to compare at this point in time, those students saw an increase of 12 percentage points from the prior year.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2014-15		2015-16		2016-17	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3						
4						
5						
6			N/A	N/A	N/A	0
7					20%	101
8						
All			N/A	N/A	20%	101

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Goal 2: Absolute Measure

Each year, the school’s aggregate Performance Level Index (“PLI”) on the State mathematics exam will meet the Annual Measurable Objective (“AMO”) set forth in the state’s NCLB accountability system.

METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in mathematics. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2016-17 mathematics AMO of **109**. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.⁷

RESULTS

Atmosphere Academy’s Performance Level Index for 2016-17 is 71.

Mathematics 2016-17 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	47%	35%	13%	5%

$$\begin{array}{rcccccccc} \text{PI} & = & 35 & + & 13 & + & 5 & = & 53 \\ & & & & 13 & + & 5 & = & \underline{18} \\ & & & & & & \text{PLI} & = & 71 \end{array}$$

EVALUATION

With a PLI in Math of 71, Atmosphere Academy feel short of the AMO goal of 109 by 38 percentage points. However, we were pleased that we decreased the gap by 8 points from 2015-16 when the school missed the AMO goal for ELA by 46 points.

Goal 2: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the school district of comparison.

METHOD

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the public school district of comparison. Comparisons are between the

⁷ In contrast to NYSED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

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results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁸

RESULTS

On the 2016-17 NYS Math exam, 21% of the 6th and 7th Grade students in NYC CSD 10 received Level 3 or Level 4 scores. In comparison, 20% of the AAPCS 7th graders tested enrolled in their second year reached proficiency.

2016-17 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5				
6	N/A	0	22%	3,732
7	20%	101	20%	3,642
8				
All	20%	101	21%	7,374

EVALUATION

AAPCS did not meet this comparative measure for its Math Goal, falling short of the District by 1 percentage point. However, for 7th Grade specifically, the school matched the District. Scores for 6th Grade cannot be compared, as 6th Grade students at the school are only enrolled in their first year.

ADDITIONAL EVIDENCE

As AAPCS has only completed two years of testing and only one grade has been tested for more than one year, we are unable to analyze any year-to-year trends at this point. However, it is worth noting that, of the 101 students who have attended the school for two years, we saw a gain of 12 percentage points in Math, while the District fell by three percentage points for that same cohort of students.

⁸ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

Mathematics Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
3						
4						
5						
6			N/A	23%	N/A	22%
7					20%	20%
8						
All			N/A	23%	19%	21%

Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2016-17 analysis is not yet available. This report contains 2015-16 results, the most recent Comparative Performance Analysis available.

RESULTS

Atmosphere Academy achieved a -0.78 Effect Size in Math for the 2015-16 school year.

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2015-16 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5						
6	86%	138	8	23.9	-15.9	-0.78
7						
8						
All						

School's Overall Comparative Performance:

Lower than expected

EVALUATION

In its first year of operation, Atmosphere Academy fell significantly short of an Effect Size of 0.30. The percent of 6th Grade students reaching proficiency was 15.9 percentage points below the prediction of 23.9, leading to an Effect Size of -0.78.

ADDITIONAL EVIDENCE

Given the gains made by both returning students and students overall, we expect our Effect Size to increase in the next year.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2013-14						
2014-15						
2015-16	6	86%	138	8	23.9	-0.78

Goal 2: Growth Measure⁹

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

⁹ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2015-16 and also have a state exam score in 2014-15 including students who were retained in the same grade. Students with the same 2014-15 scores are ranked by their 2015-16 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2015-16 analysis is not yet available. This report contains 2015-16 results, the most recent Growth Model data available.¹⁰

Atmosphere Academy's mean growth percentile for 2015-16 was 30.

2015-16 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4		50.0
5		50.0
6	38	50.0
7		50.0
8		50.0
All	38	50.0

EVALUATION

In 2015-16, the Mean Growth Percentiles for Atmosphere Academy's 6th Grade students fell short of the Statewide Median by 12 points.

ADDITIONAL EVIDENCE

As 2015-16 was the school's first year of operation and only one grade was tested, no year-to-year comparisons can be made.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			Statewide Median
	2013-14	2014-15	2015-16	
4				50.0
5				50.0
6			38	50.0
7				50.0

¹⁰ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

MATHEMATICS

8				50.0
All			38	50.0

Goal 2: Optional Measure
Not Applicable
METHOD:
RESULTS:
EVALUATION:
ADDITIONAL EVIDENCE:

SUMMARY OF THE MATHEMATICS GOAL

Despite gains in student achievement in Mathematics, Atmosphere Academy did not achieve any of the four measures of progress toward meeting the school's Math goal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Not Met
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Not Met
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2015-16 school district results.)	Not Met
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Not Met

ACTION PLAN

The changes made to the school's math program mirror those presented above in the English Language Arts action plan. These key programmatic improvements are focused on curriculum revision, hiring and professional development of highly qualified teachers, additional intervention services for students below grade level, a stronger and more consistent use of student data, and tighter management/supervision of both students and staff.

- 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 2017-2018 academic year. Staff was evaluated using a portfolio based model that measured performance against the Charlotte Danielson rubric. Some staff members that were invited to return were given assignments that better suited their areas of strength. 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 criterion 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.
 - 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. To better align and further increase the frequency of these supports, Atmosphere has added expert leaders to its staff to provide more localized and embedded management, coaching, and feedback. In addition, teacher leaders have been identified to act as peer mentors who can model pedagogical techniques. Regular professional development in Mathematics instruction will be given by the Instructional Leader and coaches from the Achievement Network. Additional development is outlined in the School Culture section below.
 - Evaluation- Atmosphere has restructured the evaluation system for instructional staff. The new system still utilizes the Danielson based portfolio, but further evaluates practitioners against school wide systems for instruction and classroom management. A specific observation tool has been constructed to facilitate the collection of data. Teachers will be expected to create SMART goals aligned to student growth and measure their progress throughout the year.
- Curricular and Instructional Systems – In 2017-2018, instruction at Atmosphere Academy will focus on the growth of students against the standards. 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 following items were revised to facilitate this goal;

- A specific lesson plan template has been created for each content area. The template now includes the standards for each area as well as Mathematical Practices. In addition, spaces for differentiation, reflection, and higher order thinking have been added. Lesson plans will continue to be submitted on a weekly basis. However, the submission time has been changed to provide more time for feedback before their use. Instructional Leaders are able to make comments and suggest revisions directly on the template.
- Curriculum maps have been revised to allow more time in the scope and sequence for re-instruction.
- The maps for grade level Mathematics courses have been aligned to the Achievement Network scope and sequence (which mirrors 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).
- The grading policy has been revised to better reflect the need for daily assessment. The policy also creates a standard for the minimum number of assessments required so that student grades are a compilation of multiple types of tasks. Entries will be closely monitored by Instructional Leaders to ensure adherence to this policy.
- All students will continue to receive 750 minutes of Humanities instruction per week plus 750 minutes per week of STEM instruction per week. However, all students will also receive an additional 250 minutes of Achievement instruction per week (150 in 2016-2017). Students will also receive 100 minutes of Advisory instruction which focuses on building life skills, study skills, and 21st-century skills. The course also facilitates guided work time. Furthermore, special school days been added to the calendar on Saturdays and during breaks to provide even more time on task related to Achievement instruction. These special days add up to an aggregate of 14 full school days.
- The Math courses (formerly Math Applications and Math Foundations) have been revised to focus on grade level standards and the individual needs of students. Students' grade level Mathematics course will provide instruction of grade level standards in alignment with EngageNY and the Achievement Network. The Math Academic Lab will provide remediation to students who are not proficient and enrichment to students who are or above proficiency. The remediation lab will utilize Math180 to assess and provide targeted instruction in deficit areas. The enrichment lab will utilize the Exemplar's program to facilitate further advancement. Students in grade 8 Math Lab will take 9th-grade Algebra and the corresponding Regents exam.
- All Math teachers will focus on 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).

- **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: Read180/Math180 curriculum, alternate setting with a smaller ratio of students to teacher (approximately 8:1), Behavior Intervention Plans, Academic Intervention Services (after-school). On staff the Intervention Coordinator oversees 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. Teachers Assistants have been placed in support roles in various classrooms including special education and RTI classrooms. Finally, teachers and after-school staff will be providing additional interventions after-school via extra help sessions.
- **Data and Assessment Systems**– Student data will now be housed in one location. The new student information system will facilitate the collection of state assessment data in addition to student course grades. The leadership team hopes this will facilitate reflection and better alignment of student evaluation. Due to changes in the scope and sequence outlined above, data driven by the Achievement Network will be a better reflection of student learning. Additionally, teacher SMART goals (also discussed above) will be measured using data generated from a standard specific rubric. Student data will continue to be discussed at department and grade level meetings and will be utilized to facilitate student placement.
- **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 (2 days per week) as well as a morning circle which facilitates growth as a community (1 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. An Intervention Coordinator position has been created to organize the Response to Intervention program as well as the above-mentioned initiatives. 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.

SCIENCE

Goal 3: Science

Students will demonstrate high levels of achievement in Science.

BACKGROUND

Atmosphere's middle school science coursework is arranged into three courses:

- 6th Grade Physical Science
- 7th Grade Life Science
- 8th Grade Earth Science

Each course was designed to align with the New York State Core Curriculum Learning Standards for Math, Science, and Technology (MST Standards) that Atmosphere has adopted while it awaits the release of the Common Core State Standards in Science, which will be adopted when ready.

Atmosphere also used the Next Generation Science Standards and the National Science Education Standards as additional, informal guideposts to help inform its curricular choices and instructional philosophy in the science classroom. The order of the three courses has been altered from the order proposed in the school's charter application to better align with the Next Generation standards and to prepare students to take the Earth Science Regents in 8th Grade.

To address these standards, Atmosphere utilizes FOSS Life Science curriculum materials and Pearson's Interactive Science. 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:

- **Khan Academy:** The biology, physics, cosmology, and astronomy sections of Khan Academy are leveraged for independent and guided practice.
- **BrainPop:** The science section of the BrainPop website and application is also a tool for increasing student interest.
- **Outside Reading:** Students are asked to read multiple science related texts each year. NewsELA will be utilized as a resource for informational text.

Goal 3: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State science examination.

SCIENCE

METHOD

Atmosphere Academy has not yet administered the New York State Testing Program science assessment as only 6th Grade and 7th Grade students were enrolled in 2016-17.

RESULTS

Not Applicable. Atmosphere has not yet administered the science exam.

Charter School Performance on 2016-17 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4				
8				
All				

EVALUATION

Not Applicable. Atmosphere has not yet administered the science exam.

ADDITIONAL EVIDENCE

Not Applicable. Atmosphere has not yet administered the science exam.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2014-15		2015-16		2016-17	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4						
8						
All						

Goal 3: Comparative Measure

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the school district of comparison.

METHOD

Atmosphere Academy has not yet administered the New York State Testing Program science assessment as only 6th Grade and 7th Grade students were enrolled in 2016-17.

SCIENCE

RESULTS

Not Applicable. Atmosphere has not yet administered the science exam.

2016-17 State Science Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4				
8				
All				

EVALUATION

Not Applicable. Atmosphere has not yet administered the science exam.

ADDITIONAL EVIDENCE

Not Applicable. Atmosphere has not yet administered the science exam.

Science Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
4						
8						
All						

<p>Goal 3: Optional Measure</p> <p>Not Applicable</p> <p>METHOD:</p> <p>RESULTS:</p> <p>EVALUATION:</p> <p>ADDITIONAL EVIDENCE:</p>
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SUMMARY OF THE SCIENCE GOAL

Atmosphere Academy has not yet administered the New York State Testing Program science assessment as only 6th Grade and 7th Grade students were enrolled in 2016-17.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	N/A
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	N/A
	[Write in optional measure here]	

ACTION PLAN

Atmosphere is not planning any substantial changes to the Science program at this time.

NCLB

Goal 4: NCLB

The school will make adequate yearly progress.

Goal 4: Absolute Measure

Under the state's NCLB accountability system, the school's Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as school requiring a local assistance plan.

METHOD

Because *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards. The report cards indicate each school's status under the state's No Child Left Behind ("NCLB") accountability system.

RESULTS

Atmosphere Academy is in Good Standing this year.

EVALUATION

Atmosphere Academy has met this Measure.

ADDITIONAL EVIDENCE

The school has been deemed to be in Good Standing for 2016-17 and 2015-16.

NCLB Status by Year

Year	Status
2014-15	
2015-16	Good Standing
2016-17	Good Standing