

ATLAS Program: Year 1 Review and Next Steps

BOARD OF EDUCATION PRESENTATION - July 13, 2026
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ABOUT THE PROGRAM

What is the ATLAS Program?

The ATLAS Program is a therapeutic classroom designed to support students who have experienced moderate to severe trauma. Using a whole-child approach, trained staff from PCPS and Grand Mental Health provide targeted instruction in self-regulation, social interaction, coping skills, and behavior while delivering individualized academic support in a structured, nurturing environment, equipping students with the skills needed to be successful in both the classroom and school community.

How is Progress Measured?

Students are assessed using a developmental planning tool, designed to help educators better understand students' needs and guide trauma-responsive interventions. Each student is assessed across **10 developmental measures** on a 1–4 scale. Scores reflect real classroom behaviors and skills, capturing growth from program entry to end of year.

Scale: 1–4

Scores 1–4 are anchored to specific, observable behaviors — making each rating objective, consistent, and meaningful across all students and educators.

Two Assessment Windows

Students are assessed in the Fall and Spring. Students who start after an assessment window has passed will have their baseline set at the time they join the program.

The 10 Scoring Domains

- **Attention / Distractibility**
Ability to focus and stay on task in the classroom environment
- **Fine Motor Skills**
Handwriting, cutting, and precise hand-eye coordination tasks
- **Coordination / Large Motor Skills**
Gross motor movement, balance, and physical coordination
- **Threat Response**
Reaction to stress or conflict — composure vs. escalation
- **Affect Regulation / Mood**
Emotional stability and management of feelings across the school day

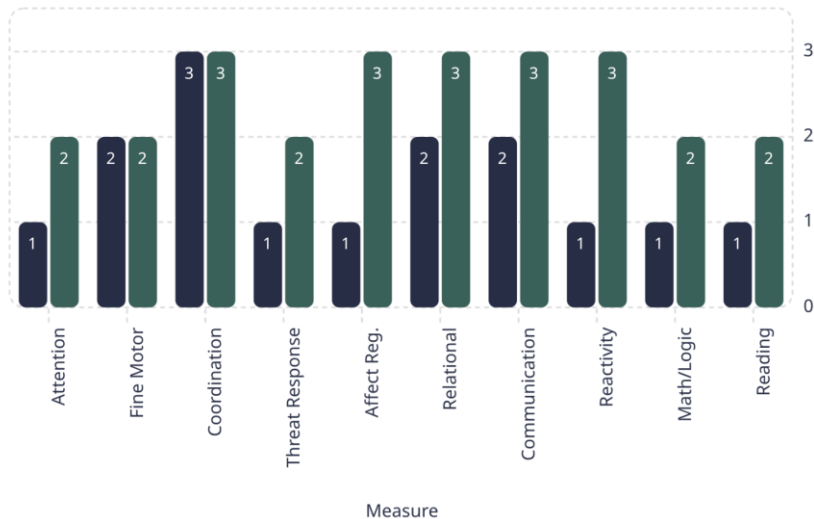
The 10 Scoring Domains (continued)

- Relational Skills
Ability to build healthy peer and adult relationships
- Communication / Language
Verbal expression, listening, and classroom participation
- Reactivity / Impulsivity
Self-control and ability to pause before reacting
- Math / Logic
Problem-solving, number sense, and logical reasoning skills
- Reading / Verbal Skills
Literacy, verbal comprehension, and class discussion engagement

Student A: Strong Growth Across Key Domains

October 2025

May 2026



Student A demonstrated **remarkable growth** this year, earning gains across **8 out of 10 domains**. The standout gains were in Affect Regulation/Mood and Reactivity/Impulsivity — both rising from a 1 to a 3, a **+2 improvement**. Total growth points: **+11**.

+2

Affect Regulation

+2

Reactivity

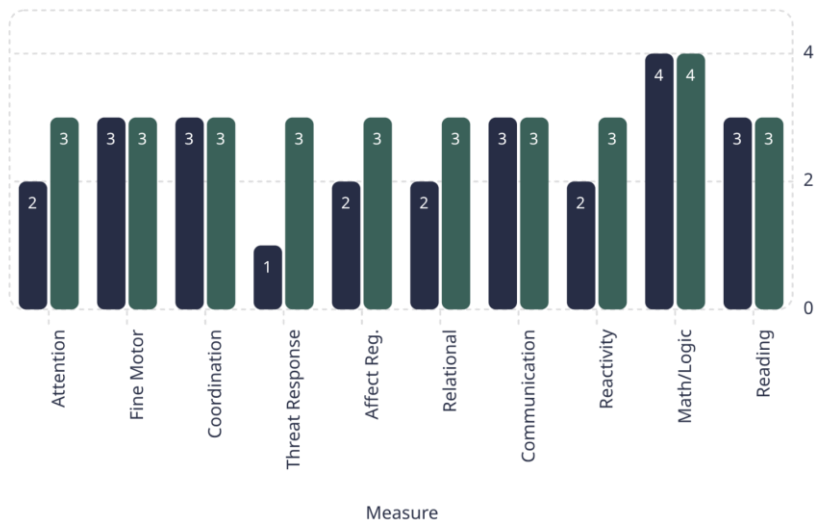
+1

5 other areas

Student B: Consistent Upward Momentum

October 2025

May 2026



A Kindergarten student, Student B showed **significant gains** in behavioral areas. Threat Response jumped from 1 to 3 — a **+2 gain** — reflecting meaningful growth in conflict management. Total growth points: **+6**.

+2

Threat Response

+1

Attention

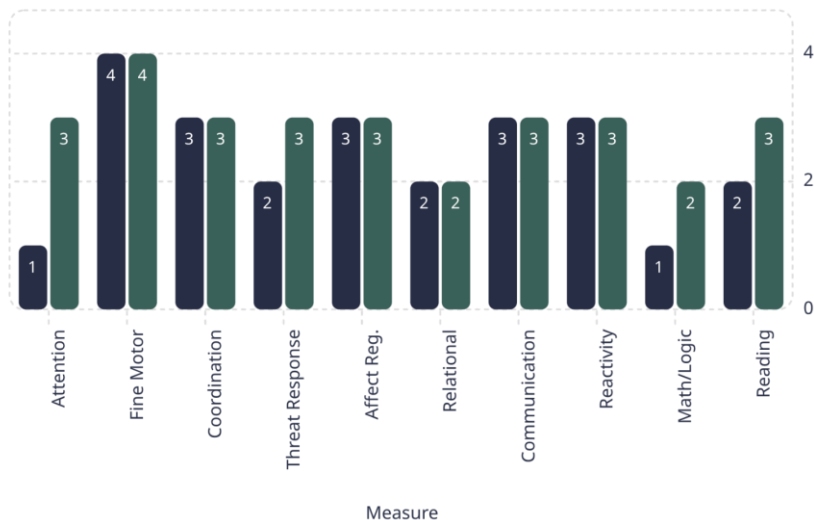
+1

Affect, Relational, Reactivity

Student C: Notable Gains in Attention & Academics

October 2025

May 2026



Student C's most striking gain was in **Attention/Distractibility**, rising from 1 to 3 — a full two-point leap. Academic skills in Math and Reading also improved. Total growth points: **+5**, concentrated in high-impact areas.

+2

Attention

+1

Threat Response

+1

Math & Reading

Student D: Stable Foundation, Room to Grow

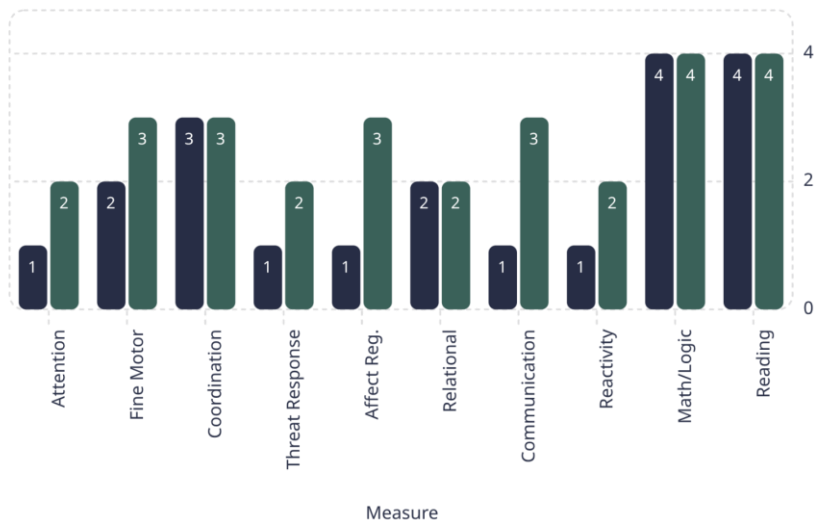


Student D maintained consistent scores across all domains. While no gains were recorded and despite chronic absenteeism, this student's consistency establishes a strong **baseline for targeted intervention** in Year 2.

Student E: Behavioral & Communication Breakthroughs

October 2025

May 2026



Student E showed **exceptional growth** in behavioral and relational skill areas. Both Affect Regulation and Communication jumped from 1 to 3 — **+2 gains** in both. Total growth points: **+8**, with academic strengths already at the top of the scale.

+2

Affect Regulation / Mood

+2

Communication

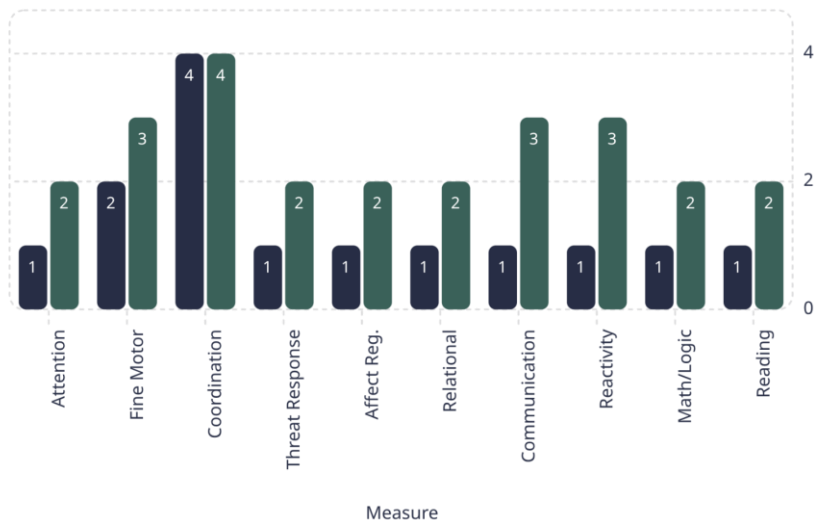
+1

Attention, Fine Motor, Threat, Reactivity

Student F: Broad Growth Across 9 of 10 Areas

October 2025

May 2026



Student F entered the year scoring 1 in **7 of 10 domains** and made measurable progress in nearly every one. Communication and Reactivity each grew by **+2 points**. Total growth points: **+11** — the highest in the cohort.

+2

Communication

+2

Reactivity

+1

7 other domains

Student G: Behavioral & Relational Gains Stand Out

October 2025

May 2026



Student G's **Attention score leapt from 1 to 3** — the single largest individual gain in this category across the cohort alongside Student C. Relational, Communication, and Reactivity each gained +1. Total growth points: **+5**, building on an already strong baseline.

+2

Attention

+1

Relational

+1

Communication & Reactivity

Student H: 7 Areas of Measurable Improvement

October 2025

May 2026



Student H entered the program with the lowest baseline across the cohort — scoring 1 in **7 of 10 areas**. By May 2026, they posted gains in **7 domains**, including meaningful growth in Coordination and Affect Regulation. Total growth points: **+7**.

+1

Attention

+1

Coordination

+1

Affect, Communication, Reactivity, Reading, Threat

Student I: Targeted Growth in Math and Reading

December 2025

May 2026



Student I entered the program in December 2025 with solid, stable baseline scores across most domains (mostly 2s, with Fine Motor already at 3). By May 2026, the student showed targeted growth in 2 domains — Math/Logic and Reading/Verbal Skills — while maintaining stability everywhere else. Total growth points: **+2**.

+1

Math/Logic

+1

Reading/Verbal Skills

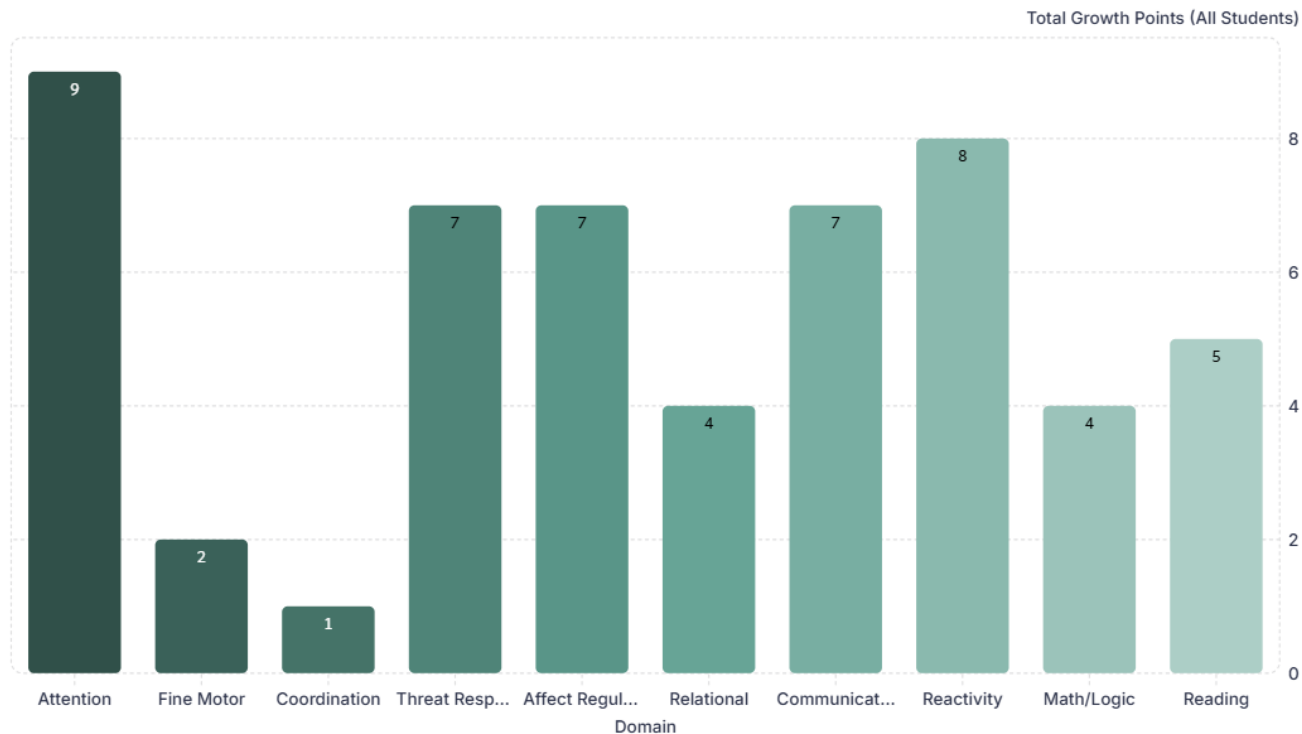


ATLAS Program Summary

Cohort-Wide Growth at a Glance

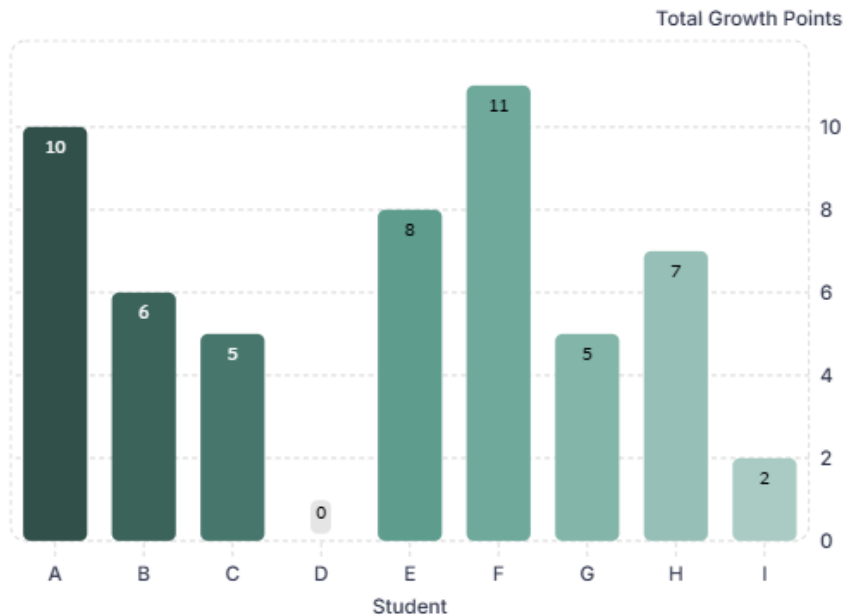
Across all 9 students, ATLAS generated **54 total growth points** in a single academic year. 8/9 student made measurable progress in at least one domain — and most grew across multiple areas.

Growth by Domain: All Students Combined



These totals reflect all 9 students in the cohort. Attention/Distractibility, Reactivity, Threat Response, Affect Regulation/Mood, and Communication lead all domains in total growth — the areas most directly linked to classroom success and peer engagement.

Total Growth Points by Student



Key Takeaways

8 of 9 students made measurable gains. Students A and F led the cohort with **10 and 11 points each**.

56

Total growth points across all students

8/9

Students with measurable gains

2.00

Average growth per student per domain with gains

Grand Mental Health: Services at a Glance

9

Students Served

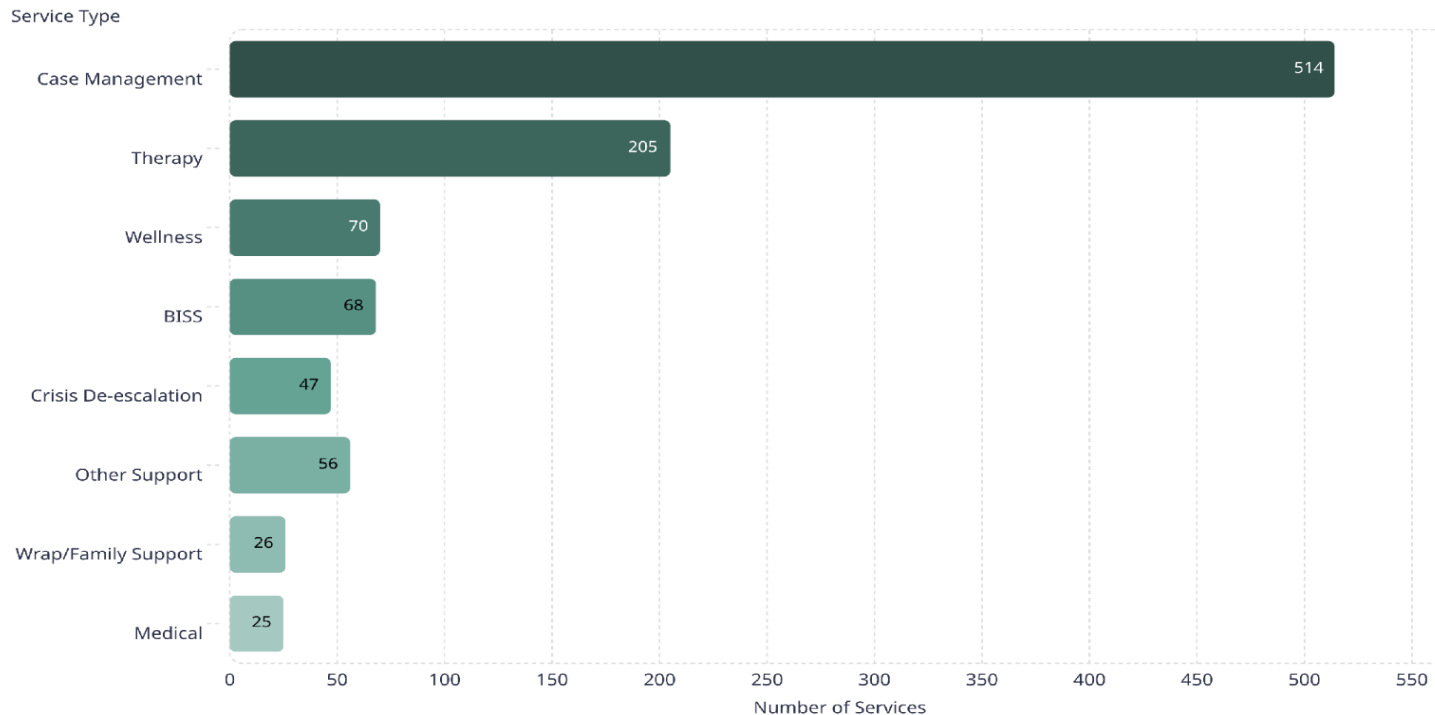
1,011

Total Services

112

Average Services Per Month

Number of Services by Type — School Year 2025–26



Year 1 Reflections & the Road to Year 2

Learning Curve

First year in the district brought expected and unexpected challenges that shaped our approach

Agency Partnership

Collaboration with Grand Mental Health provided valuable supports alongside areas for growth to move forward

Navigating Turnover

Grand staff changes in December and January were an unanticipated stressor we worked through

Summer Reset

Met this summer to reaffirm program commitment and plan for supports with new agency staff for an August start

Teacher Dedication

Despite many challenges, our teacher continues to exemplify what it means to meet students where they are. The data reflects that commitment — showing meaningful growth in critical areas even within a demanding setting.

Questions?