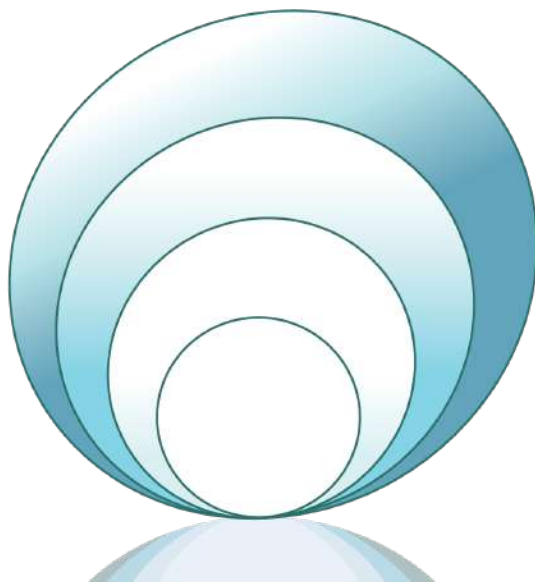




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SCHOOL REOPENING PLAN

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RESPONSE 1
Executive Summary

Atmosphere has crafted a plan that puts academic rigor and student outcomes on par only with the school's adherence to safety protocols designed to protect students and staff during COVID-19.

In Q3 and Q4 of the 2019-2020 school year, remote instruction was implemented with great skill and effort. Countless lessons were learned about how to enhance and improve upon the remote learning environment, but ultimately, it was clear that nothing can replace Atmosphere's in-person program, which has the power to transform lives and improve student trajectories faster and more effectively than the online format.

Based on this experience and the guidance from the state to date, Atmosphere's plan at the beginning of the 2020-2021 school year emphasized options that allowed for in-person instruction at least a few days a week. This approach provided families with immediate access to blended instruction 2 days per week and remote instruction 3 days per week with cohorts coming on different days to allow for maximum social distancing.

Moreover, the year started with full remote instruction also being offered for those families in need. As of now, given the changing landscape of the pandemic and the decreasing threat that COVID-19 poses, all students without medical waivers are required to attend school in person 5 days per week starting on May 3rd, 2021. Only students with medical waivers, as documented by a doctor's letter and a notarized statement, are learning remotely. Remote instruction will also remain a default option in an emergency if schools were to lock down again.

All of Atmosphere's current staff have returned to the classroom based on Atmosphere's strong commitment to providing a safe learning and work environment that meets or exceeds all COVID regulations and standards. Their performance during these trying times has been remarkable. The staff's willingness to serve Atmosphere's students to the fullest extent possible demonstrates their continued commitment to their profession, to their students, and to Atmosphere.

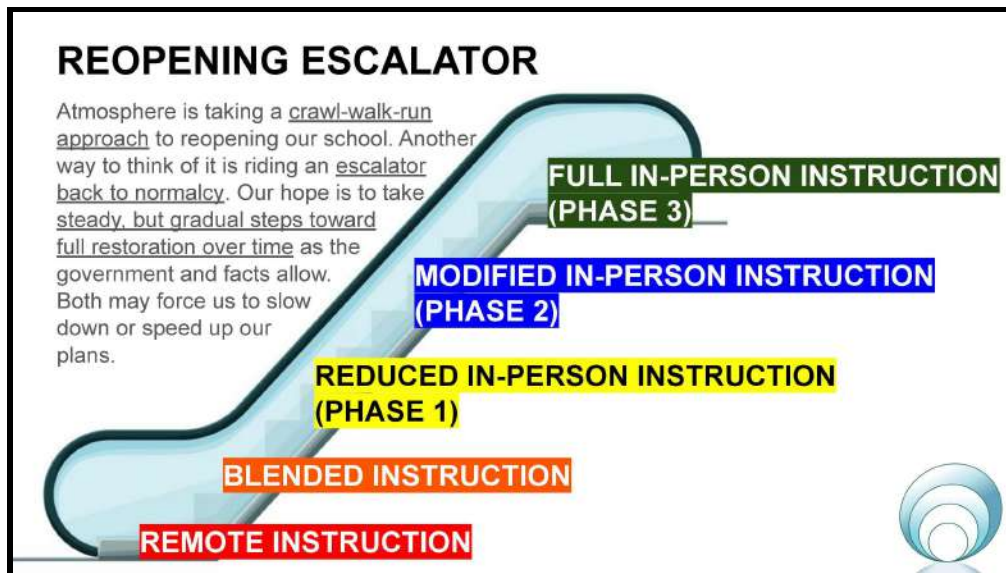
Atmosphere has over 75,000 square feet of space over 3 buildings that allows it to space teachers and students in full accordance with CDC social distancing guidelines. \

Atmosphere is leveraging this space to offer full in-person instruction to students 5 days a week. In this way, Atmosphere is able to provide students and staff with the safest physical environment possible both now and in the future no matter what happens with the virus.

Moreover, Atmosphere is adopting guidelines and mandating safety protocols laid out in NYSDOH, NYSED, and CDC guidelines. From mandatory masking to social distancing to HVAC upgrades to temperature checks, every step is being taken to ensure the safety of Atmosphere's students and staff. Below are some of the source

- https://www.governor.ny.gov/sites/governor.ny.gov/files/atoms/files/Pre-K_to_Grade_12_Schools_MasterGuidance.pdf
- <http://www.nysed.gov/reopening-schools/recovering-rebuilding-and-renewing-spirit-new-yorks-schools-reopening-guidance>
- <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html>

As seen below, Atmosphere has developed an escalator to take the school and its stakeholders from remote instruction to full in-person instruction over time.





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This iterative and incremental process was informed by NYSDOH and CDC guidelines. It has been implemented in accordance with reopening guidance provided by the Governor and NYSED. Below are definitions of the various steps outlined in the escalator diagram.

REMOTE INSTRUCTION

- Atmosphere will continue using Google Classroom, Zoom, and other digital platforms to facilitate student learning.
- While improvements will be made on the current version of remote instruction, there will be no in-person component if we move forward with remote instruction.
- Atmosphere does not expect that NYSED will allow schools to stay exclusively in remote instruction in the fall. Therefore, this option is the least likely to take place.



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BLENDDED INSTRUCTION

- Atmosphere will blend remote instruction on some days with in-person instruction on other days.
- Students will remain in one classroom for the day (exception of P.E.) with teachers rotating.
- If NYS guidelines allow, staff will be asked to report to their school buildings on all days. Even when students are remote, teachers will teach remotely from their classrooms. Staff will meet remotely from their offices and classrooms whenever possible.
- There will be two groups of academic teams on each grade level (for example, 6th grade group A and 6th grade group B).
- Teachers and students will only be in 1 of these 2 groups with some rare exceptions.
- Group A will be in-person on Mondays and Thursdays as well as remote on Tuesdays, Wednesdays, and Fridays.
- Group B will be in-person on Tuesdays and Fridays as well as remote on Mondays, Wednesdays, and Thursdays.
- When groups are in-person, they will have class in spaces where maximum social distancing is possible like the gym for a group of 25 or a classroom for a group of 12.
- Atmosphere does expect that NYSED will allow schools to start the year this way, making it the most likely school model to expect in August and September, but again nothing is final just yet.
- Physical Education will take place outside whenever possible with proper social distancing whether inside or outside. When exercising at a distance, students can remove masks for safety purposes related to breathing.



IN-PERSON INSTRUCTION - PHASED APPROACH

Once allowed by NYS and facts on the ground, Atmosphere will move to a daily, in-person class schedule in three phases. These phases will be implemented and may be changed at any time based on the progression or declination of the virus.

- PHASE 1 = **REDUCED** CLASS SCHEDULE & SCHOOL PROGRAM
- PHASE 2 = **MODIFIED** CLASS SCHEDULE & SCHOOL PROGRAM
- PHASE 3 = **FULL** CLASS SCHEDULE & SCHOOL PROGRAM





IN-PERSON INSTRUCTION - PHASE 1 - REDUCED

- Teachers will rotate between classes and students will remain in 1 classroom throughout the day.
- Classes will be held in rooms and spaces large enough for 6 feet between desks.
- Strict social distancing with masks and all COVID-19 safety protocols at all times based on NYS and CDC guidelines.
- A modified class schedule will be used with up to 2 lunch sessions per day socially-distanced in classrooms.
- All additional programs will remain suspended. These include, but are not limited to:
 - After School Achievement*
 - Academic Intervention Services
 - Athletics
 - Electives
 - Trips
 - Assemblies (award ceremonies, social-emotional assemblies, achievement assemblies)
 - Special Events
 - Enrichment (sailing, equestrian, nature education, etc.)

*Achievement classes will still take place within the class schedule with additional classes added as needed.



IN-PERSON INSTRUCTION - PHASE 2 - MODIFIED

- Teachers will rotate between classes and students will remain in 1 classroom throughout the day.
- Classes will be held in rooms and spaces large enough for 6 feet between desks.
- Social distancing without masks required (optional) and some COVID-19 safety protocols based on NYS and CDC guidelines.
- A modified class schedule will be used with up to 2 lunch sessions per day socially-distanced in classrooms.
- Some additional programs will be reinstated. These include, but are not limited to:
 - After School Achievement
 - Academic Intervention Services
- Most additional programs will remain suspended. These include, but are not limited to:
 - Athletics
 - Electives
 - Trips
 - Assemblies (award ceremonies, social-emotional assemblies, achievement assemblies)
 - Special Events
 - Enrichment (sailing, equestrian, nature education, etc.)





IN-PERSON INSTRUCTION - PHASE 3 - FULL

- Strict social distancing and COVID-19 safety guidelines will be removed or phased out.
- **Atmosphere will return to its full regular class schedule without any modifications.**
- **Atmosphere will reinstate its full school program**, including **all** activities previously listed.



At the beginning of the school year, we envisioned the following timeline, which was subject to change.

Quarter	Dates	Instruction Model	Notes
Quarter 1	8/21/20 - 11/13/20	Blended Instruction	(with Full Remote Instruction option)
Quarter 2	11/16/20 - 1/29/20	Reduced In-Person Instruction	(if conditions and state allow)
Quarter 3	2/1/20 - 4/9/20	Modified In-Person Instruction	(if conditions and state allow)
Quarter 4	4/12/20 - 6/23/20	Full In-Person Instruction	(if conditions and state allow)



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Atmosphere is currently in Phase 2 - Modified In-Person Instruction, with some elements of Phase 3 incorporated. By July 1, Atmosphere expects to be in Phase 3 - Full In-Person Instruction.

Atmosphere's plan incorporates key elements to ensure safety for all while also ensuring that student learning is maximized due to the in-person instruction these steps can enable either during blended instruction (split of remote and in-person) or full in-person instruction in a reduced or modified capacity.

Atmosphere only operates one charter middle school, serving grades 6-8, so this plan only applies to that one school.

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RESPONSE 2

Reopening Operations, Monitoring, Containment & Closure

2a. Reopening Operations

Capacity

Atmosphere has the capacity to immediately and safely provide fully in-person instruction 5 days per week for each student. The school can offer ample space for appropriate social distancing due to its large 3 building campus, which consists of significant square footage across 3 separate locations within our district. Furthermore, these spaces have undergone upgrades and improvements to HVAC and other elements that allow them to meet or exceed all guidelines and regulations related to indoor spaces during COVID-19. Moreover, the school can give all stakeholders a suite of personal protective equipment (PPE), full access to nursing services, and full access to transportation.

In all buildings, the school currently has the space to socially distance students 5 days a week.

Students will spend the entire day in one classroom with their academic team. In this way, they will work in isolated pods that will limit cross-contamination and community spread if any outbreak were to occur. From arrival to dismissal, students on one academic team will not interact with students on another academic team while they are in the building. Moreover, students and staff will be wearing masks, socially distanced, and following all COVID-19 protocols at all times to mitigate any risk of an outbreak.

In preparation for using its gyms and assembly areas as classrooms to maximize social distancing, Atmosphere installed partitions, curtains, and other dividers to section off these large spaces into ample-sized classrooms.

Atmosphere has also overseen the completion of a planned expansion at its 6th grade building that added over 11,000 square feet of new space. This addition has allowed the school to serve all 6th grade students in a socially distanced way every day now that the project is completed. A lease amendment has also been developed with the owner of the 6th grade building for improvements to the already existing space (approximately 22,000 square feet) that added HEPA filtration, air scrubbers, and other important



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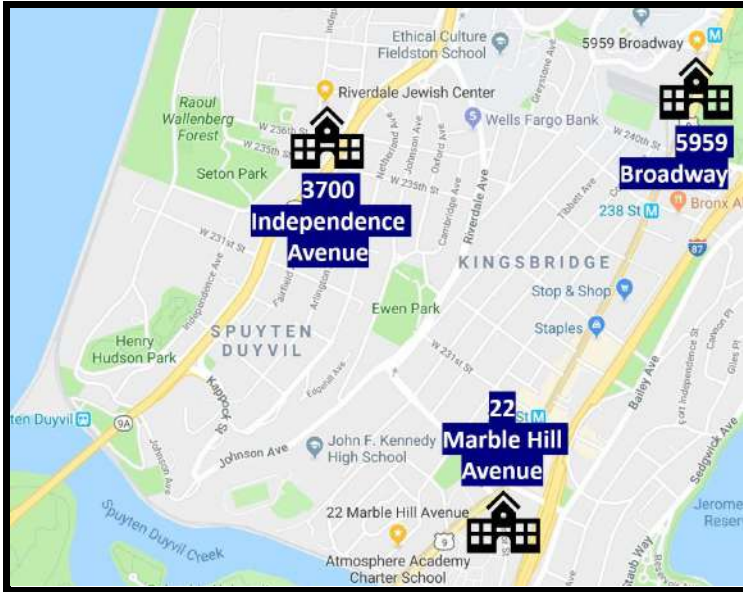
renovations to help address COVID-19. Additionally, the lease amendment has provided for the new space to also receive these upgrades. This expansion and renovation has secured 33,000 square feet of COVID compliant space for 6th grade operations.

Similarly, Atmosphere has signed a new lease amendment with the owner of its 7th grade building that added over 6,500 square feet of new space, which is being used to ensure the entire 7th grade cohort can be educated every day with proper social distancing. This project is completed. This lease amendment provided for the upgrade and improvement of the HVAC system in the existing space (14,351 square feet) as well as the new space among other improvements. This expansion and renovation has secured over 20,000 square feet of COVID compliant space for 7th grade operations.

Finally, the owner of Atmosphere's 8th grade building, the Riverdale Jewish Center, has engaged in improvements to the HVAC system and cleaning of that facility. In line with Atmosphere's upgrades at its 6th and 7th buildings, the RJC has put in place better air filtration, air flow, and air scrubbing. The filter being used at the RJC is MERV-13 which meets the CDC guidelines. Air circulation in each room has been increased to ensure the best air quality. The custodial staff at the RJC is also now the same company used at the 6th and 7th grade building, which provides for synergies for a uniform approach to custodial services in the age of COVID and shared knowledge whereby whatever is learned at any building can be transferred and applied to the other.

This map shows Atmosphere's 3 buildings in the Riverdale, Kingsbridge, and Marble Hill neighborhoods of The Bronx.

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Below is a table showing the ratio of student enrollment to square footage under management, which clearly demonstrates Atmosphere ability to social distance students in our space.

Time Period	Student Enrollment	Locations	Total Square Feet	Square Feet per Student
Quarter 1 2020-2021 School Year	652 students target	22 Marble Hill Avenue (22,000 ft ²) 3700 Independence Avenue (27,427 ft ²) 5959 Broadway (14,351 ft ²)	74,778 ft ²	115 ft ² /student
Quarter 2 - 4 2020-2021 School Year	652 students target	22 Marble Hill Avenue (33,000 ft ²) 3700 Independence Avenue (27,427 ft ²) 5959 Broadway (20,911 ft ²)	81,338 ft ²	125 ft ² /student

The above chart speaks to the significant square footage Atmosphere can offer each student and staff member. In each building, common spaces and assembly areas will be subdivided into ample and large classrooms that will be used to accommodate classes of 20 or more students. Below are some pictures of the actual spaces with full social distancing.



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With this amount of private space under its control, Atmosphere is ready to provide in-person instruction 5 days a week to all students in a socially distanced way.

Another key aspect of capacity is personal protective equipment (PPE). To secure the safety of all stakeholders, Atmosphere has provided all staff and students with universal access to masks and will provide gloves as requested. This is described in more detail later in this response (see below).

The school's local medical capacity is comprised of a Department of Health Nurse at each site. The DOH Nurse will follow DOH policies and procedures as it relates to COVID-19. The nurse will be on call to assist scholars who are flagged during the screening for COVID performed at entry. Anyone exhibiting symptoms would also be asked to see their doctor and get a note stating they do not have COVID-19 or have successfully completed quarantine and have now tested negative twice in a row. For students deemed medically vulnerable, Atmosphere will coordinate with the DOH Nurse and family to determine the most appropriate learning environment.

In regards to transportation, Atmosphere will continue to partner with the DOE's Office of Pupil Transportation to ensure all students get to school safely, on time, and at no



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cost to them. All 6th grade students and their families (GEN ED and SPED) will be provided free transportation and would be allowed a selection of either school buses or a full fare metrocard as per the Office of Pupil Transportation guidance. All 7th grade and 8th Grade students (GEN ED and SPED) are given full-fare metrocards as provided by the City of New York. If any 7th and 8th Grade Special Education student's Individualized Educational Plan specifically states that door-to-door transportation is a requirement we will be working with the Office of Pupil Transportation to abide by the requirements of the state.

Social Distancing

Atmosphere has created protocols and procedures for students, faculty, and staff to ensure appropriate social distancing when on school grounds and in school facilities. A schedule has been developed that allows students to remain in one room all day to avoid transitions and movement. The only exception will be physical education. In this model, which will be used as long as social distancing is required, teachers rotate, not students. Teaching Assistants, School Culture Staff, or Operations Staff will remain with each academic team during transitions between classes as teachers move. Please see blended and in-person instruction models for more details.

Below is an example of the floor decals that Atmosphere has installed in and around common spaces like entry areas and bathrooms.

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SOCIAL DISTANCING

Floor decals will be installed in
hallways, common areas, and
classrooms.

The decals will encourage and diagram
how social distancing will take place
wherever people sit, congregate, line
up, etc.

The decals will remain in use until they
are no longer needed per guidance by
NYS and CDC.



Most students are in learning spaces that allow for 6 feet distance between desks. In some cases, student desks are slightly closer than 6 feet apart, but Atmosphere will never go below 3 feet per CDC guidelines.

PPE and Face Coverings

Atmosphere will require all individuals in the facility to wear appropriate PPE. Specifically, Atmosphere will provide and require staff and students to wear a mask at all times. This customized triple-ply mask that fulfills CDC requirements will be given to all stakeholders.

MASKS

- Masks will be required for all staff and students until they are no longer required by NYS.
- Atmosphere will provide all students and staff with a reusable and washable custom ink mask.
- Atmosphere will also stock all buildings with surgical masks.
- Atmosphere will try to procure N95 masks that will be provided upon request to staff that want an N95 mask, but cannot find one on their own. The school does not want to order hundreds or thousands of such masks as they are needed by healthcare workers and first responders.
- Staff are free to use a mask of their choosing.
- Use of masks will help dramatically reduce the spread of COVID-19 per the CDC.
- Staff may remove their masks when they are the only person in their office or classroom or if there are only four adults in the room separated by more than 6 feet. If there are more than four adults in the room or if students are present, masks must be worn.
- If you need access to face shields or other equipment, please also let us know.



In terms of gloves, Atmosphere will not mandate but will recommend the use of gloves.

GLOVES

- Gloves will not be required for all staff and students, but they are free to wear or bring them.
- It is important that disposable gloves are properly placed in trash receptacles.



Atmosphere has specific policies for students not admitted to school for lack of PPE. Any individual arriving at the building without PPE will be given a mask or other PPE that the school has procured and stockpiled. Atmosphere will admit students once they have put on the proper PPE.

MOTION ACTIVATED

Atmosphere will try to install lights, soap, paper towels, and faucets that are motion activated.

Classroom switches will be changed to motion sensed light fixtures.



HVAC - AIR SCRUBBER



ActivePure Technology has been attached to all Atmosphere HVAC system ductwork to remove air pollution, VOCs, surface contaminants, odors, and dust.

The AirScrubber will act as an additional means of sanitizing all campus spaces (hallways, classrooms, offices, etc.).



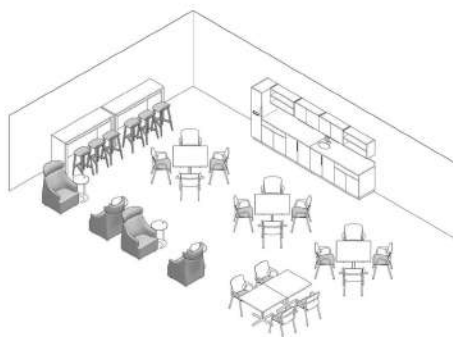
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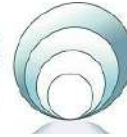


STAFF LOUNGE

Staff will still have access to water in the staff lounge, but should bring their own container to avoid touching plastic or paper cups.

Access to the staff lounge will be limited to a minimum capacity based on square footage, and common eating will be discouraged if other rooms and offices are available.





PLEXIGLASS

- All school buildings will have plexiglass at the security desk and in the main office.
- Per CDC guidelines, student desks will only be provided with plexiglass if social distancing is not possible within a classroom, which Atmosphere does not anticipate will be an issue during blended instruction or during reduced and modified in-person instruction.
- Plexiglass will be added to teacher desks upon request or need if supplies are available. Please speak with the Operations Team when we return to the building if you would like this option.



TOILET SEAT LIDS

All toilet seats will be replaced with new toilet seat lids across all 3 buildings for adult and student bathrooms. This will make flushing as sanitary as possible.



Field Trips and Large Events



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Atmosphere scholars are beginning to attend field trips and events in small groups. Atmosphere will also begin to host larger events, like Prom, Field Day and Graduation. All large events will be held in large enough spaces to allow for social distancing. All spaces will be able to accommodate individuals spaced 6 feet apart.

Restart Operations

Atmosphere's HVAC strategy includes updating all filters to HEPA where feasible. This is exceeding the CDC guidelines on using the MERV-13 filter. When HEPA is not possible, MERV-13 is being used. An additional layer of precaution is adding air scrubbers to the current HVAC systems that use a UV light in a closed container to scrub the air and kill any virus particles.

In terms of cleaning, all spaces are currently being maintained daily and the school has increased the number of routine cleanings taking place daily. There are two cleaners in each building at all times. Cleaners will use electro-static sprayers in addition to their regular cleaning materials and regimen.

When reviewing the facility's water systems, it was determined that some changes should be made to encourage proper flow of students during the day and to reduce risk. All water fountains have been shut off to ensure no cross contamination. Sanitizing stations have been installed in all rooms and spaces. Motion-activated or hands-free faucets and dispensers are being added to all bathrooms. Toilet lids are being added to ensure safe flushing.

WATER FOUNTAINS

Atmosphere will close all water fountains until further notice.

Families will be asked to send students to school with water.

Every classroom will be stocked with small water bottles for emergency use in case a student does not bring water.

Water jugs and water dispensers will not be used due to concern about students touching cups.

Staff will still have access to water in the staff lounge, but should bring their own container to avoid touching plastic or paper cups.



Many more facility improvements and upgrades are being made as detailed previously.

Hygiene, Cleaning & Disinfection

Atmosphere has protocols and procedures for school-wide cleaning of classrooms, restrooms, cafeterias, libraries, and all other school facilities, as well as training and promotion of hand and respiratory hygiene among all individuals in school facilities and on school grounds. Hand sanitizers will be accessible in all common spaces, classrooms and offices. All students will be trained in proper hand washing. To ensure that hand washing is effectively taking place, students will be monitored during designated breaks to do so.

HANDWASHING

Students will be trained on handwashing.

Students will be given structured and monitored handwashing breaks during breakfast/arrival, during lunch, and during and will have designated bathrooms assigned to teams near their assigned location.

Directions on how to flush the toilet with the cover down will be posted in each bathroom.



HAND SANITIZER

Atmosphere will be providing Hand Sanitizer pumps within all classrooms, offices, and common areas.



As stated previously, all spaces will be cleaned using a robust rotation of 2 cleaners per building. There will be regular wipe downs of all common surfaces like door handles, etc. Cleaners will also use advanced materials like electro-static sprayers.

CLEANING

Atmosphere will be purchasing an electrostatic sprayer to use in each building.

Cleaning of common areas and common surfaces will be increased during the day through the inclusion of additional custodial staff during school hours.



In order to prevent and/or limit cross contamination between surfaces, Atmosphere has decided to give each student a Chromebook for use throughout the day.

TECHNOLOGY DEVICES AND SUPPORTS

- Atmosphere will continue to lend chromebooks to families that don't have them. All students should have access to a computer. Students will not be able to complete **all** assignments by using a smartphone.
- Atmosphere will be providing Webinars for families and students during the summer to provide instruction on how to log into various academic platforms.



Extracurriculars

Extracurriculars have resumed now that Atmosphere has returned to in-person instruction 5 days per week.

Cleaning before and after any activity is a top priority throughout each building. Custodial staff will be on call in each building for cleaning spaces.

No interscholastic sports are planned at this time and will not be planned until allowed by NYS.

Before and After Care

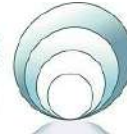
As detailed previously, Atmosphere has taken the following steps to preempt the spread of COVID-19:

- Implementation of an elevated standard of cleaning and maintenance to all learning spaces and facilities, including the sanitization of learning surfaces like desks, tables, walls, door handles, etc. are regularly sanitized.
- Full social distancing in larger spaces.
- Ubiquitous use of PPE.
- Strategic use of scheduling to make the best use of remote and in-person instruction to maximize spacing and safety for all.
- Screening at the entry.
- Staggered dismissal to ensure social distancing.
- Etc.

Atmosphere will take the following steps in response to spread of COVID-19 should it take place:

- Determine whether the person attended or worked in the school during their infectious period (defined below) potentially exposing others to COVID-19.
- If they attended school during their infectious period, identify all people who were close contacts (defined below) of the person with COVID-19 during the person's infectious period.

- Exclude all close contacts from school and inform them that, per the NYS Department of Health (NYSDOH), they will need to stay home and separate from others in their household for 10 days from the date of their last exposure.
- Report the new COVID-19 case to the NYC Health Department by calling 866-692-3641.
- A close contact is defined as someone who has been within 6 feet for at least 10 minutes over a 24-hour period of someone who has COVID-19 during their infectious period regardless of face covering use or the presence of plexiglass or other barriers.
 - The start date of the infectious period is 2 days before the person had their first symptom or 2 days before the test date if they never have symptoms.
 - The end date of the infectious period is 10 days after the person had their first symptom (given they have not had a fever for the last 24 hours without the use of fever-reducing medication and their overall illness has improved) or 10 days after their test date if they never have symptoms.
- Any person confirmed with COVID-19 must stay home and isolate.
- A staff member or student who tested positive for COVID-19 is required to provide a negative COVID-19 PCR test or a letter from their doctor to return to school in-person once the infectious period has passed.
- A staff member or student who had symptoms of COVID-19 or was required to quarantine due to close contact is required to provide a negative COVID-19 PCR test to return to school in-person.
- Per New York State and CDC guidance, vaccinated persons with an exposure to someone with suspected or confirmed COVID-19 are not required to quarantine if they meet all of the following criteria:
 - Are fully vaccinated (i.e., ≥ 2 weeks following receipt of the second dose in a 2-dose series, or ≥ 2 weeks following receipt of one dose of a single-dose vaccine)
 - Are within 3 months following receipt of the last dose in the series
 - Have remained asymptomatic since the current COVID-19 exposure



- Consistent with CDC guidance from February 13, 2021, asymptomatic individuals who have previously been diagnosed with laboratory confirmed COVID-19 and have since recovered, are not required to retest and quarantine within 3 months after the date of symptom onset from the initial SARS-CoV-2 infection or date of first positive diagnostic test if asymptomatic during illness.
- Any or all other CDC and NYSDOH guidelines and best practices related to COVID infection.

Vulnerable Populations

Atmosphere will take every measure to protect the health and safety of all with a concerted focus on the vulnerable populations. Atmosphere can make specific accommodations to staff members and students who are at risk with prior health conditions, respiratory issues, asthma, compromised immunity, or any other factors. There will also be education and guidance to all students that also live in the same household as vulnerable individuals.

PHASING OUT REMOTE INSTRUCTION

- Any families that wish to remain remote after 5/1 will need to apply for a waiver.
- Families without a waiver after 5/1 will need to have their child attend school in-person and will not have access to remote instruction.
- As you know, Atmosphere is already offering in-person instruction 5 days per week so families can begin sending students immediately after their child tests negative for COVID-19.
- Acceptable waivers:
 - Doctor's Letter with Notarized Statement explaining why the student cannot return to school
 - If the student lives with a family member who is susceptible to COVID-19, Doctor's Letter with Notarized Statement explaining why the student cannot return to school, with a proof of address that shows the family member lives with the student
- The waiver system will expire at the end of June. As of 7/1, all students will need to be in person for summer school or when returning in the fall



Transportation

As a middle school serving grades 6-8, Atmosphere Academy will be working alongside the Office of Pupil Transportation (OPT) to provide free and accessible means to get to school for all students who qualify for busing as well as metrocards across all grade levels. The school busing coordinator will work on the distribution of metrocards and accessibility to the guidelines of the city of New York.

If buses are allowed to operate, students will be mandated to wear a mask in order to enter the school bus, but students will NOT be denied access to the bus if they do NOT have a mask. Atmosphere will request that the city provide a bus monitor to each bus supplied to us by the city. Each student will be required to sit in a row by themselves in order to maintain social distancing, any family that may have two students on the bus will be required to sit on the same seat allocated to them. Buses will not run at full capacity, with a request for additional buses to be added on route when deemed necessary for 6th Grade students. All additional guidelines being provided by OPT and Bus Companies prior to reopening will be evaluated and implemented.

In order to better accommodate families who decide that public transportation is not a safe option, school buildings will be open at 6:30AM for drop off students. Atmosphere will encourage families that are within walking distance to walk to school buildings and avoid having students come in groups to the school.

Office of Pupil Transportation (OPT) which is responsible for providing transportation for Atmosphere Academy will take care of the following:

- Each bus company as per regulations will have a submitted protocol for disinfecting the buses.
- Cleaning protocols will be posted and shared with families to ensure that after every am/pm drop off the bus is completely disinfected.
- School bus protocol will include the fact that hand sanitizer will not be provided.
- OPT will ensure that the bus company will have specific cleaning training around COVID-19. Training should be provided by the company and once completed evidence should be shared with the school.
- OPT will enforce face coverings for all drivers.



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- OPT will provide transportation staff (drivers, monitors, attendants, mechanics, and cleaners on how to be trained and provide periodic refreshers on social distancing.
- OPT will provide Personal Protective Equipment to all personnel including but not limited to masks and gloves for drivers, monitors, and attendants.
- OPT will *ensure* hand sanitizer will be provided for all staff in their transportation locations such as dispatch offices, employee lunch/break rooms and/or bus garages.
- OPT will require that drivers, monitors and attendants who must have direct physical contact with a child must wear gloves
- OPT will require that school bus drivers, monitors, attendants and mechanics shall perform a self-health assessment for symptoms of COVID 19 before arriving to work.
- OPT will require that students must wear a mask on a school bus if they are physically and mentally able.
- OPT will ensure that students who do not have a mask will NOT be denied transportation.
- OPT will ensure that students with a disability which would prevent them from wearing a mask will not be forced to do so or denied transportation.

Food Services

Atmosphere will serve all students free breakfast, lunch, and afternoon snacks from the allocated feeder schools provided to us from the Department of Education. Families will also receive a list of open feeder schools within various districts during remote lessons with contact information and times to acquire the meals as per NYC listings.

Atmosphere will remain a peanut free and seafood free school. Atmosphere will also have various options of healthy snacks within it's campuses to distribute to students on a daily need basis.

In order to ensure that students and staff are following proper guidelines and modifications for Food Services meals will be provided to students in different ways depending on the instructional phase Atmosphere is in. During blended instruction, students will eat their meals in the learning space they have classes in throughout the day to avoid student rotations that break down social distancing and cause added risk. During phase 1 of in-person instruction (reduced) and phase 2 of in-person instruction (modified), students will continue to receive their meals in these classroom settings.

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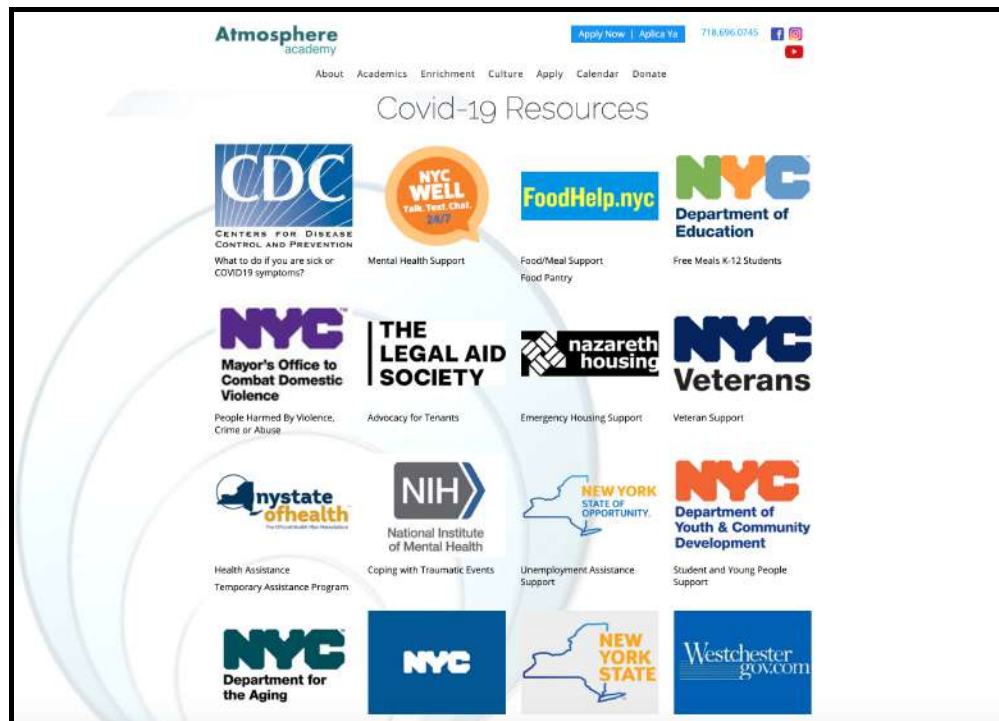


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During phase 3 of in-person instruction (full), students will start to rotate again and will receive lunch as normal in the cafeteria. During all phases, meals will be distributed by an Atmosphere certified food handler to specific spaces while wearing proper PPE and any additional items required by the New York Department of Health. Students will be assigned specific individual bathrooms to use based on the location of their team's classroom. Students will be taken to the bathroom to wash hands one at a time and then directed back to their room. Students will receive antiseptic towelettes in addition to having hand sanitizer bottles provided within each space as an additional layer of protection. Cleaning protocols will be in effect throughout the building, and cleaners will follow all cleaning guidelines as mandated. Signs will be posted and announcements made to students and families banning the sharing of food and beverages.

Mental Health, Behavioral, and Emotional Support Services & Programs

Atmosphere Academy will continue to promote a positive, supportive, and inspiring school culture for students, parents and staff during the In-person model. Students will be empowered to perform at a high level and learn from the COVID-19 crisis by exploring our Core Values to build their character. Staff will meet regularly to review student performance and behavior to ensure a positive middle school experience during and post COVID-19. COVID-19 support resources will continue to be sent to families via email and updated links on the school's website.

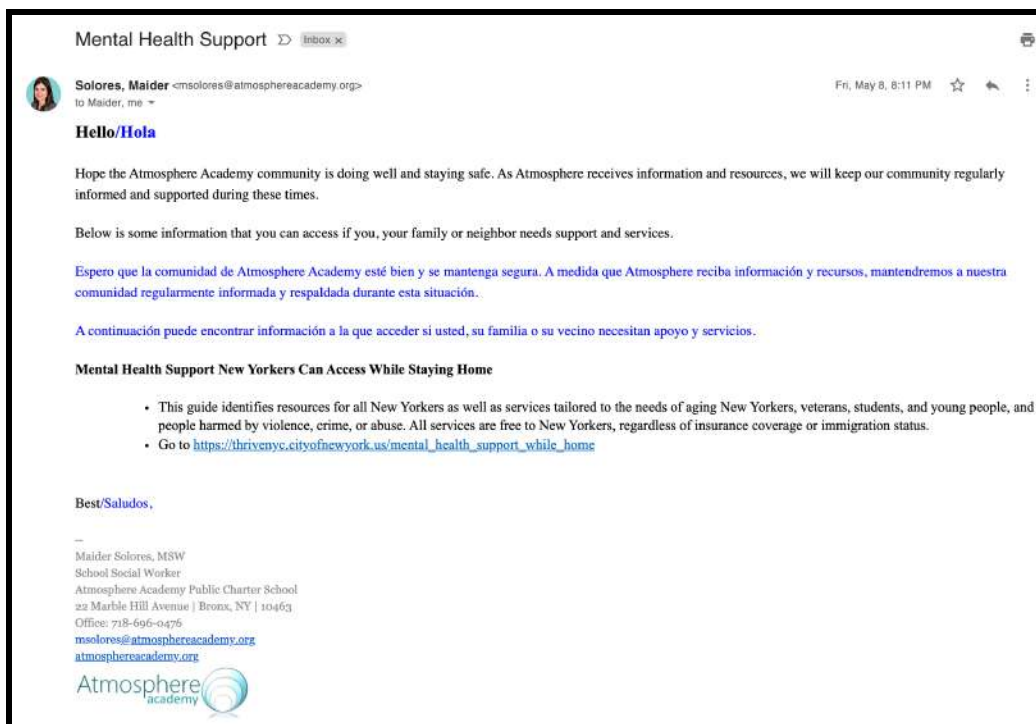


Atmosphere has and will continue to make resources available to all stakeholders through regular check-ins, phone calls, video conferences, emails and updating our website to make it user friendly to access information. Utilizing the social emotional approach, Atmosphere will continue to survey the students about their emotional state, review the data and monitor daily trends. At-risk students will be monitored through regular review of key data indicators such as attendance, demerits, grades, and referrals from peers, parents, and staff.

The social emotional approach for the whole school will be “strength based” and “positive reinforcement” through our STARS program. The STARS Program has inspired scholar success in and out of the classroom. Students will continue to be recognized and awarded during the quarterly award ceremony. All levels of success are highlighted to promote a positive and aspirational mindset around academic performance and character building while adjusting to the “new normal” of COVID 19.

The Culture team will be the leaders in helping students unpack the obstacles and anxiety from COVID-19. The result will be students feeling supported and having a staff member to help process most stress. In the event a case needs more support, Atmosphere will make resources available and outside referrals to ACS and the Mobile Crisis unit, which partnering has been established pre-COVID 19, to address mental health, behavioral and emotional support services and programs. COVID 19 resources for families are shared with key stakeholders through emails, postings on school grounds and links on the school's website. Atmosphere will continue to meet as a staff and review best practices around maximizing job responsibilities and self care.

Social workers and counselors also use strength based techniques to build our students' confidence. Conducting open conversations on adolescent needs, trauma and Restorative Justice helps to continue an established "trauma sensitive" environment to encourage learning.





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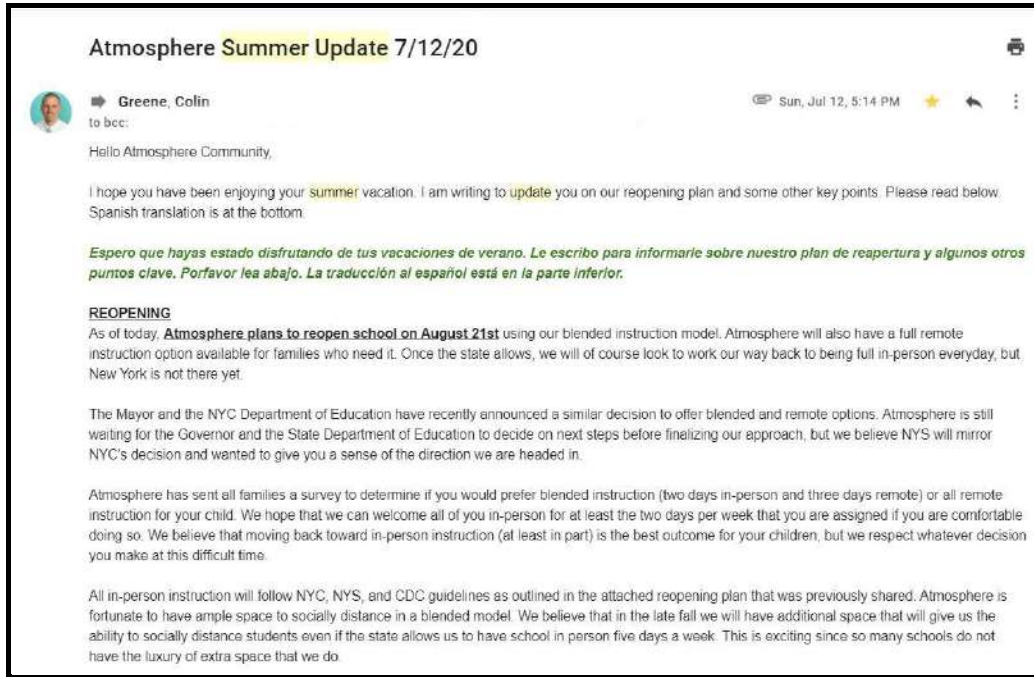
The information provided for families is also given to staff. Atmosphere has and will continue to provide a space for staff to check in around their emotional well-being before getting into the business agenda. If a staff member needs more support, during coaching, their supervisor can provide additional resources to help transition back into a routine.

Advisory lessons are created weekly for the school community to discuss topics around stress management and skills building. This provides a safe space for the whole community to process together. If additional time is needed for processing emotions and topics, students can use Restorative Justice class to further process.

Communication

Atmosphere has communicated to students, parents, staff and state regulators regularly throughout the lockdown. Communication has and will continue as new information around reopening develops. This communication has taken multiple forms:

- Atmosphere leaders have sent emails to all stakeholders informing them of closure, plans for remote instruction, plans for reopening, and more.




- Atmosphere has updated our website to include new information around the school's reopening plan, various instructional models (remote, blended, etc.), and other COVID-19 information.
<https://atmosphere.org/remote-instruction-covid-19-resources/>
- Atmosphere has held multiple town halls with staff, students, and parents to garner their feedback and input as to remote instruction, reopening planning, and more.
- Atmosphere has sent detailed surveys to all stakeholders to memorialize their ideas around the reopening process and to capture their reflections on remote instruction.
- Atmosphere Academy will continue its established culture of collaborative leadership within its community. Key stakeholders such as students, parents, and staff meet to discuss important topics that affect the school through groups and events. Students have Student Government and Advisory to discuss issues and hear student voices. Parents meet through the Parent Alliance to discuss issues and collaborate with staff. Staff meet through Atmosphere's Shared decision

making team to gather feedback from students, parents and staff to plan appropriate action steps to address concerns. Special events will continue to be scheduled in addition to each group to deliver key information about the school counseling program plan.

- Returning families will be sent reorientation materials in the coming weeks to prepare them for the first day of school.
- New families will take part in a mandatory Launch Academy over the summer or in the early fall (depending on their enrollment date), which will familiarize them with all of Atmosphere's routines, protocols, norms, etc.


Welcome to Atmosphere



Turn and Talk:

1. What are some things that make Atmosphere different?
2. What are some special trips at Atmosphere?
3. How does Atmosphere help students with their future and careers?

Facilitators will ask a few families to share out.



Signage will be placed throughout each building to inform students and staff about entry protocols, traffic flow and social distancing, face coverings, and hand washing, among countless other topics.

2b. Monitoring

Atmosphere will protect the health and safety of all stakeholders by upholding stringent protocols and procedures for limiting visitors to buildings and monitoring the health of anyone entering the building. Atmosphere will approach this through active screening, thorough testing protocols, clearly delineated testing requirements, and countless early warning signs.

Screening

Atmosphere has screened and will continue to screen all people entering each facility by having a staff member or security guard at the front door perform temperature checks, enforce universal masking, and verify COVID/illness status.

All Atmosphere stakeholders will be required to self-report any symptoms, exposure, or infection of COVID 19 and any other related viruses, but to help remind them of this requirement, an Operations Team member will ask each entrant to the building:



1. Do you feel ill in any way or do you have any of COVID-19 symptoms (see list)?
2. Have you or anyone in your family had COVID-19 in the last month?

Any answers in the affirmative would result in the nurse being called to the front desk to process the student or staff member for next steps, which may include being sent home or being asked to get a COVID-19 test prior to returning to the building.

Atmosphere often hosts a range of key partners for elective classes, after school programming, related services, and other key tasks. These programs are being reduced or eliminated during COVID-19 and these vendors will be asked not to enter the building until Atmosphere enters full in-person instruction. The only exception to this rule will be meetings that are mandatory or programs that the city or state requires Atmosphere to continue.

TEMPERATURE CHECKS

- Atmosphere will provide temperature checks at the front door using either a touchless thermometer or a thermal camera or both.
- Those with a fever at or above 100 degrees will be sent home and asked to see a doctor before returning.
- Please be aware, though, that this measure will not identify any asymptomatic individuals who carry the virus so it is just one tool and not a cureall.



Testing Responsibility

All medical decisions and judgment calls will be made by the registered DOH nurse on campus. Beyond the screening at the entry, all staff members will be actively monitoring students for warning symptoms throughout the day and refer students to the nurse if necessary. Staff will be expected to self-report if they experience symptoms or will be flagged via the front door screening. Contact tracing will be conducted on anyone testing positive and those in close contact will be asked to also be testing and provide the school with the results.

Early Warning Signs

Atmosphere's screening will look for all symptoms of COVID-19 that take place within a student or staff member's infectious period, which is defined as following:

- The start date of the infectious period is 2 days before the person had their first symptom or 2 days before the test date if they never have symptoms.
- The end date of the infectious period is 10 days after the person had their first symptom (given they have not had a fever for the last 24 hours without the use of

fever-reducing medication and their overall illness has improved) or 10 days after their test date if they never have symptoms.

. Atmosphere will elevate the screening process to include more earlier symptoms of COVID 19 which include but are not limited to:

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

A sign has been posted in the lobby of each building that will allow the screener to point to the sign and have students indicate which if any symptoms apply to them.

By using a pod-based approach, student interaction outside of their academic teams will be eliminated or limited. Therefore, Atmosphere feels it can silo groups of students that will mitigate any outbreak. Such an outbreak is unlikely though due to Atmosphere's use of universal masking and social distancing.

2c. Containment

Atmosphere Academy will be using the New York State Department of Health guidance in response to containment to positive or presumed positive cases. The Operations Team will work with the Department of Health nurses within all campuses to implement the following procedures as per the DOH Interim guidelines:

1. Isolation: Procedures to isolate individuals who screen positive upon arrival, or symptomatic individuals should they become symptomatic while at school,



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providing appropriate PPE for school health office staff caring for the symptomatic individual. Protocols for safe transportation, including pick-up arrangements, if applicable, for symptomatic students, faculty, and staff;

2. Collection: Protocols for how parents or legal guardians should pick up their student with instructions that the student must be seen by a health care provider;
3. Infected Individuals: Requirements that persons who have tested positive complete isolation and have recovered, and will not transmit COVID-19 when returning to in-person learning. Discharge from isolation and return to school will be conducted in coordination with the local health department.
4. Exposed Individuals: Requirements that individuals who were exposed to the COVID-19 virus complete quarantine and have not developed symptoms before returning to in-person learning. Discharge from quarantine and return to school will be conducted in coordination with the local health department; Any infected individual will need to provide a negative PCR test before returning to our campuses.
5. Adherence to, and promotion of, hygiene, cleaning, and disinfection guidance set forth by DOH and CDC, including strategies for cleaning and disinfection of exposed areas and appropriate notification to occupants of such areas.
6. Department of Health nurses within Atmosphere campuses will assist the state with contact tracing through the New York State Contact Tracing Program (<https://coronavirus.health.ny.gov/new-york-state-contact-tracing>) – an initiative between the Department of Health, Bloomberg Philanthropies, Johns Hopkins Bloomberg School of Public Health, and Vital Strategies.

Operational Activity

Operational activities will vary within Atmosphere Academy campuses, all dependent on the stage of reopening we are in. During remote and/or blended learning, campuses will remain fully functioning with Operational Team Members and Custodial staff if the state permits.

Atmosphere Academy will have 3 internal phases in which all operational activities will be affected based on the Phase set by the CEO while following the Department of Health and local health officials guideline.

- Phase 1: In-Person Instruction (Reduced)
- Phase 2: In- Person Instruction (Modified)

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- Phase 3: In- Person Instruction (Full)

IN-PERSON INSTRUCTION - PHASE 1 - REDUCED

- Teachers will rotate between classes and students will remain in 1 classroom throughout the day.
- Classes will be held in rooms and spaces large enough for 6 feet between desks.
- Strict social distancing with masks and all COVID-19 safety protocols at all times based on NYS and CDC guidelines.
- A modified class schedule will be used with up to 2 lunch sessions per day socially-distanced in classrooms.
- All additional programs will remain suspended. These include, but are not limited to:
 - After School Achievement*
 - Academic Intervention Services
 - Athletics
 - Electives
 - Trips
 - Assemblies (award ceremonies, social-emotional assemblies, achievement assemblies)
 - Special Events
 - Enrichment (sailing, equestrian, nature education, etc.)

*Achievement classes will still take place within the class schedule with additional classes added as needed.



IN-PERSON INSTRUCTION - PHASE 2 - MODIFIED

- Teachers will rotate between classes and students will remain in 1 classroom throughout the day.
- Classes will be held in rooms and spaces large enough for 6 feet between desks.
- Social distancing without masks required (optional) and some COVID-19 safety protocols based on NYS and CDC guidelines.
- A modified class schedule will be used with up to 2 lunch sessions per day socially-distanced in classrooms.
- Some additional programs will be reinstated. These include, but are not limited to:
 - After School Achievement
 - Academic Intervention Services
- Most additional programs will remain suspended. These include, but are not limited to:
 - Athletics
 - Electives
 - Trips
 - Assemblies (award ceremonies, social-emotional assemblies, achievement assemblies)
 - Special Events
 - Enrichment (sailing, equestrian, nature education, etc.)



IN-PERSON INSTRUCTION - PHASE 3 - FULL

- Strict social distancing and COVID-19 safety guidelines will be removed or phased out.
- **Atmosphere will return to its full regular class schedule without any modifications.**
- **Atmosphere will reinstate its full school program**, including **all** activities previously listed.



Response 3:

Pre-Opening, School Calendars & Scheduling

If the education corporation/school has already designed a plan that includes information fully responsive to the requests below, the Institute provides the option of attaching that plan as Response 6 (see Submission & Posting Requirements and the 2020-2021 Plan Electronic File Conventions above) and, where appropriate, citing specific page numbers or sections of that plan that provides the detail requested in Responses 3a to 3d.

3a. Pre-Opening

Prior to reopening for the 2020-2021 school year, Atmosphere has done extensive outreach, pre-work, and planning. Stakeholders have been given multiple venues and platforms to share their feedback and provide input into the reopening process. Atmosphere has conducted various surveys, town halls, and professional development to ensure that reopening runs smoothly.

Surveys and Town Halls


Atmosphere has conducted multiple town halls with students, staff, and families in order to consult with key stakeholders and involve them in planning for the 2020-2021 school year.


REOPENING OPTIONS

Atmosphere will reopen in accordance with the guidelines provided by NYSED and Governor Cuomo. Without knowing what they will decide, Atmosphere is building out plans for 3 options to start school on August 21st.

1. Remote Instruction
2. Blended Instruction
3. In-Person Instruction

The following slides outline what each option might look like when we return.





Christian Roman



Jose Lora

Venecia Marte

Carmen

STAY HOME WHEN SICK

- Be mindful of others and yourself.
- Stay home if you are sick!
- Bringing your sickness will lead to more sick people.
- Get rest.
- Come back when you won't put others at risk.

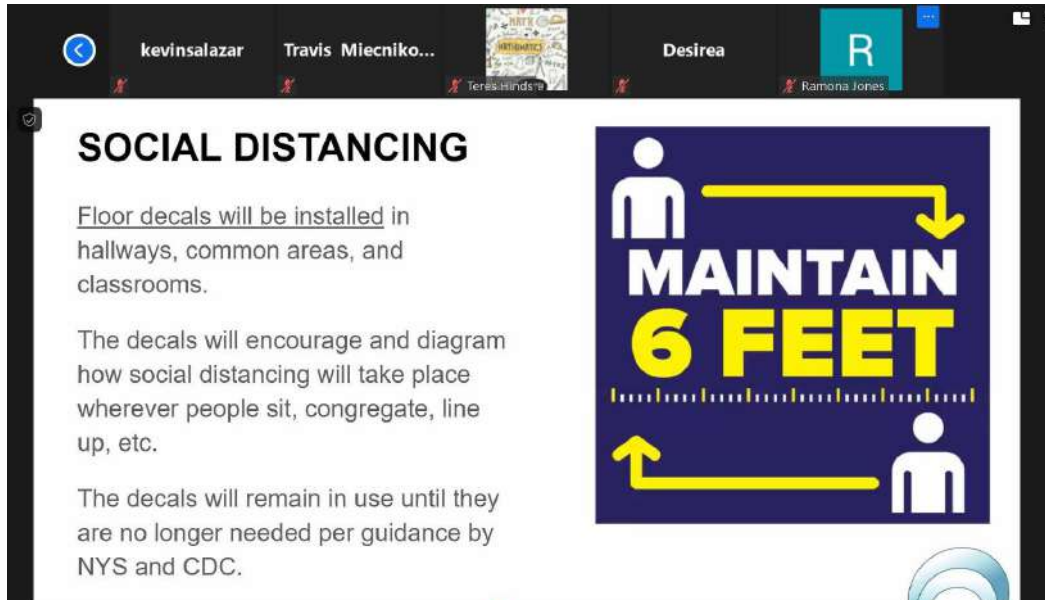


eileen

Wendy Bernabel

Niky


katerine




Atmosphere has held meetings with Westhab, the school's DYCD after school program vendor. Westhab and Atmosphere supported families in joining a remote afterschool program. This provided an opportunity for students and families to have an outlet. Since the lockdown, Westhab and Atmosphere have met 5 times to discuss the appropriate materials, social distancing and program for the 2020-21 school year. This partnership continues to seek and implement best practices for a safe reopening for families that may need their child to join an afterschool program in the fall.


21	MAY 2020, THU	○ 11am – 12pm	Westhab/Atmosphere budget meeting
26	MAY 2020, TUE	○ 1:30 – 2pm	Westhab/Atmosphere purchase request mtg.
22	JUN 2020, MON	● 11:30am – 12pm	Check in mtg. Atmosphere & Westhab
15	JUL 2020, WED	● 11:30am – 12pm	Check in mtg: Atmosphere & Westhab
22	JUL 2020, WED	○ 11:30am – 12:30pm	Check in mtg: Atmosphere & Westhab


■ Westhab/Atmosphere purchase request mtg.
Tuesday, May 26 · 1:30 – 2:00pm

 [Join with Google Meet](https://meet.google.com/fwt-ykiz-soz)
meet.google.com/fwt-ykiz-soz

 [Join by phone](tel:+15304598552)
(US) +1 530-459-8552 PIN: 687 595 708#

■ Check in mtg: Atmosphere & Westhab
Wednesday, July 15 · 11:30am – 12:00pm

 [Join with Google Meet](https://meet.google.com/jay-wseu-gir)
meet.google.com/jay-wseu-gir

 [Join by phone](tel:+13145464019)
(US) +1 314-546-4019 PIN: 865 902 756#

Amelioration of Learning Loss

As discussed in greater depth later in this document in Response 5, Atmosphere scholars are assessed using the schools benchmark exams (including the Midline from the previous spring and the Baseline in early fall). The performance data gathered from these exams helps staff determine content and skills that need to be remediated and make adjustments to the program. In addition to these assessments, a strategic part of the learning process at Atmosphere is pre and post unit classroom assessments. Teachers use the pre-unit assessments to measure student skills and knowledge and make adjustments to their curriculum map such as time allocated to the unit in order to effectively reach scholars and get them on track. The post-unit assessment data is then analyzed to measure scholars' progress and determine any needs for further remediation.



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Atmosphere utilized several intervention models and strategies while in remote learning. Atmosphere will continue to provide teachers and specialists with various intervention options. Students receiving intervention support will continue to be monitored and identified using data from both in-house baseline/midline assessments, state test scores, and classroom data. Teachers and support staff will continue to meet in their weekly meetings to review, adjust, and implement student support plans.

During the spring of 2020 and 2021, students with continuous poor attendance or low participation in digital learning were identified through an intervention team meeting as needing more support. Atmosphere Leaders determined that an adjustment would be needed to the program to delineate a more intensive support for students who are chronically absent from online learning. Intervention structures include but are not limited to:

- Intervention Wednesday: Culture Team created caseloads of students in crisis that they held weekly sessions with to focus on scholar skills and to provide a supervised digital environment where students had to engage. Families were met with to ensure that there were no barriers to access prior to making this determination in order to ensure that this was the best decision for the student and family.
- Intensive Intervention Team: Students identified as having Level 1 state test scores and poor scholar skills are provided a small general education setting that is structured to empower students to master scholar skills through data driven individualized interventions.
- Academic Intervention Services: Academic Intervention Services will be available for students that are below proficient on the state exam and/or baseline exam. Students are supported in Math & English through either push-in support or after-school tutoring.
- Teacher Check-In Caseloads: Scholars may be assigned to a staff member if identified as needing a one-one to support through a caseload.
- Request to Return In-Person: On May 3rd, 2021, all students without an approved medical waiver returned to the building in-person to further assist with academics.

These structures are particularly important this year as we have new scholars entering our school as well as scholars returning with possible learning loss. Once a learning

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deficit has been identified, the academic team will work using these internal structures to get scholars back on track. Moving forward, Atmosphere's leadership team will continue to utilize the above interventions along with continuing to innovate new solutions as the year progresses.

Furthermore, during the 2020-2021 school year, Atmosphere will provide extensive training and support for families that include offerings provided in the past as well as new offerings specific to instruction during COVID-19. Past family trainings have included workshops on Atmosphere's math and English systems, social work topics, social-emotional learning, and more. There were also orientations, back-to-school nights (curriculum nights), Student Information System trainings, and other events. In the past, these sessions and events were held in-person in the school's gym or auditorium or classrooms. Moving forward, these sessions will be held over Zoom or other remote platform. Moreover, additional sessions are being added to address new topics like health monitoring, home learning, remote instruction, etc.

Additionally, in an effort to provide students with all necessary resources, Atmosphere Academy has offered all students and families a chromebook. A survey was sent to all families assessing the need for a technology device and viable internet connection. Families were assigned time slots to come pick up a chromebook and charger, so that social distancing guidelines can be maintained.

Planning and Professional Development

In early August, the leadership team met to make key decisions for implementation of programs for the school year. By reviewing and refining existing policies and procedures, the leaders develop as a team, collaborating to perfect these items. This meeting time was also utilized to indoctrinate new leaders to the Atmosphere team and help them to understand their role and how it relates to that of their colleagues and the organization as a whole.

Teacher development at Atmosphere is provided through individualized coaching from the Instructional Leader and through whole group development facilitated by the leadership team. Individualized coaching sessions are held on a regular basis and include comments on lesson plans, feedback from observations, and content specific pedagogical practices for each practitioner. Teacher coaching sessions are memorialized in a log that also includes observation notes and ratings. This log is

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maintained by the Instructional Leader of each department and can be viewed and commented on by the teacher at all times. The logs help identify areas for growth for future coaching or development and track progress as these areas are addressed.

On an ongoing basis and on designated professional development days, the faculty will meet for whole group development (remotely or in-person). This time focuses on issues that are relevant to all content areas such as data analysis, strategic planning, and varied areas of focus for improved instruction. Instructional Leaders in partnership with the CAO review teacher performance to determine areas of need. In 2019-2020, the school began to implement a differentiated model that offered varied levels of training to teachers. For example, training on Google Sheets was broken up into three levels of training. Teachers were able to select the training they felt best suited their needs based upon a course description containing a list of skills addressed in the course. Instructional Leaders assisted teachers in selecting the right workshops based on their individual professional needs. Atmosphere has continued this model in the 2020-2021 school year.

The focus of teacher development in the 2019-2020 and 2020-2021 school year was data-driven differentiated instruction, co-teaching and technology training. This year the focus will remain the same with additional offerings to support the use of technology and instructional platforms to enhance teacher practice. We believe the differentiated model will be most effective in delivering targeted development to teachers in varied levels of their practice and technological comfort level.

In addition to the professional development described above, Atmosphere continues to have new hires attend a targeted orientation at the beginning of each school year to go over expectations for the school. A full review of the curriculum and lesson planning is reviewed with the instructional leadership team. The school life team presents on school rules and classroom management systems. New teachers meet their colleagues and all leaders of the school and are presented with manuals and expectations for aspects of their role.

Last year, Staff PD was especially important as the school moves to enact the reopening model determined by the Governor. The setting for our meetings will also be based on this determination.

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Professional development sessions for teachers remained in line with the instruction model being utilized at the time.

- If the school is still in remote instruction, then PD will be remote.
- If the school moves to blended instruction, then PD will be blended with staff in the building but remote from their rooms or offices.
- If the school moves to reduced in-person instruction (phase 1), then PD will be in-person, but socially-distanced.
- If the school moves to modified in-person instruction (phase 2), then PD will be in-person, but socially-distanced.
- If the school moves to full in-person instruction (phase 3), then PD will be in-person without any restrictions.

The agenda below lists the topics that were covered in our August staff Professional Development.

August 13, 2020	August 14, 2020
Welcome to Atmosphere History of Atmosphere	Employee Handbook & Benefits
Academic Program Overview, Grading Policy, Lesson Plan Template and Expectations for Instruction	School Schedule, Teacher Schedule & Meeting Requirements
Intro to Student Learning Settings & Expectations	Launch Academy Overview & Preparation for Sessions
STAR Program & Awards	Stud Learning Differentiation, Modified Curriculum and Instruction
Achievement Program Overview	RTI & AIS Overview & Strategies
School Culture Overview, Electives & Clubs	Insurance Presentations
Grade Level Meeting	
August 16, 2020	August 17, 2020



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Google Drive and Docs	Newsela
Google Classroom 1.0	Powerschool 1.0
Google Forms 1.0	Math & English Systems & Teaching Best Practices (English, SS, Science - Raia) (Math - Correa)
Zoom	Data Dashboard 1.0
Department Specific Apps, Platforms & Resources	Launch Academy
August 18, 2020	
Staff Outing	
August 19,2020	August 20, 2020
AAPCS Systems All (GRR, URGENCY,STARS, STUDENT, LEADS)	Grade Level Meeting
School Culture Systems & Classroom Management	Remote Instruction Platforms
School Runner 1.0	PBIS/ Classroom Management 1 Teacher
Launch Academy	HS Acceptance and Application Process

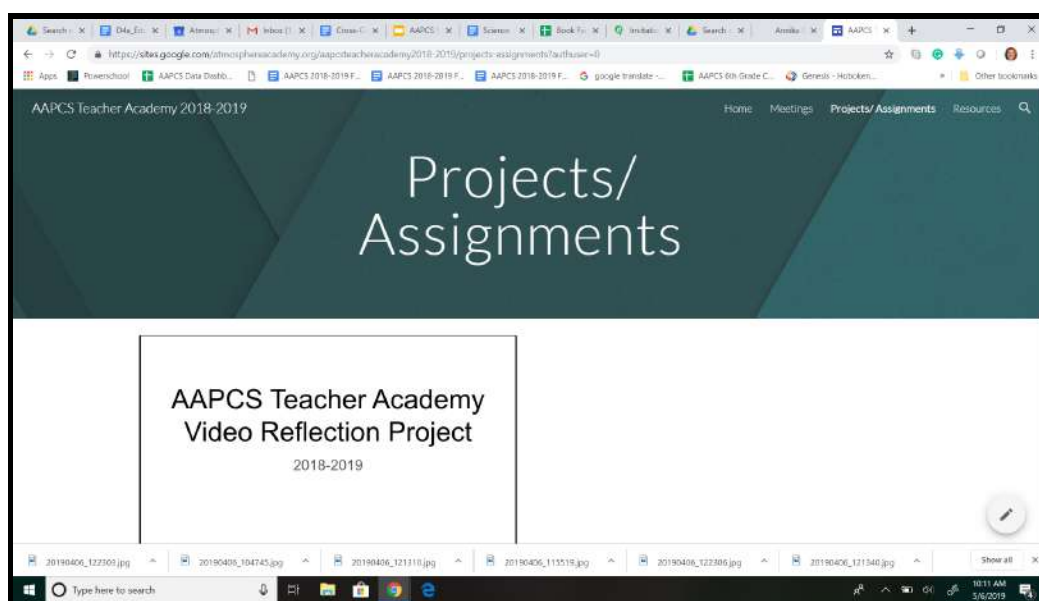
In addition to this robust menu of PD offerings, Atmosphere will also once again offer the New Teacher Academy, a support group for teachers who are new to Atmosphere that was created in 2018-2019 to better assimilate team members into our systems. This group meets monthly to discuss expectations for key events and projects. They also receive support from a Grade Level Chairperson (a peer) and the Chief Academic Officer around instructional practices, classroom management and self reflection. They participate in peer observations and complete a video reflection project. The project

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requires the teacher to record a lesson at two points in the school year (fall and spring) and to self evaluate their performance against our observation rubric. The videos were used for self reflection but also to identify coaching needs by their instructional leaders. This program has been shown to support new staff through building relationships and providing additional exposure and understanding around priority items for the school. As a result, the program will be continued in the 2021-2022 school years, regardless of instructional model implemented.



A website was created to act as a dashboard for the New Teacher Academy. Teachers in the group use this site to access PD resources and assignments.

Atmosphere Academy will provide all new and returning families with a comprehensive package of information, resources, and guidance for the upcoming school year. The package will include Atmosphere's overall vision for reopening and our commitment to the health and safety of all of our stakeholders. Returning Atmosphere families will receive a school calendar and overview of the academic timeline. The returning package will also include Atmosphere's policies and protocols for social distancing, personal protective equipment, sanitizing, transitions, and other guidelines for best health practices. Given returning families preexisting understanding of Atmosphere's

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policies, the information disseminated will be comprised of the things that have changed are or are new specifically regarding the COVID response. Atmosphere leadership and staff will be available to answer any questions and field comments from students and returning families.

Atmosphere Academy will continue to be trauma sensitive towards students and staff. In the beginning of the school year, staff will receive professional development around de-escalation techniques, positive reinforcement strategies, and the appropriate referral process of students to the Crisis Intervention staff. As a school, Atmosphere will provide academic team space for students and staff to process social emotional topics and the ongoing COVID-19 public health emergency. The Advisory and Restorative Justice class is embedded in the schedule to ensure students and staff discuss topics that allow each adolescent the opportunity to grow their coping, resilient, and reflective skills. The Culture team will continue to implement an “open door” policy to support students that need to speak and process with a staff member in addition to Advisory and Restorative Justice class. Frequent meetings, assessments, and data review will be conducted to make sure students are supported adequately.

Socially Distanced Fire Drill

Atmosphere Academy as per state guidelines will be conducting 8 fire drills a year. Multiple key personnel will be assigned to partake in Atmosphere’s BRT Team which will include 5 key members within each individual campus. Students will receive a powerpoint presentation about how to maintain 6ft of social distance and wearing their mask while evacuating their respective building through the multiple identified emergency exit.

Atmosphere will be conducting drills on a “staggered” schedule, where classrooms evacuate separately rather than all at once, and appropriate distance is kept between students to the evacuation site. Staggering by the classroom, minimizes contact of students in hallways, stairwells, and at the evacuation site. If conducting drills using a modified procedure, it is required that the drill be conducted with all students in the school building on that school day, it may be necessary to do so during a class period that is extended for this purpose. Students will receive constant training on Fire Drill Protocols as we see fit.

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Atmosphere Academy will also conduct at least 2 Lockdown Drills that will take place in which students will be conducting lockdown drills on a “staggered” schedule with smaller groups and conduct lockdown drill in classroom without “hiding”/ “sheltering” but provide an overview of how to shelter or hide in the classroom during the Emergency Readiness presentation. We will also follow and implement all guidelines presented by New York State.

Technology for Students

Since March 2020, Atmosphere Academy has provided a chromebook to all families and offered to assist anyone in need to get free internet access. A needs assessment was conducted to determine how many students require a technology device and viable internet connection. Families were assigned time slots to come pick up a chromebook and charger so that social distancing guidelines could be maintained. Moving forward in the 2020-2021 school year, Atmosphere will continue to meet the needs of the students and ensure that all families have the necessary resources for academic success.

Atmosphere also provides students with an Atmosphere email, Google suite of services (Google Classroom, Google Sheets, Google Docs, Google Slides, etc.). Students also get access to a wide range of online content including Newsela, Brainpop, Powerschool and a Zoom account for conferencing. Atmosphere provides all students with the necessary devices, connections, and accounts to meet and exceed all academic expectations.

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3b. School Calendars

Atmosphere's school calendar for the 2021-2022 school year reflects its commitment to a 190 day school year by starting August 20th and augmented by after school academic programming later in the year that will bring total instructional hours in line with a 190 day academic year.

Atmosphere started the year in blended instruction with a full remote option. By Quarter 4, Atmosphere was able to move to in-person instruction 5 days per week, while following all guidance from NYS.



3c. Scheduling for Students

To start the 2020-2021 school year, Atmosphere offered all students blended instruction with a full remote option that about 35% of families had opted. Atmosphere's goal is to fully maximize in-person instruction as much as possible and as much as allowed by circumstances and the state.

3d. Scheduling for Staff

The scheduling for staff depending on the instructional model implemented.

In Remote Learning:

- All teachers remain off-campus.
- Members of the leadership and operations team report to the building on a rotating basis to ensure continued operations of our facilities.

In Blended Learning:

- All personnel report to the building 5 days a week
 - Teachers provide instruction to their assigned teams in-person 2 days a week. During that time, teachers rotated between classes while scholars remain in the same space.
 - Teachers provided instruction to their assigned teams remotely 3 days a week from their assigned office space in the school building.

The spreadsheet below illustrates a teacher's schedule in the Blended Instructional Model.

Teacher schedules							
Akintobi							
		In Person					
PERIOD	TIME	Monday	Thursday	TIME	Tuesday	Wednesday	Friday
				7:30 - 8:30	Prep	Prep	Prep
Period 1	7:40 - 8:50	Nebulus Math	Nebulus Math	8:30 - 9:40	Cumulus Math Lab (w/ SPED)	Cumulus Math Lab (w/ SPED)	Nebulus Math
Period 2	8:52 - 10:02	Cumulus Math	Cumulus Math	9:45 - 10:55	Fractus Math Lab	Fractus Math Lab	Prep
Period 3	10:04 - 11:14	Stratus Math	Stratus Math	10:55 - 11:05	break	break	break
Period 4	11:16 - 11:56	Lunch	Lunch	11:05 - 12:15	Prep	Nebulus Math	Prep
Period 5	11:56 - 1:06	Fractus Math	Fractus Math	12:15 - 1:05	Lunch	Lunch	Lunch
Period 6	1:08 - 2:18	Incus Math	Prep	1:05 - 2:15	Fractus advisory	Cumulus Math (w/ SPED)	Cumulus Math (w/ SPED)
Period 7	2:20 - 3:30	Prep	Prep	2:20 - 3:30	Prep	Fractus Math (w/ SPED)	Fractus Math (w/ SPED)
	Minutes per period	70	70		70	70	70
	# periods teaching	5	4		3	5	3
	Total minutes per day	350	280		210	350	210
							1400

In In-Person Instruction Models - Reduced & Modified:

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- All personnel reported to the building 5 days a week.
- Teachers provided instruction to their assigned teams in-person 5 days a week. During that time, teachers rotated between classes while scholars remained in the same space.
- Electives and After school activities will only resume in the Modified model.

In In-Person Instruction Models Full:

- All personnel will report to the building 5 days a week.
- Teachers will provide instruction to their assigned teams in-person 5 days a week. Students will resume rotation between classes.
- Full school programming will resume, including electives, trips and after school activities.

RESPONSE 4 ENROLLMENT AND ATTENDANCE

4a. Enrollment

Atmosphere Academy Public Charter Schools went from 410 Students from the 2019-2020 school year to roughly 590 Students for the 2020-2021 academic year. Atmosphere will have 720 students in the 2021-2022 academic year. In an effort to keep enrollment active throughout the school year Atmosphere kept the 2020-2021 applications enrollment up past schools opening until the set number of students is met. In an effort to continue ongoing enrollment all campus offices will be open for registration purposes during in-person and remote learning phases.

During the 2020 spring and summer and beyond, the Operations team has support from other key personnel utilized and will continue a variety of methods to engage with potential new students and families. Below are successful strategies used:

- Catholic School Outreach
- Pop-up booths - Done wherever legally possible (community centers and parks).
- Phone-blasts - Families that rejected seats were reached out to confirm the rationale and to see if they were definitely not interested. This resulted in several families changing their minds and registering.
- MTA Advertisement and Social Media Advertisement
- Community Based Organization Webinars and Material Distribution
- Local Neighborhood Canvassing (Restaurants, Medical Offices, Delis, etc.)

AAPCS Ops Task & Deliverable Tracker 2020-2021

File Edit View Insert Format Data Tools Add-ons Help Last edit was made yesterday at 3:25 PM by Natalia Tavaréz

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	A	B	C	D	E	F	G	H	I
	Item	Description	Lead	Support Staff (As Needed)	Status	Priority	Solutions/Next Steps (If not complete)	Short Term Goal (Must be data)	Long Term Goal (must be SMART)
2.	Example	Add details of task briefly here	Officers	Gonzalez	In Progress	Crisis	If item in progress, detail solutions & next steps to meet goals here	3/6 schools contacted & appointments made by 7/24	What is the bigger goal? EXAMPLE: Atmosphere will in one year will be able to identify at least one point person at each local Catholic School in order to



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Atmosphere's Operations Team, which includes the Chief Operating Officer, Operations Managers, and Operations Assistants, will be responsible for collecting all documentation within the registration office. Atmosphere's lottery procedure will remain intact and continue to be followed as per the state laws. As families and students come into our campus to register they will be transitioned into either remote and/or blended learning and later into in-person in order to properly adjust for that specific scholar's academic needs. The scholars will be placed on a respective academic team and be placed in contact with the school culture associate for that grade level, along with their respective building Social Worker and/or guidance counselor, and special education coordinator, whenever necessary.

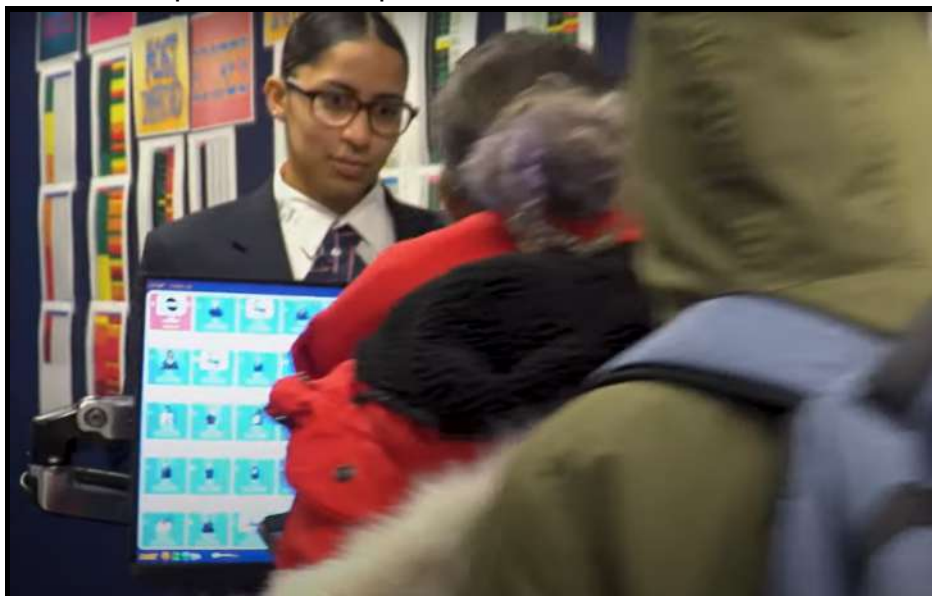
Atmosphere's enrollment will remain an all year-round enrollment until the desired FTE has been fulfilled for billing purposes. All services will continue to be provided to both the GEN-ED and SPED population year round.

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4b. Attendance

In-Person Attendance

Atmosphere Academy will resume the use of CAASS in the 2021-2022 academic year, which is a touchless form of attendance in which students will be given a Photo ID Card where students will swipe in after temperatures have been taken at the front door.



Attendance will then be printed by the Operations Team member in which the team member will go directly to classroom spaces and verify any absent students from the report and alter based on presence, if necessary. The staff member will then enter the information into the Powerschool Student Information System.

The operations member will then enter Unexcused Absence, Excused Absence, Tardy, Excused Tardy, Religious Absence, or Special Absence individually by student. An email will then be sent out to grade level teachers specifically listing students who are absent on that day with a percentage for that grade level (e.g 70/100students = 70% of students are present). Parents will then receive an phone call from School Messenger informing families of their scholar's absence.

Remote Attendance

Attendance for Atmosphere Academy will be documented on an excel spreadsheet that will be sent out to the teachers on the first day of classes in which each grade level will receive their own specific document with all students. All periods will be outlined per tab for that specific week of instruction.

	A	B	C	D	E	F	G	H	I	J
	Last	First	Academic Team 2019-2020	Period 1 06/08/2020	Period 2 06/08/2020	Period 3 06/08/2020	Period 4 06/08/2020	Period 5 06/08/2020	Period Present Count	Day Attendance Code

Teachers will be taking attendance each class period. Students will be marked present for school attendance purposes if they are actively participating in all class sessions. Credit for half a day will be granted if they only actively participate in 3 out of 5 class sessions. Actively participating in less than 3 class sessions will result in the scholar being absent for the day. In alignment with our attendance policy, scholars who are not present during remote instructional days will need to provide a legal document as listed in our Attendance Policy. Scholars who are absent without an excuse or miss class sessions will be assigned Remote Saturday reflection to make up the time. Those who do not make up their time will be assigned to summer school. Deans will call all students who miss 2 or more classes to assign consequences and problem solve the underlying social-emotional cause of the absence.

The following steps will take place to ensure that students are present throughout all periods:

- a. Operations Team (Operations Manager- Check attendance for the 1st class and make calls to those absent. Communications would be logged in a database.
- b. Achievement Team- conduct remote lessons each day, monitor student activity, assess student responses.
- c. Culture Team (Deans, Guidance Counselors, Social Workers)- Work with the Operations Team to assist in monitoring attendance by contacting families of students who have not been participating in multiple sessions. offering solutions. Communications would be logged in to a database. Offer support to students, staff and families via conference call.



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RESPONSE 5 ACADEMIC PROGRAM

5a. Curriculum

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 (discussed more in depth below). 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. In addition to physical education, health and electives, Atmosphere scholars are given 500 minutes of English (10 50 minute class periods), 500 minutes of math (10 50 minute class periods), 250 minutes of science (5 50 minute class periods), 250 minutes of social studies (5 50 minute class periods), and 480 minutes of test preparation per week (2 50 minute class periods, 1 100 minute assembly period, and 2 90 minute after school sessions).

In addition to our Academic Program, Atmosphere addresses social emotional learning through weekly Advisory and Restorative Justice classes (1 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.

Atmosphere Academy continued its rigorous academic program regardless of the instructional model. We taught the full curriculum of each core course and offered our socio-emotional learning supports, physical education and achievement programs. As discussed above, the school has multiple instructional models planned. As a result, the implementation of the courses, afterschool programs, electives and assemblies were altered to reflect the requirements of the phase of the program. For example, after school Achievement and electives did not resume until the school entered the in-person Modified phase. Adjustments to the implementation of each core course is provided below with a brief synopsis of the program.

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English Program

Atmosphere's English program consists of two English courses each year.


- The English courses focus on grade level standards and the individual needs of students. The grade level English course exposes students to grade level skills through fiction and informational texts.
- The English Lab provides remediation to students who are not proficient and enrichment to students at or above proficiency. The remediation English Lab utilizes Read 180 to assess and provide targeted instruction in deficit areas. The advanced English Lab will utilize the College Board's Pre-AP framework to facilitate further advancement.

Atmosphere's English Program has two primary focus areas: critical reading and critical writing.

To help build strong critical reading skills, students investigate both fiction and nonfiction pieces on a regular basis in order to hone and develop their close reading skills. Students explore informational texts linked to the anchor books they are reading in class. Through these informational texts, teachers develop student skills in reading comprehension by having students identify the gist, central and supporting ideas inherent in a nonfiction text. In parallel, students negotiate novels and plays that serve as the primary anchor texts. These fictional texts can also have thematically-paired short stories and poems. All of these fiction and nonfiction texts require that students follow Atmosphere's annotation systems (RAIN and LUCK systems). These systems compel students to engage with the literary elements, ideas, and inferences embedded in each text. By doing so on a daily basis, students are building powerful text interpretation skills that allow them to unlock deeper meaning and relevant evidence that maximize student success.

Below, a scholar was asked to create a soundtrack to illustrate her understanding of the text.



Matched Music	
	1. "My Shot" from Hamilton : https://youtu.be/AcM20zu51Aw ~ "When you're living on your knees you gotta rise up"
	2. Ruth B. "Mixed Signals": https://youtu.be/8vAlk08nmyU ~ "I don't know what we're heading towards, but I know my heart is all yours."
	3. Wiz Khalifa - See You Again ft. Charlie Puth: https://youtu.be/RgKAFK5dJSk ~ "How could we not talk about family when family's all that we got? Everything I went through you were standing there by my side"
	4. Rachel Platten - Fight Song: https://youtu.be/xo1Vlnw-SKc ~ "This is my fight song, take back my life song, prove I'm alright song. My power's turned on, starting right now I'll be strong."
	5. John Legend - All of Me: https://youtu.be/450p7goxZgg ~ "All of me Loves all of you...Cause i give you all of me, and you give me all of you"

In terms of critical writing, the focus is on giving each student a strong understanding and grounding in expository writing so that they can produce fluent and sophisticated written pieces that present and support a controlling idea using evidence from one or more given texts. The primary work product that students produce includes essays and short responses, which they outline, draft, and revise as part of the writing process. Coherent argumentation that is logical and evidence-based is central to a successful Atmosphere essay or short response. Moreover, once the basic parameters and structures of good writing have been established using Atmosphere's writing systems (see BRACECES and IT'S a TEAL SKY systems) and other scaffolds, the focus shifts to vocabulary, including word choice variety and power word usage to make the writing more meaningful and impactful. As students gain greater and greater sophistication, sentence variety becomes another area of focus with students being asked to use transition words, introductory phrases, and introductory clauses more regularly and skillfully. Grammar is also addressed and evaluated in context with all student writing to help ameliorate punctuation, idiomatic, agreement, and other grammatical issues.

In Remote Learning, the implementation of the English Program was altered in the following ways.

- The English course was offered four times a week instead of five.
- The English Lab course was offered two times a week instead of five.
- The class periods were extended an additional 20 minutes each day (total of 70 minutes per period) to provide opportunities for intervention in the subject.

- The grading policy for these courses was altered
 - to reflect a reduction in class time
 - place greater emphasis on minor formative assessments given remotely rather than multiple major assessments.
- Instruction including reading and text annotation was implemented using digital versions of the text and approved platforms such as the Kami app. Feedback will be provided in real time as scholars work their assignments.

The slide below is a post in a Google Classroom of an English Honors class. The teacher is providing live feedback during the Do Now Activity.

<p>Do Now: Click the link below and watch the video performance of the slam poem "Look" by Nate Marshall</p> <p>"Look" by Nate Marshall</p> <p>Watch the video in its entirety first and then give it a second view to answer the questions on the right. → → →</p> <p>Note: These performers come from an annual poetry slam competition called Louder Than A Bomb. You can watch the documentary about this. It's fascinating!</p>	<p>This is an individual poetry slam competition in which the poet reflects upon his life and his poetry in his 6th year of slam competition. Respond to the questions below:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 50%; padding: 5px;">What are three ways that Nate Marshall uses arm and hand gestures to convey meaning in his poem?</th> <th style="width: 50%; padding: 5px;">How do these gestures help convey the meaning of what he is saying?</th> </tr> <tr> <td style="padding: 5px;"> <p>1. Nate uses arm and hand gestures to convey meaning by making a cutting gesture when he says he can cut you with your momma jokes.</p> </td> <td style="padding: 5px;"> <p>These gestures help convey the meaning of what he is saying because the cutting gesture strengthens the message. He is illustrating what he is saying, which conveys importance.</p> </td> </tr> <tr> <td style="padding: 5px;"> <p>2. Nate uses arm and hand gestures to convey meaning by showing basketball movement when he says he is a word wizard.</p> </td> <td style="padding: 5px;"> <p>These gestures help convey the meaning of what he is saying because it allows him to indicate to the audience that he knows poems are a future for him, he has emphasized that he has put so much time into poems. Divulging strength and determination.</p> </td> </tr> </table>		What are three ways that Nate Marshall uses arm and hand gestures to convey meaning in his poem?	How do these gestures help convey the meaning of what he is saying?	<p>1. Nate uses arm and hand gestures to convey meaning by making a cutting gesture when he says he can cut you with your momma jokes.</p>	<p>These gestures help convey the meaning of what he is saying because the cutting gesture strengthens the message. He is illustrating what he is saying, which conveys importance.</p>	<p>2. Nate uses arm and hand gestures to convey meaning by showing basketball movement when he says he is a word wizard.</p>	<p>These gestures help convey the meaning of what he is saying because it allows him to indicate to the audience that he knows poems are a future for him, he has emphasized that he has put so much time into poems. Divulging strength and determination.</p>
What are three ways that Nate Marshall uses arm and hand gestures to convey meaning in his poem?	How do these gestures help convey the meaning of what he is saying?							
<p>1. Nate uses arm and hand gestures to convey meaning by making a cutting gesture when he says he can cut you with your momma jokes.</p>	<p>These gestures help convey the meaning of what he is saying because the cutting gesture strengthens the message. He is illustrating what he is saying, which conveys importance.</p>							
<p>2. Nate uses arm and hand gestures to convey meaning by showing basketball movement when he says he is a word wizard.</p>	<p>These gestures help convey the meaning of what he is saying because it allows him to indicate to the audience that he knows poems are a future for him, he has emphasized that he has put so much time into poems. Divulging strength and determination.</p>							

Glenn Completa
11:28 AM May 14

Great observations of his performance!

In blended learning, the implementation of the English Program was altered in the following ways.

- The English course was taught in-person two times a week and two times a week remotely.
 - Major assessments were scheduled on in-person days.
 - Socratic seminars, debates, literary circles and other group activities were prioritized on in-person days.
- The English Lab course was offered remotely two times a week.
 - The alterations to the grading policy described above were in effect.



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- The class periods (both Remote and in-person) was extended an additional 20 minutes each day (total of 70 minutes per period) to provide opportunities for intervention in the subject.

In In-Person Instruction (models reduced, modified and full), full implementation of the English Program will resume.

Math Program

Similar to Atmosphere's English program, the Math program consists of two math courses each year. The program is designed to build math literacy and problem-solving skills through the use of the Concrete Representational and Abstract (CRA) method. This approach teaches Concrete understanding through hands-on manipulatives and activities, before moving on to Representational and Abstract representations of math. The majority of content for the courses 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.

- The Math course focuses on grade level standards and the individual needs of students. The curriculum was developed in house and mirrors the state standards with some enhancement to include the Atmosphere Math systems. Course materials are developed by the teacher utilizing understanding by design planning techniques with the released test questions acting as a goal assessment.
- The Math Lab course will provide remediation to students who are not proficient and enrichment to students who are at or above proficiency. The remediation lab

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assesses and provides targeted instruction in deficit areas. The enrichment lab will teach the next grade level standards in order to prepare students to take the 9th grade Algebra Regents in 8th grade.



Students using Concrete, Representational and Abstract (CRA) methods of solving a problem in grades 6 & 8.

In Remote Learning, the implementation of the Math Program was altered in the following ways.

- The Math course was offered four times a week instead of five.
- The Math Lab course was offered two times a week instead of five.
- The class periods were extended an additional 20 minutes each day (total of 70 minutes per period) to provide opportunities for intervention in the subject.
- The grading policy for these courses will be altered
 - to reflect a reduction in class time
 - place greater emphasis on minor formative assessments given remotely rather than multiple major assessments.
- Instruction including mathematical practice and problem solving was implemented using Google Apps and approved platforms such as the Kami app, Khanacademy and GoFormative. Feedback will be provided in real time as scholars work their assignments.

During Remote Instruction, teachers maintained the rigorous expectations for use of the GRR model in their lessons. In the slide below, teachers provide modeling in the I Do section of the lesson using pictures and videos.

Remote Math Curriculum

Using Google Forms, the teachers create classwork with pictures and videos of the procedure as a support in addition to the video/mini lesson.

Q3 Procedure

$$\frac{2x}{2} \geq \frac{12}{2} \text{ ditch the } 2$$

$$x \geq 6$$

3) Solve for x. Pay attention to the signs. *


Solve for x.

$$-2x > 6$$

Example: 8th grade scaffolded instruction:

- Video
- Question with model of 1st step
- Question with no support

Watch the video BEFORE you answer questions 1 and 2.



1) What is the height of a cylinder that has a radius of 6 cm and a volume of 904.32 cubic cm? The first step is done for you below. Now solve the equation to find h. * 2 points

$$V = \pi r^2 h$$

$$904.32 = (3.14)(6^2)h$$

Your answer _____

2) What is the height of a cylinder that has a radius of 3 cm and a volume of 125 cubic cm? FOLLOW THE STEPS FROM QUESTION 1 * 2 points

In Blended Learning, the implementation of the Math Program was altered in the following ways.

- The Math course was taught in-person two times a week and two times a week remotely.
 - Major assessments were scheduled on in-person days.
 - Group problem solving, use of concrete materials and manipulatives and other activities were also be prioritized on in-person days.
- The Math Lab course was be offered remotely two times a week.
 - The alterations to the grading policy described above were in effect.
- The class periods (both Remote and in-person) were extended an additional 20 minutes each day (total of 70 minutes per period) to provide opportunities for intervention in the subject.

In In-Person Instruction (models reduced, modified and full), full implementation of the Math Program will resume.

Science Program

Atmosphere's Science program consists of three integrated grade level courses.

- Integrated Science 6
- Integrated Science 7
- Integrated Science 8

This new course sequence will be fully implemented 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.

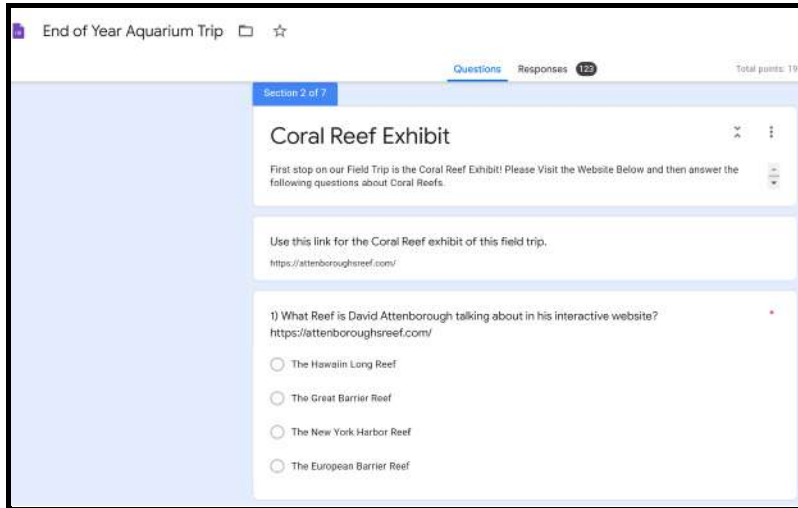
Atmosphere has adopted the Amplify curriculum in these new courses. Atmosphere chose these curricula because of their emphasis on inquiry-based learning, multimodal learning, and science application, which helps to facilitate the kind of creative thinking, critical thinking, and collaborative leadership 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. The science department participates in the Urban Advantage program that supports visits to planetariums, aquariums, zoos, museums and botanical gardens in the city. In addition to school field trips to these venues, students receive vouchers to attend these facilities with their families at no cost. The organization also supports student learning through equipment and teacher professional development. The school has also partnered with the Westmoreland Sanctuary and the Westchester Land Trust for students to participate in experiential learning in the natural environment.

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 3 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 Remote Learning, the implementation of the Science Program was altered in the following ways.

- The Science course were offered four times a week instead of five.
- The class periods were extended an additional 20 minutes each day (total of 70 minutes per period) to provide opportunities for intervention in the subject.
- Labs were conducted virtually using the Amplify platform or other resources
- Experiential Learning field trips were not conducted.
 - Virtual field trips were utilized whenever possible.
- Instruction were implemented using Amplify, Google Apps and approved platforms such as Nearpod and Flocabulary. Feedback was provided in real time as scholars work their assignments.
- The grading policy for these courses was altered to place greater emphasis on minor formative assessments given remotely rather than multiple major assessments.
- The Science Achievement program was be suspended in this model.

As our annual 6th grade trip to the Riverhead Aquarium did not take place this year, a virtual field trip was conducted using a Google Form containing links to videos and online activities from aquariums.



In blended learning, the implementation of the Science Program was altered in the following ways.

- The Science course was taught in-person two times a week and two times a week remotely.
 - The class periods (both Remote and in-person) were extended an additional 20 minutes each day (total of 70 minutes per period) to provide opportunities for intervention in the subject.
 - Major assessments were scheduled on in-person days.
 - Labs, experiments, and other activities were also prioritized on in-person days.
 - The Science Achievement Program was suspended in this model.

In In-Person Instruction (models reduced, modified and full), full implementation of the Science Program will resume. The Science Achievement program would also resume. Field Trips will be facilitated upon a return to the Full In-Person model.

Social Studies Program

Atmosphere's Social Studies program consists of three grade level courses.

- 6th Grade Global Studies
- 7th Grade American Studies I: Native Americans - Reconstruction

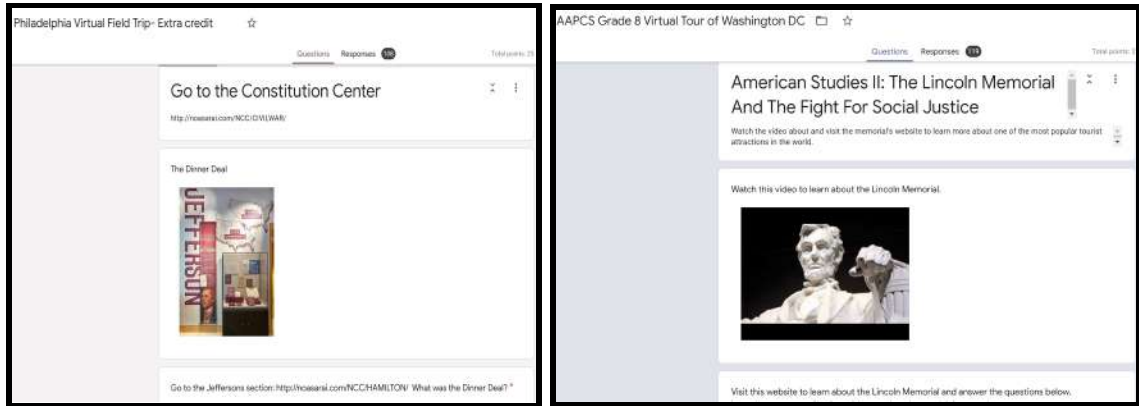
- 8th Grade American Studies II: Reconstruction - Current Times

The curriculum follows the NYS Social Studies Framework and New York State Learning Standards for Social Studies. Resources from History Alive are utilized in conjunction with primary and secondary sources. Students in Atmosphere's social studies classes participate in debates, Socratic seminars, and recreations in order to learn the content. Teachers build literacy skills through close reads of varied sources and elicit responses through varied viewpoints from history. For example, in 6th-grade students review and analyze the accomplishments of Alexander the Great before determining if they believe he truly was a “great” hero. In 7th grade the class becomes a courtroom placing Andrew Jackson on trial. In addition to this rigorous critical thinking about choices of the past, teachers lead connections to recent times and issues the students are passionate about.

In Remote Learning, the implementation of the Social Studies Program was altered in the following ways.

- The Social Studies course was offered four times a week instead of five.
- The class periods were extended an additional 20 minutes each day (total of 70 minutes per period) to provide opportunities for intervention in the subject.
- Field trips to museums, historic sites and monuments were not be conducted.
 - Virtual field trips will be utilized whenever possible.
- Instruction was implemented using Google Apps and approved platforms such as Edpuzzle, Nearpod and Flocabulary. Feedback was provided in real time as scholars work their assignments.
- The grading policy for these courses was altered to place greater emphasis on minor formative assessments given remotely rather than multiple major assessments.

As our annual 7th grade trip to Philadelphia and our 8th grade trip to Washington D.C did not take place this year, a virtual field trip was conducted using a Google Form containing links to videos and online activities from historic sites and museums.



In Blended Learning, the implementation of the Social Studies Program was altered in the following ways.

- The Social Studies courses was taught in-person two times a week and two times a week remotely.
 - The class periods (both Remote and in-person) were extended an additional 20 minutes each day (total of 70 minutes per period) to provide opportunities for intervention in the subject.
 - Major assessments were scheduled on in-person days.
 - Debates, reenactments, and other activities were also prioritized on In-Person days.

In In-Person Instruction (models reduced, modified and full), full implementation of the Social Studies Program will resume. Field Trips will be facilitated upon a return to the Full In-Person model.

Physical Education and Health Program

Atmosphere's Physical Education and Health program follows the state standards for the content. The curriculum is presently being updated to reflect the New York State Physical Education Learning Standards, adopted in 2020. In the grade level Physical Education courses, students are required to participate in physical activity to promote fitness and instill skills to promote healthy living. Whenever possible outside facilities are utilized to provide additional space for movement. Students will be provided with a variety of challenging activities that promote the 5 components of health-related fitness:



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aerobic capacity, muscular strength, muscular endurance, flexibility and body composition. Activities are designed to include and challenge all students' physical skills, while maintaining enjoyable, health-promoting, moderate-to-vigorous physical activity during class. Student data is collected by the teacher and analyzed by the student to set goals and monitor their own progress. The grade level Health courses also follow the state standards for the content. Each grade level course focuses on the following main topics: abstinence, personal and sexual health, emotional and mental health, HIV, STD and pregnancy prevention, nutrition and physical activity, tobacco, alcohol and other drug prevention, violence and injury prevention.

In Remote Learning, the implementation of the Physical Education and Health Program was altered in the following ways.

- Instruction was facilitated through our Wellness Wednesday Program.
 - During Physical Education students watched various videos and followed along with the workout. Once they are done they were asked to respond to questions related to the activity. In addition, students were also asked to share a video of their choice and create questions and answers based on the video they selected.
 - In Health, students read articles or watched videos on health topics. They were asked to answer questions and craft responses using our BRACECES writing system.
 - Instruction was implemented using Google Apps and approved platforms. Feedback was provided in real time as scholars work their assignments.
- The grading policy for these courses was altered
 - to reflect a reallocation of class time (All instruction given in one day instead of 3 class periods a week)
 - place greater emphasis on minor formative assessments given remotely rather than multiple major assessments.

During Remote Instruction students participated in various activities facilitated and monitored through a Google Form.

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In Blended Learning, the implementation of the Physical Education and Health Program was altered in the following ways.

- The Physical Education courses were taught in-person two times a week.
 - The class took place outside whenever possible with proper social distancing whether inside or outside.
 - When exercising at a distance, students were permitted to remove masks for safety purposes related to breathing.
- The Health courses were taught remotely one time a week
- The class periods (both Remote and in-person) were extended an additional 20 minutes each day (total of 70 minutes per period) to provide opportunities for intervention in the subject.
 - Major assessments were scheduled on in-person days.
 - Fitnessgram assessments, physical performance tasks, and other activities were also be prioritized on In-Person days.

In In-Person Instruction (models reduced, modified and full), full implementation of the Physical Education and Health Program will resume.

- The class will continue to take place outside whenever possible with proper social distancing whether inside or outside.
- When exercising at a distance, students can remove masks for safety purposes related to breathing.

Achievement Program

Atmosphere's Achievement Program took place during all instructional models, but the sequence of its return was phased along with the model in use. The Achievement Program was developed to more directly address student performance on state tests. All students take courses in both English Achievement and Math Achievement. Moreover, students also take part in additional after school Achievement twice per week from October through May. Achievement assemblies take place on Wednesdays for each grade level.

The core pillars of the Achievement Program are phased as follows:

Achievement Program Component	Full Remote	Blended (In-Person + Remote)	In-Person Reduced	In-Person Modified	In-Person Full
Achievement Systems	Used across all core classes	Used across all core classes	Used across all core classes	Used across all core classes	Used across all core classes
Achievement Courses	1 50-minute class per week via Zoom	2 70-minute classes per week in-person	2 50-minute classes per week in-person	2 50-minute classes per week in-person	2 50-minute classes per week in-person
Achievement Assemblies	Suspended	Suspended	Facilitated separately by academic team in socially distanced, large learning spaces	Facilitated separately by academic team in socially distanced, large learning spaces	Facilitated together in cafeteria or assembly area and in small groups in classrooms
After School Achievement	Suspended	Suspended	Suspended	Fully reinstituted	Fully reinstituted
Achievement Days	Suspended	Suspended	Suspended	Suspended	Fully reinstituted



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Achievement Interim Assessments	Suspended	Administered both in-person and remotely via Zoom proctoring	Administered in-person in school only	Administered in-person in school only	Administered in-person in school only
Achievement Parent Events	Suspended	Facilitated via Zoom	Facilitated via Zoom	Facilitated via Zoom	Facilitated in-person
Achievement Warrior Awards	Suspended	Distributed individually by a staff with gloves going to classrooms to give out apparel or families picking up from building	Distributed individually by a staff with gloves going to classrooms to give out apparel	Distributed individually by a staff with gloves going to classrooms to give out apparel	Distributed during in-person awards ceremonies

Social Emotional Program

Atmosphere Academy Advisory is set up by academic teams. Staying in the same team fosters social emotional development together as a group, creating a stronger bond amongst the students. Advisory lessons focus on the adjustment to middle school, building strong bonds through positive relationships and current events such as COVID-19. These types of real life conversations make students aware of the data impacting their peers and prepares them to address similar situations in their own lives.

Restorative Justice is conducted in a circle with each academic team once a week to check for and address any community concerns for the week. The grade level Culture Associate facilitates the circle, student voices and concerns are heard and addressed. Conflict resolution and community support is highlighted during Restorative Justice. The circle makes sure that all members within the community are visible and matter. Each student is encouraged to speak about the identified situation. This is an opportunity for students and staff to process the current COVID-19 impact.

Atmosphere Academy's Social Emotional program supports students in dealing with their social and emotional concerns while in the beginning adolescent stages. The social emotional team

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provides students with every day, weekly, bi-weekly, monthly and crisis counseling options. This method supports the process for counselors to have a manageable caseload to ensure quality sessions are given to the students receiving services. Assessments are held during each counseling session to monitor improvement. The counselor works collaboratively with outside organizations to support students and families such as ACS, mobile crisis unit, foster care, local hospital, CSC, day treatment centers and the Jewish board.

Social emotional intelligence is a major part of our culture. Atmosphere understands the limitations students can have if trauma is not appropriately supported. Each counselor and social worker helps students deal with the anxiety and stress of middle school, student life and adjusting with the new normal.

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5b. Instruction

Atmosphere utilized a number of strategies to ensure that all student needs are met. Regardless of the learning structure, Atmosphere continued to work with key stakeholders to ensure that student goals are being met. Students that were deemed medically vulnerable were-supported as per the DOH guidelines.

All supports identified were determined by the RTI Team in alignment with Atmosphere's Intervention Program. Students with disabilities and ELL students are supported through this program in alignment with their services outlined in IEPs and/or NYSESLAT levels. Teachers are able to choose from a menu of methods in order to meet student needs. These include but are not limited to:

- **One-on-one Check-Ins-** All Special Education and ELL specialists were assigned a caseload (8-10) students in addition to their regular class assignments to check in with students on a weekly basis. Check-Ins took place before or after school. The frequency of the check-in will be determined by the RTI Team based on student data. In addition, other staff members may be identified to also have a caseload of students depending on the need. For example, if a student is identified as at-risk, placed on an RTI Tier II or Tier III plan, this may be utilized as a means of support. Additional staff members that may provide this service include, but are not limited to, general education teachers, the school culture team, and/or the operations team.
- **Small group Instruction-** Students that require small group instruction can be provided instruction either over the phone or through Zoom during live class and/or before/after school based on student data and teacher discretion.
- **Virtual Class Support-** Teachers will have the same number of hours with their students in all models of learning. Therefore, grouping and small group instruction will remain in place to continue to support student needs.
- **Data Trackers-** Teachers and support personnel were and are required to maintain data-trackers to memorialize data-driven intervention. Parent outreach will continue to be uploaded into SchoolRunner as done in regular instruction. In addition, lesson plans will reflect teacher support and student grouping.
- **Wednesday Intervention-** During full remote instruction Wednesday Intervention was created in order to address the needs of students who were falling behind due to digital learning whether it be to poor attendance or lack of engagement.



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This structure provided a highly monitored space with both teacher and school culture support. Students were in small groups for one day per week in order to ensure that students had access to staff to ask questions around assignments and for staff to provide guidance on what assignments were of higher priority for students to complete. This program will be brought back in the event that remote learning is resumed due to student need.

The school had already mandated the use of Google Classroom, Google Apps for Education and varied online platforms in the fall of 2019. As part of this transition, training was offered to staff, scholars and families on the use of these tools. The school community's familiarity with these platforms made the transition to remote instruction in the spring seamless and will allow the staff and scholars to easily move between instructional models during the 2020-2021 school year.

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5c. Assessment

Assessment and data-driven decision making are key components to the facilitation of multiple programs at Atmosphere Academy including, academics, achievement, remarks, enrichment and evaluation. The school assesses student skills in the beginning of each academic year in multiple ways. Assessment of students strengths and instructional needs are completed in each core content through the analysis of student performance on

1. Baseline assessments in English, Mathematics (including Algebra) and Science (grade 8). These exams mirror the state exam for the grade level. A similar set of benchmark assessments is given at the middle of the year to measure growth.
2. Summer assignments. These lengthy assignments in English, mathematics, science and social studies include content based skills to provide teachers with an understanding of student abilities.
3. Frequent formative and pre-instructional assessments given in each core course.

Student performance data is utilized throughout the year to refine instructional practices including reteaching, differentiation, and targeted supports. The selection of students for academic teams, interventions, rewards, and experiences is also made through analysis and discussion of these data. The school continues to develop staff capacity around data analysis in order to refine internal assessments, improve scoring of student responses and determine differentiated reinstruction. Assessment data in each content area is continuously monitored to measure student growth and mastery of standards.

English Data-driven Instruction

Under the supervision of Mr. Raia the Instructional Leader for English, all teachers in the department collect and regularly analyze student performance on our writing systems and reading comprehension. As part of the Teaching-Learning-Assessment-Reflection Cycle, teachers create their own data charts to determine which students are struggling. After analyzing this data, the teacher shares the trends with the whole group at department meetings, where the team discusses how to address deficiencies of the students.

A 6th grade English teacher's data analysis identifies areas of deficits for reteaching.

	A	B	C	D	E	F	G
1	Larsen Base line	Data for Perseus and Taurus Fall 2018					
2			Perseus = 22		Taurus = 24		
3	Question #	Correct Answer	# Correct	Common Error	# Correct	Common Error	
4	1 B		16-B	4-A	17-B	3-A	
5	2 B		15-B	3-D	11-B	9-A (Rereading)	
6	3 A		16-A	4-C	19-A	3-C	
7	4 C		12-C	7-D (S. D.)	12-C	10-B (S. D.)	
8	5 C		16-C	4-D	14-C	5-A	
9	6 D		18-D	2-B	18-D	5-A	
10	7 D		9-D	8-A (C. I.)	9-D	9-A (C. I.)	
11	8 D		11-D	6-A (Rereading)	17-D	4-A	
12	9 C		15-C	3-D	13-C	6-D (C. I.)	
13	10 D		15-D	4-B	13-D	5-A	
14							
15	Trends: Both groups need to go back and read when told to look at a paragraph number.						
16	Both groups had difficulty identifying the central idea.						

Student performance in English is regularly evaluated. Data is collected from the following assessments

- Newsela
- Read 180
- Quarterly assessments
- Baseline and Midline exams
- Classroom formative and summative unit assessments (tests, quizzes, projects).

The English Instructional Leader collects and analyzes results using Newsela in order to better utilize the resource.

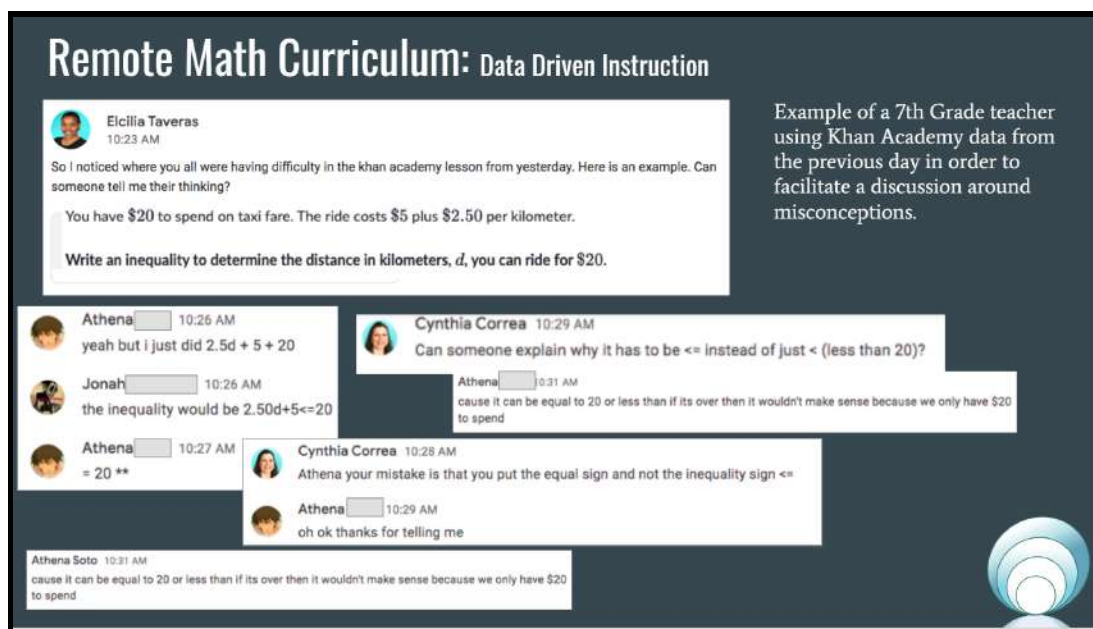
First Name	NEWSLA-Muhammad Ali	NEWSLA-Harper Lee	NEWSLA: Book Review To Kill a Mockingbird	NEWSLA: "The Long Night"	NEWSLA: "Closing for Coronavirus"	NEWSLA: "Why Do People Get Cancer?"	Average of MC on NEWSLA Articles
Camryn	100%		100%	100%	75%	100%	96%
Jaden	100%	100%	75%	100%	50%	100%	89%
Naszel	0%	75%			100%		44%
Daisy	75%	50%	100%	25%	75%	50%	68%
Jayla	75%	25%	100%	100%	100%	100%	79%

Math Data-driven Instruction

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All teachers in the department collect and regularly analyze student performance against the standards and use of our systems. As part of the Teaching-Learning-Assessment-Reflection Cycle, teachers create their own data charts to determine which students are struggling. After analyzing this data, the teacher shares the trends with the whole group at department meetings, where the team determines next steps for reteaching. As part of this process, students are given opportunities to analyze their errors and do test corrections.

In the slide below, teachers are providing feedback to a student using her results from Khanacademy from the previous day.



Remote Math Curriculum: Data Driven Instruction

Elcilia Taveras 10:23 AM
So I noticed where you all were having difficulty in the khan academy lesson from yesterday. Here is an example. Can someone tell me their thinking?
You have \$20 to spend on taxi fare. The ride costs \$5 plus \$2.50 per kilometer.
Write an inequality to determine the distance in kilometers, d , you can ride for \$20.

Athena 10:26 AM
yeah but i just did $2.5d + 5 + 20$

Jonah 10:26 AM
the inequality would be $2.50d + 5 \leq 20$

Athena 10:27 AM
 $= 20$ **

Cynthia Correa 10:29 AM
Can someone explain why it has to be \leq instead of just $<$ (less than 20)?

Athena 10:31 AM
cause it can be equal to 20 or less than if its over then it wouldn't make sense because we only have \$20 to spend

Cynthia Correa 10:28 AM
Athena your mistake is that you put the equal sign and not the inequality sign \leq

Athena 10:29 AM
oh ok thanks for telling me

Athena Soto 10:31 AM
cause it can be equal to 20 or less than if its over then it wouldn't make sense because we only have \$20 to spend

Example of a 7th Grade teacher using Khan Academy data from the previous day in order to facilitate a discussion around misconceptions.

Student performance in Math is regularly evaluated. Data is collected from the following assessments:

- Newsela
- Khan Academy
- Quarterly assessments
- Baseline and Midline exams
- Classroom formative and summative unit assessments (tests, quizzes, projects)

and test corrections

We were unable to administer the Midline benchmark assessment for our Algebra Achievement Program in-person this spring. Instead, growth was assessed using a Google Form. The data was utilized to drive specific instructional interventions for scholars and also assess the strength of the program. The growth noted on the slide also illustrates the effective instruction scholars received remotely. In lieu of the administration of the Algebra Regents, Atmosphere was able to use this data along with class grades to determine which scholars would receive Regents credit.

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.				
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) <i>It is important to note that at the time of assessment, only 50 - 60% of the content tested was covered.</i>		79%	90 - 95% PREDICTION Exam Cancelled	40 - 45% PREDICTION Exam Cancelled
June 2020 Final Exam (8th graders from 2019-20 class) (Remotely) <i>Given the remote environment, a determination was made to just assess multiple choice only due to students' varied technological capabilities.</i>		82%	90 - 95% PREDICTION Exam Cancelled	50 - 55% PREDICTION Exam Cancelled

• 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 1 month later.

Science Data-driven Instruction

As with English and Mathematics, teachers in the Science Department, regularly collect and analyze data in order to track student learning and improve the quality of their instruction. As part of the Teaching - Learning - Assessment - Reflection Cycle, teachers create their own data charts to determine which students are struggling and work with their instructional leader to reallocate instructional time to more effectively relay the content.

During a reflection on the instructional data, a 7th-grade science teacher realized that she needed to implement more study skills to improve her students work habits. This resulted in an increase of student work submitted and improvement in course grades.



Student performance in the sciences is regularly evaluated. Data is collected from the following assessments:

- Lab Reports
- Newsela
- Quarterly assessments
- Baseline and Midline exams
- Classroom formative and summative unit assessments (tests, quizzes, projects).

We were unable to administer the Midline benchmark assessment for our Science Achievement Program in-person this spring. Instead, growth was measured using a student performance on post unit assessments. The data was utilized to drive specific instructional interventions and also assess the strength of the program. The growth noted on the slide also illustrates the effective instruction scholars received remotely.

8th Grade Science Exam		
Unit	% of scholars passing Unit questions on the Baseline	% of scholars passing Unit Test
Scientific Inquiry & Experimentation Biodiversity & Conservation Primate Evolution & Early Man Fossil Records & Fossil Types Animal Classification Exam Given: (11/8/19) (In Person)	49%	59% (Note less than 1 month between exams)
Body Systems (main focus on Endocrine System) Plant Biology & Plant Reproduction Tectonic Plates Rock Cycle Water Cycle Exam Given: (1/31/20) (In Person)	36%	77%
Communicable & Non-Communicable Diseases Cell Division (Mitosis/Meiosis) Male Rep. Systems Female Rep. Systems Communicable/Non-Communicable Diseases Human Fetal Development Human Life Stages Exam Given: (4/3/20) (Remotely)	30%	75%

Social Studies Data-driven Instruction

Teachers in the Social Studies Department, regularly collect and analyze data in order to track student learning and improve the quality of their instruction. As part of the Teaching - Learning - Assessment - Reflection Cycle, teachers create their own data charts to determine which students are struggling and work with their instructional leader to reallocate instructional time to more effectively relay the content.

In Social Studies scholars understanding of the content and mastery of related skills is often assessed using thematic projects. In this video scholars are hosting a “live newscast” on the fall of the Roman Empire.



Student performance in social studies is regularly evaluated. Data is collected from the following assessments,

- Document Based Questions and Thesis Essays
- Reenactments
- Debates
- Thematic Projects
- Newsela
- Quarterly assessments
- Classroom formative and summative unit assessments (tests, quizzes, projects).

Physical Education and Health Data-driven Instruction

Teachers in the Physical Education and Health Department, regularly collect and analyze data in order to track student learning and improve the quality of their instruction. As part of the Teaching - Learning - Assessment - Reflection Cycle, teachers create their own data charts to determine which students are struggling and work with their instructional manager to reallocate instructional time to more effectively relay the content.

Physical Education teachers regularly assess student performance measurements in order to facilitate the creation and monitoring of fitness goals and progress. This data is collected, analyzed and evaluated with the students so that they have ownership of their success.

Delva, Ricky Teacher Log 2017-2018 0-Health, PE

File Edit View Insert Format Data Tools Form Address Help

All changes saved in Drive

100% 123456789101112131415161718192021222324252627282930313233343536373839404142434445464748495051525354555657585960616263646566676869707172737475767778798081828384858687888990919293949596979899100

FITNESSGRAM Class Score Sheet

Standard 1 demonstrates competency in a variety of physical activities (games, sports, exercises) that provide conditioning for each fitness area, know that motor skills progress in complexity

		Age	Gender	Beep Test 1	Beep Test 2	Beep Test 3	One-Mile Run 1	One-Mile Run 2	One-Mile Run 3	Sit-Ups 1	Sit-Ups 2	Sit-Ups 3	Push-Ups 1	Push-Ups 2	Push-Ups 3
	Name			(ft or ft)	(ft laps)		(min:sec)			(ft)			(ft)		
	Last Name	First Name	Academic Team 2017-2018												
1	Calisto	22 F	10	21	25	7:06	5:24	5:09	8	25	22	2	5	22	
2	Calisto	13 M	9	21	38	7:10	5:55	5:50	5	21	48	2	5	15	
3	Calisto	20 M	41	58		5:59	5:09	4:40	40	45	50	40	45	55	
4	Calisto	18 M	23	25	40	7:03	5:58	5:50	30	35	55	5	5	15	
5	Calisto	13 M	30	35	40	6:08	4:31	5:09	35	35	63	12	17	26	
6	Calisto	13 M	39	41	39	5:50	4:49	4:49	19	48	20	18	24	41	
7	Calisto	14 M	22	41	57	5:55	5:05	5:12	30	50	50	20	21	35	
8	Calisto	12 F	12	21	20	7:19	7:09	6:58	12	20	25	6	7	17	
9	Calisto	15 M	15	25	25	6:00	5:09	5:09	20	42	57	20	40	40	
10	Calisto	13 M	11	25	25	6:30	5:59	5:28	15	25	20	7	18	20	
11	Calisto	13 F	10	25	25	6:11	5:59	5:09	14	25	31	13	18	30	
12	Calisto	13 F	18	24	33	5:50	5:29	5:09	32	45	60	3	5	12	
13	Calisto	14 M	45	60	74	5:00	4:24	4:20	25	40	72	25	25	60	
14	Calisto	13 F	10	15	30	6:45	6:19	6:10	32	40	61	2	10	25	

Student performance in Physical Education and Health is regularly evaluated. Data is collected from the following assessments,

- Evidence Based Essays
- Fitnessgram tests
- Physical Performance Task Monitoring (Ex: Time, Quality/Skill, Distance)
- Newsela
- Classroom formative and summative unit assessments (tests, quizzes, projects).

Achievement Assessments

The Baseline and Midline exams (which serve as our benchmark assessments) were administered through paper packets which were collected and assessed internally to monitor fidelity in student responses.

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 % correct on multiple choice (MC) and constructed response (CR) on the midline and their % proficient on the state exam. Moreover, there is an even stronger

correlation between the % 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.

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
Class of 2019	6	2017	41.6%	7.3%	45.8%	31.1%		16.1%
Class of 2020	6	2018	44.8%	18.1%	55.9%	43.1%		35.7%
Class of 2021	6	2019	48.4%	25.9%	63.6%	56.1%		41.5%
Class of 2022	6	2020	51.7%	35.7%	65.6%	64.3%		50.0%
								Result Type
								Actual
								Actual
								Actual
								Prediction


The slide below illustrates that the school utilized data to select scholars who needed intensive support in February. As a result of this intervention, their performance increased.

The Effect of February Break English MC Intervention (3 Days)		
	8th February Intervention Students	No February Intervention Students
Number of Students	68	67
Average Potential Growth	49.7%	42.8%
Percentage of Students with 30% or Higher Potential Growth	79.7%	63.6%

*Potential Growth = Score Increase/Potential Increase. This formula recognizes the fact it is impossible for high scoring students to increase by large percentages and the weight of improving 5% when you previously scored 90%. Additionally, high scoring scholars were misrepresenting Team's growth average when just applying new - old.

Example #1: Scholar scored a 50% on the Multiple Choice Midline. On the following sets of sprints the scholar scored 75%.
 $(75\% - 50\%)/(100\% - 50\%) = \text{Accomplishing } 50\% \text{ Potential Growth}$

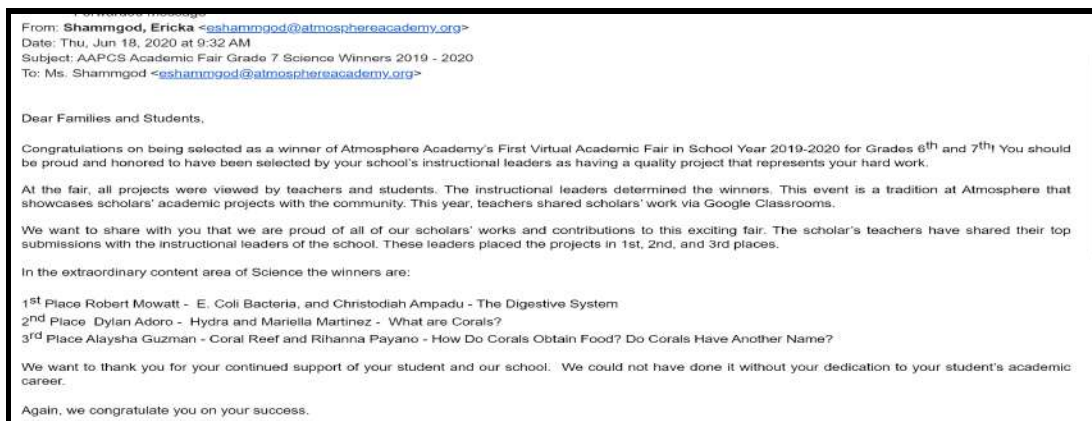
Example #2: Scholar scored a 90% on the Multiple Choice Midline. On the following sets of sprints the scholar scored 95%.
 $(95\% - 90\%)/(100\% - 90\%) = \text{Accomplishing } 50\% \text{ Potential Growth}$



Project Based Learning

An important part of Atmosphere's academic program is project based learning. The school holds an annual Academic Fair to showcase student projects. Despite moving to remote instruction, Atmosphere was able to maintain this valuable tradition. Scholars presented their projects to the school community via Zoom and Google Classroom.

The top projects were recognized by the school community and shared as exemplars for scholars. Here is an email sent to the scholars and families announcing the 7th grade science winners.



Slides from a 6th grade math project showcases some of the scholar's learning in the geometry unit.

Task 3: The Living Room (Flooring and Cost)

$A = l \cdot w$
 $A = 20' \cdot 12'$
 $A = 240 \text{ ft}^2$

Cost	\$2.39	x
Sq ft	1	240

$1x = 240 \cdot 2.39$
 $x = \$573.60$

Total Cost: \$573.60

Task 5: The Walls: Master Bedroom

Lateral Surface Area = Perimeter of the Base * height
 $LA = (138\text{in} + 138\text{in} + 161\text{in} + 161\text{in}) \cdot 108\text{in}$
 $LA = (276\text{in} + 322\text{in}) \cdot 108$
 $LA = (598) \cdot 108\text{in} = 70,200 \text{ in}^2$
 $LA = 64,584/144$
 $LA = 448.50 \text{ ft}^2$

Gallons	1	x
Square feet	250	448.50

$x = 1.79 \text{ gallons}$

Cost	\$87.92	x
Gallons	1	1.79

$x = \$157.38$ **Total Cost: \$157.38**

Sweet as Honey Semi-Gloss Enamel Interior Paint and Primer in One

Assessment During the 2020-2021 School Year

Atmosphere was able to maintain the expectations described above despite moving to remote instruction this spring, and intends to maintain the assessment methods approved in the charter regardless of the instructional model. When assessments could not be administered in-person, they were completed digitally. In some cases, classroom assessments (tests, quizzes) were given using digital platforms and monitored through internal management systems. Summer assignments, formative and pre-instructional assessments were submitted digitally through Google classroom.

The slide below is a snapshot of an English teachers gradebook illustrating that Atmosphere evaluated and assessed scholars daily rather than completing weekly packets.

Gradebook Data				
CATEGORY	ASSIGNMENTS	SCORED	DUE DATE	SCORE TYPE
Mino	1.Minor: Day Nine ELA Remote Learning	27 / 27 ✓	3/29/2020	Points pts: 50
Prep	2.Preparedness: 3/27	25 / 27	3/29/2020	Points pts: 15
Mino	3.Minor: Day Eight ELA Remote Worksheet	27 / 27 ✓	3/28/2020	Points pts: 50
Mini	4.Mini: Day Six Remote Learning Quiz	14 / 27	3/24/2020	Points pts: 10
Mino	5.Minor: Day Seven Remote Learning Worksheet	27 / 27 ✓	3/24/2020	Points pts: 50
Mino	6.Minor: Day Six Remote Learning Worksheet	27 / 27 ✓	3/24/2020	Points pts: 50
Mino	7.Minor: Day Five Remote Learning Worksheet	27 / 27 ✓	3/22/2020	Points pts: 50

Teachers are grading remote instruction assignments and holding the students accountable for completing assigned work.

Lessons Learned to Apply to 2020-2021

As remote instruction progressed teachers and administrators worked to find platforms that would better support the assessment process. While we found that many of the platforms we already utilized included a quiz in conjunction with an instructional activity or video, we could not rely on them solely as they did not always include higher order questions, opportunities to apply why they learned in another context or directly align to what the scholars were learning. In addition, we found that scholars were spending too much time transitioning between multiple platforms and teachers were unable to provide feedback until the scholar submitted their work. Further, we could not ensure that scholars were not cheating by using another tab to Google answers. We were able to



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research and pilot multiple platforms that addressed these concerns that we hope to utilize in the 2020-2021 school year regardless of instructional model.

1. Go Formative - This app allows a teacher to post activities, videos and other resources inside one platform. It also allows the teacher to monitor the scholars progress through each activity in real time and provide feedback verbally or via text simultaneously.
2. Go Guardian - This app allows teachers to identify websites or platforms scholars are permitted to use during their class period. It also allows the teacher to set how many tabs a scholar can have open at one time. When a scholar deviates from the settings the teacher is alerted and they can force the scholar back to the assigned task. We intended to use this platform to limit off task behavior and of scholars responses during assessments.
3. Kami app - This app allows users to write on PDFs and also allows the teacher to provide direct feedback verbally or via text. We believe this application will be valuable to scholars as they annotate (using our LUCK system) digital texts. This will also allow teachers to evaluate student student work in mathematics as scholars can show their computations and get direct feedback from the teacher. Using this app in this way should reduce the ability for scholars to cheat as they will need to show original work.

5d. At-Risk Populations

Atmosphere has developed a robust plan to ensure that the needs of all at-risk students are fully met. Students with disabilities have received and will continue to receive the entire suite of IEP services. English Language Learners continued to receive both push-in and pull-out support in each learning modality. Key data meetings continued to take place and were prioritized in the development of all plans to ensure that the Intervention Team continues to identify and monitor student support plans.

Atmosphere intends to maintain the model approved in the charter regardless of synchronous or asynchronous instructional models. Atmosphere will continue to have a full school day in each proposed model of learning (blended, remote, and in-person). Therefore, special education teachers will continue to provide instruction and modifications for students as dictated in their program recommendations aligned with each student's IEP. Atmosphere will continue to support students that may require behavior intervention plans. Teachers will modify and adjust plans as needed in collaboration with the committee on special education and the students' family in the event that CDC and/or state guidelines warrant a change to the program.

Students with Disabilities or potential students with disabilities, will have the same identification process. Teachers will continue to meet weekly during their grade level meetings to review student data and progress. Through the RTI meeting framework, students that fail to meet certain benchmarks/criteria will be identified and placed within either a Tier II or Tier III support structure. Each student's individual plans are tracked through a central tracker, where administrators and teachers across a grade level can monitor goals and progress. Academic Intervention Services will shift to take place within the class time during blended instruction through an extended period. Academic Intervention Services will resume as normal, depending on CDC and state guidance, during our modified in-person instruction.

All previously created 504s will continue to be monitored and implemented as appropriate. Meetings will be held to ensure that any adjustments needed are made and reflected in the 504 to reflect current learning circumstances. Students that may require a 504 will be identified through the RTI program and by working with the scholar's family.



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English language learners will be supported through two full-time staffed English Language Learner Specialists. In order to identify ELL students, a number of data points will be utilized. Any most recent NYSESLAT data will be utilized to develop the teacher schedules to support student instruction in occurrence with NYS guidelines for ELL learners. In addition to this, all students will participate in Atmosphere's baseline assessment, which will serve as another screening tool to identify further intervention through the RTI Program. We will also be creating an in-house NYSESLAT baseline exam to mirror the standards that ELL students would normally be held to.

ELL specialists will push-in or pull-out students, depending on level & data, to work with students. Instruction will be in alignment with the goals and objectives of the class, as well as the ELL goals for the individual students. Atmosphere supports English Language Learners through strategic lesson planning and fidelity to the service metrics as outlined by NYS. The school employs an English Language Learner Specialist whose primary role is to service students based on their language acquisition level as dictated by NYSESLAT results. In addition to this, the ELL Specialist coplans during department and grade level meetings in order to contribute to lesson planning on a larger scale. The ELL Specialist, along with the support of outside vendors, provide professional development throughout the year on how to utilize SIOP-aligned strategies (Sheltered Instruction Observation Protocol).

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Student Learning - Guidance on Differentiation & Accommodations

- Teachers/co-teachers will continue to differentiate instruction for students according to latest data and individual student needs. For example:
 - Teachers will continue to work on student goals according to their IEPs as mandated by law.
 - Teachers will work with co-teacher targeting the needs of ESL students as mandated by law.
 - Teachers will work with co-teachers/learning specialists to further assist students who need additional time to complete assignments.
 - For example, extend the time for students to submit work. *Indicate which students this applies to on lesson plans.*
 - Teachers will co-plan with specialist teachers (ESL) to continue to accommodate students with language needs. Specialist teachers/learning specialist may provide lessons for these students according to core topics and content being taught.
 - Co-teachers/learning specialists will reach out to individual students in order to provide further assistance to students who are struggling academically or with keeping up with internet assignments, technology or have limited internet access.
- Teachers and co-teachers shall work together to divide student groups in order to be able to reach out to all the students in the class in a timely fashion.

Teacher Training Slideshow March 2020

Students with Disabilities

The following table delineates the services provided to students with disabilities in each instructional model that Atmosphere will use as it works its way back to full in-person instruction.

Instructional Model	IEP Setting	IEP Services Provided/Additional Supports
Remote	ICT SETTSS 12:1:1	<ul style="list-style-type: none"> • Check-In Caseloads - Students in the 12:1:1 program continued to have their regular teaching schedule. Teaching Assistants were required to do daily check-in calls for this class setting. Calls could vary between individuals and small groups.

		<ul style="list-style-type: none"> • Zoom “ Live Lessons” - Students in all settings that require more intensive supports were identified to benefit from receiving instruction through Zoom. Through the use of breakout rooms, teachers were able to model small group instruction rotation as it would take place in the regular classroom. Groupings were reflected in the lesson plans. • Teletherapy- Teletherapy was conducted before and after Atmosphere virtual learning days to ensure that all students continued to receive services including but not limited to Counseling & Speech Therapy.
Blended	ICT SETTSS 12:1:1	<ul style="list-style-type: none"> • Check-In Caseloads - Students in the 12:1:1 program continued to have their regular teaching schedule. Teaching Assistants were required to do daily check-in calls for this class setting. Calls could vary between individuals and small groups. During Blended students may come in more frequently throughout the week due to the benefit of in-person instruction. This decision will be made in alignment with state recommendations, busing, and CSE guidance.

		<ul style="list-style-type: none"> • Zoom “ Live Lessons” - In blended learning, students will continue to receive zoom support. However, this will be balanced with in-person small group push-in. Students in all settings that require more intensive supports were identified to benefit from receiving instruction through Zoom. Through the use of breakout rooms, teachers were able to model small group instruction rotation as it would take place in the regular classroom. Groupings were reflected in the lesson plans. • Teletherapy & in-person - In the blended model, therapy can be conducted in both person and through teletherapy. This will be scheduled in alignment with agencies and CSE guidance.
Reduced In-Person	ICT SETTSS 12:1:1	All classroom settings will resume programming as normal. Intervention and support will be push-in as students will not be rotating classrooms. However, therapies will continue to take place outside of the classroom. Teletherapy may continue at this time if needed.
Modified In-Person	ICT SETTSS	All classroom settings will resume programming as normal. Intervention



	12:1:1	and support will be push-in as students will not be rotating classrooms. Therapies will resume as normal.
Full In-Person	ICT SETTSS 12:1:1	Regular services resume.

Atmosphere is dedicated to serving all students that receive special education support services. The school serves students through a variety of settings offered on each grade level including Special Education Teacher Support Services (SETSS), Integrated Co-Teaching (ICT) and a Self-Contained Setting (12:1:1). Each year, the Leadership Team evaluates the settings needed to best serve the current student population. In addition, Atmosphere leverages its relationship with the Committee on Special Education (CSE) to utilize related services that are provided through NYCDOE agencies to ensure students receive speech and language therapy, counseling, occupational therapy, and physical therapy. Atmosphere will work with the CSE in order to ensure that all related services are still provided whether remote or in-person depending on CDC and state guidance. If in-person services are an option, related service providers will follow the same protocols as all visitors to the building to ensure the safety of students and staff.

Differentiation

Differentiation will take place regularly and consistently in all content areas for students with IEPs, ELLs and At-Risk students. Teacher will plan instruction in order to target the needs of individual students and to ensure the success of all students. Teacher will:

- Teachers will continue to work on student goals according to their IEPs as mandated by law.
- Teachers will work with co-teacher targeting the needs of ESL students as mandated by law.
- Special Education Coordinator will continue to work the the Committee on Special Education to ensure students' IEP are followed-up.

Digital Differentiation (Remote Instruction)

- Teachers will co-plan and work with specialist teachers (ESL) to continue to accommodate specific language needs. Specialist teachers may provide lessons for these students according to core topics and content.
- Learning specialists will reach out to individual students in order to provide further assistance to students who are struggling academically or with keeping up with on-line assignments, technology or have limited internet service.
- Teachers and co-teachers work together to divide student groups in order to be able to reach out to all the students in the class in a timely fashion.

Teachers are modifying content areas lessons by using:
 Differentiated learning activities according to levels (low, medium, and high) pre-assigned based on data;
 Providing visuals and videos to assist with lesson content;
 Providing reference and guided sheets to assist students with domain area vocabulary;
 Pacing will continue to be adjusted to ensure students are not falling behind due to the digital aspect learning;
 Caseload assignments - students will be assigned to a point person within the team to ensure that there are additional weekly check-ins and/or interventions.
 Using various learning platforms to target student interest, and learning styles (Naturalreader.com, BrainPop, Google Classroom, EdPuzzle, etc.)

Presentation to new scholars on Digital Differentiation

English Language Learners

The following table delineates the services provided to English Language Learners in each instructional model that Atmosphere will use as it works its way back to full in-person instruction.

Instructional Model	ELL Setting	ELL Services Provided/Additional Supports
Remote	Push-in/ Break Out Groups	<ul style="list-style-type: none"> • Push-In- ELL Specialists will push-in to virtual classrooms and learning platforms following the same schedule as previous. • Check-Ins & Small Group Instruction- ELL specialists will hold small group check-ins before & after school to ensure that students' needs are being met. • Accommodations: Testing accommodations and differentiation will continue as normal, but will be adjusted to reflect the current learning model. Digital options will be provided as needed in alignment with student service requirements.
Blended	Push-in	<ul style="list-style-type: none"> • Push-In- ELL specialists will push-in to one setting with ELL students for a full day multi-subject support. Students will remain in one location

		<p>where the ELL specialist will support in small groups following social distance guidelines. Students will be supported in accordance to their level and data. ELL specialists will support both in-person and digitally.</p> <ul style="list-style-type: none"> • Check-Ins & Small Group Instruction- ELL specialists will hold small group check-ins before & after school to ensure that students' needs are being met. • Accommodations: Testing accommodations and differentiation will continue as normal, but will be adjusted to reflect the current learning model. Digital options will be provided as needed in alignment with student service requirements.
Reduced In-Person	Push-In	Teachers rotate to various student groups to support while students remain in one setting for the day. Small group instruction will take place in the classroom with social distancing guidelines.
Modified In-Person	Push-In/Pull Out	Teachers will be able to switch between a push-in/ pull-out model in this setting.
Full In-Person	Push-In/Pull Out	Regular services resume.



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Response to Intervention

The following table delineates the services provided through the Response to Intervention Program in each instructional model that Atmosphere will use as it works its way back to full in-person instruction.

Instructional Model	RTI Meetings	RTI Services Provided/Additional Supports
Remote	All meetings will take place utilizing the same format as in-person during common prep time.	<ul style="list-style-type: none">● Intensive Intervention Teams- are supported through daily check-in calls in addition to their regular small group instruction.● Tier II & III students are supported through the same meeting identification process. Once a place is identified students may have a variety of additional supports. Supports may include, but are not limited to one-on-one phone call or zoom check-ins, small group check-ins, social emotional check-ins. This is in addition to academic intervention already taking place in regular instruction.● Academic Intervention Services: support is provided by teachers in 50 minute class. Program time is lessened but not eliminated.● Behavior Plans- Plans and goals will be digitized and made accessible to students through

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		<p>online platforms. Goals will be rewritten by the local team to reflect current learning circumstances.</p> <ul style="list-style-type: none"> Wednesday Intervention- Students that were provided the above supports and continued to be absent or unengaged were assigned to the Wednesday Intensive Intervention group. Students were assigned a School Culture Team member to monitor for the day as classroom teachers and specialists pushed in to have one-on-one conferences with the students. This structure will resume as needed if remote instruction is employed.
Blended	All meetings will take place utilizing the same format as in-person during common prep time.	<ul style="list-style-type: none"> Intensive Intervention Teams- are supported through daily check-in calls in addition to their regular small group instruction. Tier II & III- students are supported through the same meeting identification process. Once a place is identified students may have a variety of additional supports. Supports may include, but are not limited to one-on-one phone call or zoom check-ins, small group check-ins, social emotional check-ins. This is in addition to

		<p>academic intervention already taking place in regular instruction.</p> <ul style="list-style-type: none"> • Academic Intervention Services- are embedded into extended class periods to ensure that the previous afterschool program is resumed in a new capacity. • Behavior Plans- Plans and goals will be digitized and made accessible to students through online platforms. Goals will be rewritten by the local team to reflect current learning circumstances.
Reduced In-Person	<p>All meetings will take place utilizing the same format as in-person during common prep time. Meetings will take place in a new location to maintain proper guidelines.</p>	<ul style="list-style-type: none"> • Academic Intervention Services- are embedded into extended class periods to ensure that the previous afterschool program is resumed in a new capacity. • Behavior Plans- Plans and goals will be digitized and made accessible to students through online platforms. Goals will be rewritten by the local team to reflect current learning circumstances.
Modified In-Person	<p>All meetings will take place utilizing the same format as in-person during common prep time.</p>	<ul style="list-style-type: none"> • Academic Intervention Services- resume to the afterschool model. • Behavior Plans- Plans and goals will be digitized and made



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	Meetings will take place in a new location to maintain proper guidelines.	accessible to students through online platforms. Goals will be rewritten by the local team to reflect current learning circumstances.
Full In-Person	Meetings resume to regular schedule and location.	Regular programming resumes.

Atmosphere will continue to implement their RTI framework in all models of learning. Atmosphere staff members will continue to have weekly meetings where various team members will come together to have data-driven discussions to identify student plans and programs. Teacher meetings will continue to take place in all remote learning structures. During these meetings, teachers will continue to follow the data analysis protocol in alignment with the national framework for intervention. Atmosphere plans to continue to utilize the same criteria in previous years to identify student support.

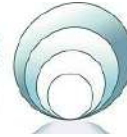
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Wednesday Intervention			
Times	6th	7th	8th
9:30-10:15 STEM	Group 1: Solores 9:30 - 10:05 Allen 9:45-10:05 - Grunwald Group 2: Jay 9:30-9:45 - Hinds 9:50-10:05 - Mitch	Group 1: McCullough 9:30 - 9:45 -Pattillo 9:30 - 10:05 Taveras Group 2: Rodriguez 9:30 - 9:45 - Lebron 9:50 - 10:05- Persaud	Group 1: Jenkins 9:30 - 9:45 - Jones (Math) 9:45 - 10 - Akintobi 10:00 - 10:15 - Ribot (Science) Group 2: Reyes 9:30 - 10:00 - Schmidt 9:30 - 10:00 - Albritton 9:30 - 9:45 - Akintobi 10:00-15- Rodriguez
10:15-11 HUMANITIES	Group 1: Solores 10:15- 10:30- Whelan 10:30-10:45 - Dunne Group 2: Jay 10:15-10:30 - Larsen 10:30-10:45 - Hanley *Float - S. Williams	Group 1: McCullough 10:15- 10:30 - Weinstein 10:30-10:45 - Rivera Group 2: Rodriguez 10:15- 10:30 - Gonzalez 10:30-10:45 - Sommerville	Group 1 Jenkins 10:15- 10:30- Wilson Group 2:Gen Ed/ Intervention 10:15- 10:30 - Colon 10:30-10:45 - Gilbert 10:30-10:45- Vero *Float- I. Ramos

Wednesday Intensive Intervention Schedule (all grades)

Within the RTI Framework, Atmosphere identifies students who are considered at-risk for poor learning outcomes, provide evidence-based interventions, monitor student progress and adjust the intensity and nature of those interventions depending on a



student's responsiveness. The framework can also assist in identifying students with learning disabilities. Theoretically, most students (~80%) will make expected academic and behavior gains when exposed to their grade level curriculum and school wide behavior management systems. A smaller percentage of students (~15%) may not make expected academic and behavior gains when exposed to their grade level curriculum and school wide behavior management systems; therefore, may require additional and/or more intense support. An even smaller percentage of students (~5%) may not make expected academic and behavior gains when exposed to their grade level curriculum and school wide behavior management systems plus the additional support. These students may require an even more intense/frequent level of support.

Tier I consists of high quality core instruction (academic and behavior) that all students receive in the classroom and theoretically, will be sufficient for at least 80% of students, as mentioned above. Tier I should include both whole and small group instruction as well as differentiation based on student need.

Tier II students receive the general core curriculum *plus* research-based intervention(s) as well as progress monitoring to track student growth over time. The Tier II intervention plans are designed by the RTI Team and implemented by the appropriate teachers/staff. Tier II interventions may occur in the regular education classroom, during pull-out sessions, AIS or any other appropriate designated setting by qualified staff members. Best practices indicate that baseline data be collected prior to the implementation of the intervention. The intervention(s) should be implemented to fidelity for a minimum of six weeks while progress monitoring on a frequent basis depending upon the tier. For example, Tier II students may receive progress monitoring at least once every 10 days to evaluate the effectiveness of intervention(s) provided and to make timely decisions regarding instruction. Tier II student progress is reviewed on a 6-10 week cycle by the RTI Team using data to drive decisions. A letter is sent home by a member of the RTI Team to inform the parent/guardian of student participation in Tier II.

Interventions may include, but are not limited to:

- Success Plan
- Check In/Check Out
- Movement Breaks



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- Chunking Assignments
- Read 180
- **Any evidenced-based intervention** that addresses a specific skill deficit.

Tier III students receive the general core curriculum *plus* Tier II intervention(s) *plus* Tier III intervention(s). Tier III students are students who do not respond to Tier II intervention or students who require an exceptionally high level of support from the outset. Best practices indicate that baseline data be collected prior to the implementation of the intervention. The intervention(s) should be implemented to fidelity for a minimum of six weeks while progress monitoring on a frequent basis depending upon the tier. For example, Tier III students may receive progress monitoring at least once every 5 days to evaluate the effectiveness of intervention(s) provided and to make timely decisions regarding instruction. Tier III student progress will be reviewed on a 6-10 week cycle by the RTI Team using data to drive decisions. A letter is sent home by a member of the RTI Team to inform the parent/guardian of student participation in Tier III. The hallmark of Tier III is that interventions increase by intensity (small group or one on one) and/or duration (length of session) and/or frequency (how often). Tier III interventions may occur in the regular education classroom, during pull-out sessions, AIS or any other appropriate designated setting by qualified staff members. A letter is sent home to inform the parent/guardian of participation in Tier III and/or they will be invited to attend a meeting.

Caseload Remote Learning									
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100% \$ % .00 123 Alegrya 12 B I A									
B	C	D	E	F	G	H	I	J	K
First	Academic Team 2019-2020	Relevant Intervention Information	Receiving SW Services Y/N	Attendance Concern	Behavior Concern	Social Emotional Concern	Family Concern	ACTION PLAN	ACTION PLAN LEADER
Jonah	Leo	Pre-RTI Referral	N					1. Call parent 1x/week (speak with parent) 2. Review Grades 1x/week 3. Email student 1x/week	Sessoms
Jamayah	Perseus	2 Fs	Y					1. Call parent 1x/week (speak with parent) 2. Review Grades 1x/week 3. Email student 1x/week	Sessoms
Madison	Taurus	Tier 2	Y					1. Call parent 1x/week (speak with parent) 2. Review Grades 1x/week 3. Email student 1x/week	Sessoms

Remote Caseload Tracker

The above Remote Caseload Tracker illustrates how supports were continuous and data driven. Caseload managers were required to align support to student previously existing plans. If students were in need of more intensive intervention as a result of RTI, the same Intervention Meeting framework was utilized to identify students in crisis. However, in remote instruction, Intervention meetings took place weekly in order to make decisions as urgently as possible.

The RTI Framework is supported by the collaboration of three grade level teams with specific, collaborative roles. The teams include: Grade Level Behavior Team, Grade Level Intervention Team and Grade Level RTI Team.

Each **Grade Level Behavior Team** meets once every other week during the student Achievement block in regular in-person instruction. The Behavior Team will use data (i.e. Schoolrunner, Powerschool, academic assessments, etc.) to analyze grade level and individual student trends and suggest RTI behavior referrals if warranted. Prior to suggesting an RTI behavior referral, the Behavior Team will assign at least two

“pre-referral” strategies, which will be implemented for a minimum of two weeks. If the pre-referral strategies do not result in expected, positive outcomes, the team members will suggest an RTI referral. These meetings were adjusted in frequency in order to ensure that the most urgent adjustments were made. During remote instruction, teams met on a weekly basis.

The Behavior Team includes all grade level teachers and is led by the Officer of School Culture.

Problem-Solving using the ICEL/RIOT Matrix

One tool that can assist schools in their quest to sample information from a broad range of sources and to investigate all likely explanations for academic or behavioral problems is the ICEL/RIOT matrix. This matrix helps schools to work efficiently and quickly to decide what relevant information to collect on academic performance and behavior—and also how to organize that information to identify probable reasons why the student groups are not experiencing academic or behavioral success.

The ICEL/RIOT matrix is not itself a data collection instrument. Instead, it is an organizing framework that increases schools’ confidence both in the quality of the data that they collect and the findings that emerge from the data (Hosp, 2006, May). The leftmost vertical column of the ICEL/RIOT table includes four key domains of learning to be assessed: **Instruction**, **Curriculum**, **Environment**, and **Learner** (ICEL). A common mistake that schools often make is to assume that student learning problems exist primarily in the learner and to underestimate the degree to which teacher instructional strategies, curriculum demands, and environmental influences impact the learner’s academic performance. The ICEL elements ensure that a full range of relevant explanations for student problems are examined.

The top horizontal row of the ICEL/RIOT table includes four potential sources of student information: **Review**, **Interview**, **Observation**, and **Test** (RIOT). Schools should attempt to collect information from a range of sources to control for potential bias from any one source.

The power of the ICEL/RIOT matrix lies in its use as a cognitive strategy, one that helps educators to verify that they have asked the right questions and sampled from a sufficiently broad range of data sources to increase the probability that they will correctly understand the student’s presenting concern(s). Viewed in this way, the matrix is not a rigid approach but rather serves as a flexible framework for exploratory problem-solving.

Key Domains of Learning	
I	Instruction Instruction is how the curriculum is taught and can vary in many different ways including: level of instruction, rate of instruction, and presentation of instruction.
C	Curriculum Curriculum refers to what is taught. Curriculum would include scope, sequencing, pacing, materials, rigor, format, relevance.
E	Environment The environment is where the instruction takes place. Variables in the environment include classroom expectations, beliefs/attitudes, peers, school culture, facilities, class size, attendance/tardies, management.
L	Learner The learner is who is being taught. This is the last domain that is considered and is only addressed when the curriculum and instruction are found to be appropriate and the environment is found to be appropriate and the environment is found to be appropriate and the environment is found to be appropriate.

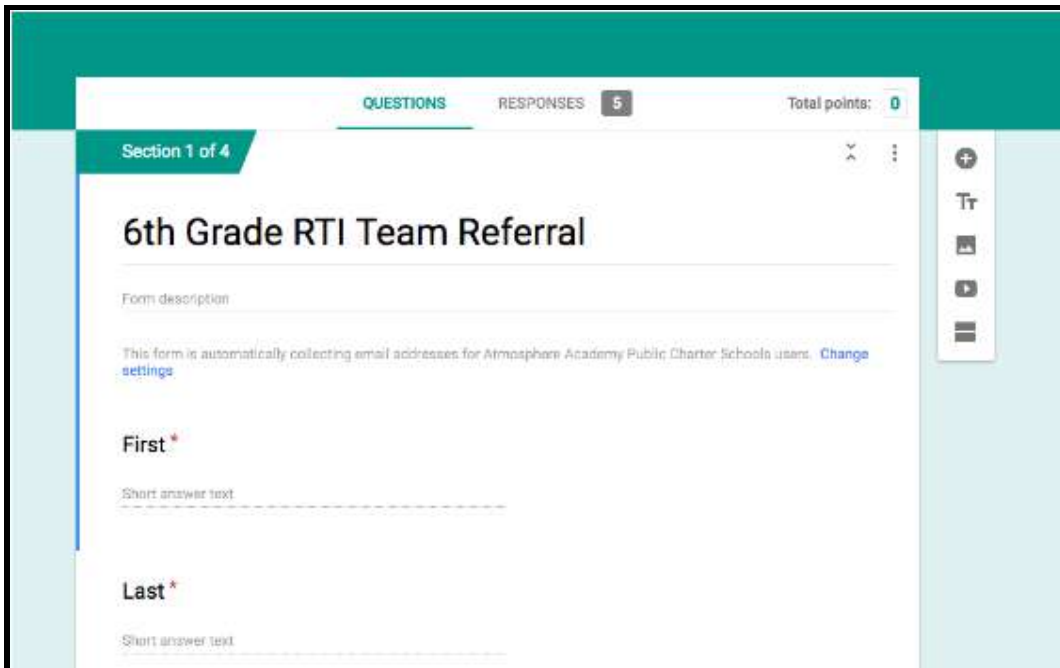
Potential Sources of Information	
R	Review Review of historical records and products.
I	Interview Interview of key stakeholders.
O	Observe Observe performance in real time functional settings.
T	Test Test student through careful use of appropriately matched measurement technologies.

ICEL/RIOT Referral Process

Each Grade Level RTI Team meets one time per week. The RTI Team utilizes the “TIPS” problem-solving model to guide discussion and decisions. For Tier I students, the RTI team will review RTI referrals, gather additional student information using the ICEL/RIOT method, determine tier transitions, design intervention plans and determine progress monitoring data tools as well as link students to various resources within and outside of school. The team will also review Tier II and Tier III student data/progress,

modify intervention plans and serve as RTI mentors/coaches to all teachers/staff members. Tier II and Tier III students will be reviewed on a 6-10 week cycle.

Each **Grade Level Intervention Team** meets one time per week during the student Achievement block. The team will be led by the Teacher Leader. The team will review and implement the intervention plan as designed by the RTI Team with a high level of fidelity. The team will allocate responsibility across team members as they see fit, including communication with RTI Team, gathering intervention supplies, creating google documents and collecting progress monitoring data. The team includes all grade level teachers.



Sample of 6th grade RTI Referral Form)

The Behavior Team will meet and use the established policy to make RTI Behavior referrals throughout the year. Discussion regarding students will be driven by data (i.e. School Runner, PowerSchool, Attendance, Social/Emotional Screener). Student crisis, nor anecdotal observations will drive the referral process. Individual teachers/staff members will not make referrals. Students in Tier II or Tier III for behavior from the prior



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year will be monitored closely over the first two weeks of school to determine current needs. This will be a focus of the Grade Level Teams for the first 2-4 weeks of school. At the beginning of the school year, students are placed on the I.I. Teams at Leadership discretion. These students are automatically placed in Tier III.

During remote blended, or in-person instruction, the foundations of the RTI program will be upheld. Staff are expected to continue to follow the procedures outlined within the policy. Adjustments made to meeting frequency may vary depending on the instructional mode, with remote learning have the most frequent cycle of meetings in order to urgently address student data with staff support.

ADDITIONAL ASSURANCES

The following are assurances that address NYSED requirements that may not have been fully covered in the prior responses.

Training

Students and staff will undergo extensive training on how to follow COVID-19 protocols safely and correctly. Topics covered will include hand hygiene, proper face covering wearing, social distancing, and respiratory hygiene. Some of these materials have already been sourced, developed and used, but new materials will also be developed to augment and enhance the effectiveness of the training. Students and staff will be provided periodic reminders on the proper use of social distancing, hand cleaning, etc.



Translation

Atmosphere has and will continue to provide communications and plans in all languages spoken at home by families throughout the school community. These will also be accessible to those with visual and/or hearing impairments.

Isolation

Atmosphere has written protocol requiring students or staff with a temperature, signs of illness, and/or a positive response to the questionnaire at entry to be sent directly to a dedicated isolation area where students are supervised, prior to being picked up or otherwise sent home.

Parental Monitoring

Atmosphere will provide specific guidelines for parents and families to monitor the health status of their child at home. These guidelines will be communicated via email as well as reinforced in virtual orientations. These best practices will ensure the safety of the individual student as well as prevent the spread to the larger school community. By norming the same Atmosphere practices for families at home, there will be stronger continuity of health standards for all stakeholders. Families will be required to regularly monitor their child's status for any signs from the comprehensive CDC list of COVID-19 symptoms:

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

Plan Compliance

Atmosphere has an organizational structure designated to ensure continuous compliance of the Atmosphere School Reopening Plan 2020-2021. Atmosphere's Leadership Team comprised of Officers, Cabinet, Instructional Leaders, crafted, revised, and implemented the plan. The Chief Executive Officer, Chief Academic Officer, Chief

Learning Officer, Chief Culture Officer, Program Leader, and Operations Leader will be actively monitoring the operations of the school to be in continuous compliance with the Atmosphere School Reopening Plan 2020-2021.

Attendance and Chronic Absenteeism

In the blended (hybrid) model, the remote attendance policy and tracker will be maintained for students that are remote. Students that are in person will follow normal procedures for attendance as per the attendance policy.

Attendance will be monitored by all key stakeholders. Teachers are responsible in all learning models to take period attendance. In remote learning, all attendance is placed on a central tracker where any students absent are then flagged. Students identified as absent first period are first contacted by the Operations team as would be the case in regular instruction. If students start to have different attendance for each period or are logged in but not actively participating, the School Culture team follows up with each individual student/family to monitor any issues that could be preventing the scholar from following the schedule and attending class. All notes are maintained on the central tracker.

During remote instruction, after 3 consecutive unexcused absences, students and families will be required to meet with a member of the grade level team in order to develop a student and family success plan with attendance goals. This is sooner than our regular attendance policy in order to prevent learning loss during remote and be as proactive as possible.

Teaching and Learning

Parents will have multiple communication pathways in order to get in touch with the school. School phone numbers, emails, and other contact information will be provided to all families.

Technology inquiries will be directed to the main office in the respective grade level building. Families can work with the Operations Team to secure the tech needed to help their scholar succeed academically. To date, this process has proven very fruitful in that all families have easy access to a Chromebook and internet connection.



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The Atmosphere community will continue to use and enhance the current methods of communications with families such as emails, phone calls, zoom sessions, and in person meetings. All information will be provided in various languages. All parents will be provided with a copy of the staff directory. All staff have access to email and phone numbers for all students and it has been a current practice in the school for teachers and other staff members to reach out to parents frequently to update them regarding academic, social and behavioral issues.

Special Education

Parent engagement is a pillar of Atmosphere's mission. Communication with parents is accomplished through in-person meetings, phone calls, email and/or Zooming to ensure that all stakeholders are on the same page regarding child services and free appropriate public education (FAPE), in order to ensure the health and safety of students with disabilities. The staff is composed of multiple members that speak Spanish and are available for translation whenever required by a parent and/or teacher. In addition, to address the needs of students with disabilities the Student Learning department will be conducting bi-monthly training sessions for parents to inform them of various aspects of the learning environment including the use of technology and various online platforms to inform parents on how to help their students during remote learning and other information sessions about curriculum, school culture and how instruction target individual student needs and learning styles.

ELL Programming

Any new students will be screened through their registration Home Language Survey. Students that require follow up as per Commissioner's Regulations Part 154 will be identified within 30 days of the start of the school year in any learning model. Two full time English Language Learner Specialists will support this process and all information will be properly documented. Programming will be adjusted with services as needed.

Teacher and Principal Evaluation System

There will be no change in the evaluation system used by the school except that the absolute student measures will shift from the NYS exam to the school's interim and summative assessments. All staff and leaders will continue to be held accountable for improved student outcomes.

718-696-0493 | info@atmosphereacademy.org | atmosphereacademy.org
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7th Grade Campus | 5959 Broadway, 2nd Floor | Bronx | New York | 10463
8th Grade Campus | 3700 Independence Avenue | Bronx | New York | 10463



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Certification, Incidental Teaching, and Substitute Teaching

All Atmosphere teachers hold valid and appropriate certificates for their teaching assignments except where otherwise allowable under the Commissioner's regulations (e.g., incidental teaching) or Education Law.

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