New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

2022-2023 Receivership School Quarterly Report #2
Report Period: *November 1, 2022, to January 20, 2023*

Complete all sections by fully responding to each prompt**.** For Districts with State Monitors, to streamline reporting, related metrics, data, target status, and related evidence should be drawn from the most recent Superintendent-District Academic and Financial Summary Status Report based on the Monitor's Recommendations.

The reporting portion of this document is a self-assessment of the *implementation _and_ outcomes of key strategies* related to Receivership and as such, is not considered a formal evaluation via the New York State Education Department. Once finalized and accepted, this document in its entirety _must be posted_ in a conspicuous place on the district website. All responses should directly align with, or be adaptations to, previously approved intervention plans and require explicit engagement and input from Community Engagement Teams.

School Name	School BEDS Code	District	Lead Partner or EPO	Receivership Cohort	Hyperlink to where this plan will be posted on the district website:
P.S. 085 Great Expectations	321000010085	NYC Geographical District #10	Replications	Cohort 1	https://infohub.nyced.org/reports/students-and-schools/school-receivership

Superintendent	School Principal (If new, please attach resume)	School Principal Appointment Date	Additional District Staff working on Program Oversight	Grade Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate data available.):	Total Enrollment	% ELL	% SWD	% Students designated as both ELL & SWD
Maribel Hulla	Sara Medina	3/15/2019	Dr. Desmond K. Blackburn, Deputy Chancellor of School Leadership; Sharon Rencher, Senior Executive Director of State/Federal	0K,01,02,03,04,05	N/A	635	26%	20%	4%

			Education Policy; Dr. Tanicia Rivera, Senior Director of State School Improvement Interventions; Dena Carroccetto, Director of State/Federal Program Implementation						

Executive Summary

Please provide a *plain-language summary* of this completed report to reflect changes and progress made during this reporting period and to describe how actions were taken to implement lead strategies, engage the community, and enact Receivership powers. The summary should be written in terms easily understood by the community-at-large. Please avoid terms and acronyms that are unfamiliar to the public and limit the summary to *no more than 500 words.* Applicable links must be made publicly available prior to submitting the report.

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every one of our students graduates on the pathway to a rewarding career and long-term economic security, equipped to be a positive force for change in our community and city. This vision is grounded in the Chancellor's Four Pillars for Building Trust in NYC Public Schools and focuses on a reimagined school experience that prioritizes student well-being by supporting schools to create an Ecosystem of C.A.R.E. (Connect, Affirm, Respond, Empower) for the whole child that affirms student identity and voice, ensures physical and emotional safety, and supports students in reaching their full potential.

Four Pillars for Building Trust in NYC Public Schools
The four pillars for improving and building trust with our families include:

1. **Reimagining the student experience**
   - Career Pathways Initiative - creating career-connected learning and pathways for all our students to help activate their passion and sense of purpose.
   - Ensuring that all students graduate with a strong plan and head start on a pathway to the middle class, including financial literacy and civics skills.
   - Supporting our children to become strong readers.
   - Making sure every single one of our students is getting strong, phonics-based literacy instruction from the very start.

- Building on the universal screening tools that identify risk for dyslexia to tailor more effective responses at the earliest possible ages, strengthening early childhood education.
- Creating an advisory council on literacy.
- Virtual learning - expanding virtual options for students.

2. Scaling, sustaining, and restoring what works
- Identifying the amazing practices throughout the NYCDOE and sharing via state-of-the-art knowledge-sharing systems so that they become models that other schools can try to emulate.
- Expanding opportunities for accelerated learning in every school.

3. Prioritizing wellness and its link to student success
- Working with the NYC Mayor's office to increase the number of school safety agents.
- Collaborating with community-based partners to support school safety, mental health, attendance, and enrichment.
- Extending learning beyond the four walls of the classroom to feed the souls of our children with visits to museums, parks, and activities in the great outdoors.
- Increasing our school's capacity to provide quality mindfulness practices that are scientifically researched, evidence-based, and culturally responsive.

4. Engaging families to be our true partners
- Ensuring that schools and districts are in close communication with our families, surfacing their expertise to enable all of the staff members to more effectively educate and support our children.
- Engaging with families in policy creation and implementation procedures at all levels.
- Supporting superintendents, school leaders, and other school staff with professional development to find ways to permanently embed families' voices in their particular school communities. That includes supporting governance structures like Parent Associations, PTAs, School Leadership Teams, and Citywide Councils so they can provide policy recommendations that work for all schools and the system.
- Adjusting and updating the DOE website to make it more family-friendly.

Directions for Parts I, II, and III - District and school staff should respond to the sections of this document by both analyzing and summarizing the steps taken to implement lead strategies during the first quarter. Include processes that were *used to assess the impact* of strategies implemented on student learning outcomes.

The 2022-2023 Receivership School Quarterly Report #2 is an opportunity for district and school staff to provide a reflective outline of proposed actions, strategies, and process adaptations made to the school's 2022-2023 Continuation Plan as part of an ongoing process of *continuous and comprehensive planning.* This should include a clear *focus on how evidence* guides decisions and an articulation of explicit supports for student social-emotional well-being, diversity, equity, inclusion, and active engagement in learning.

- The district should ensure that the implementation of lead strategies addresses *the needs of all learners*, particularly the needs of subgroups of students and those at risk for not meeting State academic standards.
- District and school staff should *assess the impact* of identified lead strategies on student learning, as connected and aligned to diagnostic review feedback, to ensure strategy implementation can achieve *long-term sustainable growth*.

Part I –*Lead Strategies for Improvement*

Lead Strategies for School Improvement
Include 3-4 core lead strategies that are central to the school's improvement plan, and outline the progress made this quarter by applying each strategy. Lead strategies are key levers for improvement that are identified based on trends in student performance data and serve as overarching approaches for implementing strategically focused action steps toward achieving demonstrable improvement.

Quarterly Report #2 with Reflection on Lead Strategies Utilized during
November 1, 2022 – January 20, 2023

Identify the lead strategies that guided the school's improvement work during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy helped achieve progress toward this year's demonstrable improvement targets.
Equity Team & SLT lead implementation and revision of CEP	G	Our equity team conducted staff, student, and family interviews in which multiple constituent voices were used to guide school-based decisions. Additionally, the SLT and the CET engaged in a monthly review of CEP goals, progress monitoring, and revision of action steps to support achievement. These structures have provided a thread of multi-constituent voices aligned to administrative cabinet goals and understanding of needs. As a result, the school will continue with these structures and expand to include more grade-level voices along with student participation where appropriate, with the anticipated outcome of meeting demonstrable indicators. The Equity Team has analyzed NYS data, beginning-of-year data, and curricular assessments to revise CEP goals and action plans and will now move into another PDSA cycle with the new MOY data.

Identify the lead strategies that guided the school's improvement work during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy helped achieve progress toward this year's demonstrable improvement targets.
Attendance Team & Success Mentors Tiered Support Plan	G	Our attendance team continues to partner with the Equity Team to develop and implement a tiered attendance support plan to reduce chronic absenteeism with the anticipated outcome of meeting demonstrable indicators. The attendance team engaged in additional summer outreach to address patterns of low attendance in September. The attendance team planned strategic events and incentives aligned with our historic trends and rainy-day raffles when there was inclement weather. Grade-level point people continue to support students, teachers, and families in ensuring that every student establishes strong attendance routines. Success mentors are assigned based on student needs and aligning staff relationships as additional support to enable them to succeed. Letters with information specific to students' attendance data have been sent and will continue to go out for chronically absent students and at-risk families on a quarterly basis.
Deepening work of Fundations and Into Reading curriculum in reading and writing in grades K-5 supported by student discussion protocols, Thinking Maps and Writing is Thinking tasks	G	Teachers have engaged in baseline screeners (Acadience K-2, iReady 3-5) and independent reading assessments (Fountas & Pinnell) to better understand students' reading needs and are currently engaged in midyear assessments. The MTSS/RTI has provided teachers additional support in analyzing assessment data from Acadience, iReady, Fundations, and Into Reading and is utilizing available curricular resources to support small-group instruction. The MTSS/RTI team has developed a plan to provide targeted support to students reading below grade level during the intervention/enrichment period using Leveled Literacy Intervention, Spire, and iReady. Schoolwide professional learning on Thinking Maps and Writing is Thinking provides structures for a common language for students and staff. Two literacy coaches and a literacy interventionist from the DOE also support this work.
Deepening work of number talks and enVisions problem-solving supported by Exemplars, Thinking Maps, and Writing is Thinking	G	Teachers have engaged in baseline screeners (Acadience K-2, iReady 3-5) to better understand students' math needs and are currently engaged in midyear assessments. The MTSS/RTI team has provided teachers with additional support in analyzing assessment data from Acadience, iReady, and enVisions and is utilizing available curricular resources to support small-group instruction. The MTSS/RTI team has developed a plan to provide targeted support to students performing below grade level during the intervention/enrichment period using Fact Fluency, Great Leaps, and iReady. Schoolwide professional learning on Thinking Maps and Writing is Thinking provides structures for a common language for students and staff. Two tutors from Replications (CBO) who provide support during Tier 1 instruction also support this work. Additionally, we have partnered with K-5 Math Teaching Resources to provide target professional learning on number talks.

Part II – *Demonstrable Improvement Indicators-Level 1*

<u>**Level 1 Indicators**</u>
Please list the school's Level 1 indicators and complete all columns below. This information should provide details about how the lead strategies informed the implementation of specific strategies and action steps to support progress toward the Demonstrable Improvement targets during this quarter.

Quarterly Report #2 Reflection on Activities Completed for this Indicator Level during
November 1, 2022 – January 20, 2023

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	● Provide specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this reporting period will inform future action steps. ● Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.

3-8 ELA All Students MGP	G	**Specific Strategies and Action Steps Implemented**
		
		PS 85 is engaged in a multi-tiered approach, including Equity Team and SLT working in consort with the administrative cabinet to deepen the following practices this quarter:
		● Teacher teams continue to review Into Reading, Fundations phonics (K-2), and Heggerty phonemic awareness (K-2)
			The following data supports continued progress toward meeting this indicator:
			
			Data Trends/Evidence
			● iReady Middle of Year Reading Diagnostic
			   ○ K-5 54% approaching or on grade level (11% increase from 43% Q1)
			   ○ grade K 30% on grade level (23% increase from 7% Q1)
			   ○ grade 1 84% approaching or on grade level (10% increase from 74% Q1)

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	● Provide specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this reporting period will inform future action steps. ● Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		curriculum and engage in unit planning. Align unit plans to student needs based on middle-of-year (MOY) and curriculum-based assessments. ● Equity Team is engaging in PDSA inquiry cycles in partnership with District Public, focusing on developing self-assessment and peer-assessment protocols. ● Administrative team, in partnership with the MTSS/RTI team, monitored data using SchoolNet and New Visions data portal and synced sheets to track student performance by class and subgroup, including ML/ELLs and SWDs, on school-based assessments. The MTSS/RTI team used this data to monitor students in the cycle and identify students for cycle 2 for targeted interventions.	○ grade 2 52% approaching or on grade level (9% increase from 43% Q1) ○ grade 3 46% approaching or on grade level (11% increase from 35% Q1) ○ grade 4 61% approaching or on grade level (12% increase from 13% Q1) ○ grade 5 48% approaching or on grade level (16% increase from 32% Q1) ● Number of students receiving interventions ○ 187 students engaged in Cycle 1 Leveled Literacy Intervention ▪ 72.9% of these students met expectations for cycle 1 ○ 47 students engaged in Cycle 1 SPIRE reading intervention ▪ 69% of these students met expectations for Nonsense Word Fluency ○ 16 students receiving double dose of Fundations ▪ 68.8% of students met expectations for this cycle ○ 4 students receiving Sound Sensible ▪ 100% of students completed the program

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	● Provide specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this reporting period will inform future action steps. ● Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		● Teacher leader continues to support and align the work done in grades 4 and 5 to ensure coherence of practices across both grades. Based on the progress made in Grade 5, some strategies that were successful continue to be expanded to Grade 4, considering the departmentalization is new to grade 4 ● Teachers continue to engage in professional learning on school-wide initiatives, including Writing is Thinking, Thinking Maps, and CR-SE practices with a focus on application across the content areas and providing individualized, in-class support to teachers based on teacher needs. ● Teacher teams continue to engage in curriculum planning and data analysis to improve Tier 1 instruction.	**Adjustments Made Based on Data** ● Teacher teams will continue to engage in before school curriculum planning and data analysis to expand and deepen Tier 1 instruction. The administrative team will support this work with a focus on vertical planning and coherence across grades. ● The MTSS/RTI team will continue to monitor progress for cycle 2 and make adjustments to intervention. The MTSS/RTI team will also support teachers with data analysis to ensure teachers can utilize the data in meaningful ways. ● Equity Team will engage in additional PDSA inquiry cycles in partnership with District Public, focusing on developing self-assessment and peer-assessment protocols and other change ideas to promote student performance and increase achievement.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		• The Reading Interventionist Implemented SPIRE and continues to use it to support additional students in grades 3 and 4 based on the dyslexia screener. • The MTSS/RTI team continues to support teachers with data analysis and revise the data system to ensure teachers can utilize the data in meaningful ways. This includes, but is not limited to, regrouping students based on new data.	

3-8 Math All Students MGP	G	**Specific Strategies and Action Steps Implemented**
		PS 85 continues to engage in a multi-tiered approach, including Equity and SLT working in consort with the administrative cabinet to deepen the following practices this quarter:
		• The school provides enrichment and academic learning opportunities in the
			The following data supports continued progress toward meeting this indicator:
			Data Trends/Evidence
			• iReady Middle of Year Math Diagnostic
			   o K-5 65% approaching or on grade level (18% increase from 47% Q1)
			   o grade K 15% on grade level (12% increase from 3% Q1)
			   o grade 1 87% approaching or on grade level (32% increase from 55% Q1)

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	● Provide specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this reporting period will inform future action steps. ● Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		extended learning time in partnership with Mission Society and Replications. ● Teacher teams continue to engage in reviewing enVisions curriculum and unit planning, revising assessments, and aligning unit plans to student needs based on new middle of the year (MOY) assessments and curriculum-based assessments /student data. ● Equity Team engaged in PDSA inquiry cycles in partnership with District Public with a focus on developing self-assessment and peer-assessment protocols. ● Administrative team, in partnership with the MTSS/RTI team, monitored data using SchoolNet and New Visions data portal and synced sheets to track student performance by class and subgroup, including ML/ELLs and SWDs, on school-based assessments.	○ grade 2 54% approaching or on grade level (27% increase from 27% Q1) ○ grade 3 50% approaching or on grade level (18% increase from 32% Q1) ○ grade 4 51% approaching or on grade level (19% increase from 32% Q1) ○ grade 5 57% approaching or on grade level (19% increase from 38% Q1) **Adjustments Made Based on Data** ● Teacher teams will continue to engage in before school curriculum planning and data analysis to expand and deepen Tier 1 instruction. The administrative team will support this work with a focus on vertical planning and coherence across grades. ● Teacher teams will continue to revise current units of study and assessments to allow time for reteaching and an additional emphasis on fluency skills. ● Teachers in grades K-5 will engage in additional cycles of professional learning on number talks with a consultant from K-5

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		The MTSS/RTI team used this data to monitor students in the cycle and identify students for cycle 2 for targeted interventions. ● Based on the progress made in Grade 5, Grade 4 was departmentalized for the 2022-2023 school year. Grades 4 and 5 teachers engage in vertical planning sessions and intervisitations to share effective practices. ● Grades 3-5 teachers continue to revise current units of study to allow time for reteaching and are engaging in additional work on fluency skills. ● Grade teams continue to engage in professional learning on number talks and get in-classroom support with a consultant from K-5 Math Teaching Resources.	Math Teaching Resources to ensure coherence across the school. ● MTSS/RTI team will continue to support teachers with data analysis and revise the data system to ensure teachers can utilize the data in meaningful ways. ● Teacher intervisitations across grades will continue to be implemented to ensure vertical alignment and sharing of best practices based on midyear assessment data.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	- Provide specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. - Describe how the data trends that emerged during this reporting period will inform future action steps. - Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. - Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		- MTSS/RTI team continues to support teachers with data analysis and revision of the data system to ensure teachers can utilize the data in meaningful ways. - School staff continues to use Great Leaps in Mathematics o support fluency intervention during the school day and Extended Learning Time.	
3-8 ELA All Students Core Subject PI	G	**Specific Strategies and Action Steps Implemented** PS 85 is engaged in a multi-tiered approach, including Equity Team and SLT working in consort with the administrative cabinet to deepen the following practices this quarter: Teacher teams continue to review Into Reading, Fundations phonics (K-2), Heggerty phonemic awareness (K-2) curriculum, engage in unit planning, and	**The following data supports continued progress toward meeting this indicato**r: **Data Trends/Evidence** - iReady Middle of Year Reading Diagnostic - K-5 54% approaching or on grade level (11% increase from 43% Q1) - grade K 30% on grade level (23% increase from 7% Q1) - grade 1 84% approaching or on grade level (10% increase from 74% Q1)

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		align unit plans to student needs based on middle-of-year (MOY) assessments and curriculum-based assessments. ● Equity Team is engaging in PDSA inquiry cycles in partnership with District Public, focusing on developing self-assessment and peer-assessment protocols. ● Teacher teams continue to engage in curriculum planning and data analysis to improve Tier 1 instruction. ● The Reading Interventionist Implemented SPIRE and continues to use it to support additional students in grades 3 and 4 based on the dyslexia screener. ● The MTSS/RTI team continues to support teachers with data analysis and revise the data system to ensure	○ grade 2 52% approaching or on grade level (9% increase from 43% Q1) ○ grade 3 46% approaching or on grade level (11% increase from 35% Q1) ○ grade 4 61% approaching or on grade level (12% increase from 13% Q1) ○ grade 5 48% approaching or on grade level (16% increase from 32% Q1) ● Number of students receiving interventions ○ 187 students engaged in Cycle 1 Leveled Literacy Intervention ▪ 72.9% of these students met expectations for cycle 1 ○ 47 students engaged in Cycle 1 SPIRE reading intervention ▪ 69% of these students met expectations for Nonsense Word Fluency ○ 16 students receiving a double dose of Fundations ▪ 68.8% of students met expectations for this cycle ○ 4 students receiving Sound Sensible ▪ 100% of students completed the program

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		teachers can utilize the data in meaningful ways.	**Adjustments Made Based on Data** ● Teacher teams will continue to engage in before-school curriculum planning and data analysis to expand and deepen Tier 1 instruction. The administrative team will support this work with a focus on vertical planning and coherence across grades. ● The MTSS/RTI team will continue to monitor progress for cycle 2 and make adjustments to the intervention. The MTSS/RTI team will also support teachers with data analysis to ensure teachers can utilize the data in meaningful ways. ● Equity Team will engage in additional PDSA inquiry cycles in partnership with District Public, focusing on developing self-assessment and peer-assessment protocols and other change ideas to promote student performance and increase achievement. ● Teaching Matters coach will continue to work to build capacity in grade 3 by strengthening core practice in literacy in collaboration with select teachers
3-8 Math All Students Core Subject PI	Y	**Specific Strategies and Action Steps Implemented**	**The following data supports continued progress toward meeting this indicato**r: **Data Trends/Evidence**

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		PS 85 continues to engage in a multi-tiered approach, including Equity and SLT working in consort with the administrative cabinet to deepen the following practices this quarter: ● The school provides enrichment and academic learning opportunities in the extended learning time in partnership with Mission Society and Replications ● Teacher teams continue to engage in reviewing enVisions curriculum and unit planning, revising assessments, and aligning unit plans to student needs based on new middle-of-the-year (MOY) assessments and curriculum-based assessments /student data. ● Equity Team engaged in PDSA inquiry cycles in partnership with District Public, focusing on developing self-assessment and peer-assessment protocols.	● iReady Middle of Year Math Diagnostic 　○ K-5 65% approaching or on grade level (18% increase from 47% Q1) 　○ grade K 15% on grade level (12% increase from 3% Q1) 　○ grade 1 87% approaching or on grade level (32% increase from 55% Q1) 　○ grade 2 54% approaching or on grade level (27% increase from 27% Q1) 　○ grade 3 50% approaching or on grade level (18% increase from 32% Q1) 　○ grade 4 51% approaching or on grade level (19% increase from 32% Q1) 　○ grade 5 57% approaching or on grade level (19% increase from 38% Q1) **Adjustments Made Based on Data** ● Teacher teams will continue to engage in before school curriculum planning and data analysis to expand and deepen Tier

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		● Administrative team, in partnership with the MTSS/RTI team, monitored data using SchoolNet and New Visions data portal and synced sheets to track student performance by class and subgroup, including ML/ELLs and SWDs, on school-based assessments. The MTSS/RTI team used this data to monitor students in a cycle and identify students for cycle 2 for targeted interventions. ● Based on the progress made in Grade 5, Grade 4 was departmentalized for the 2022-2023 school year. Grades 4 and 5 teachers engage in vertical planning sessions and intervisitations to share effective practices. ● Grades 3-5 teachers continue to revise current units of study to allow time for	1 instruction. The administrative team will support this work with a focus on vertical planning and coherence across grades. ● Teacher teams will continue to revise current units of study and assessments to allow time for reteaching and an additional emphasis on fluency skills. ● Teachers in grades K-5 will engage in additional cycles of professional learning on number talks with a consultant from K-5 Math Teaching Resources to ensure coherence across the school. ● MTSS/RTI team will continue to support teachers with data analysis and revise the data system to ensure teachers can utilize the data in meaningful ways. ● Teacher intervisitations across grades will continue to be implemented to ensure vertical alignment and sharing of best practices based on midyear assessment data.

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		reteaching and are engaging in additional work on fluency skills. • Grade teams continue to engage in professional learning on number talks and receive in-classroom support with a consultant from K-5 Math Teaching Resources. • MTSS/RTI team continues to support teachers with data analysis and revision of the data system to ensure teachers can utilize the data in meaningful ways • School staff continues to use Great Leaps in Mathematics to support fluency intervention during the school day and Extended Learning Time	
Grades 4 and 8 Science All Students Core Subject PI	G	**Specific Strategies and Action Steps Implemented** Because there was an increase in the average score for the 2022 Science Simulation,	**The following data support continued progress toward meeting this indicato**r: **Data Trends/Evidence** **2022 Grade 4 Science Simulation**

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		promising practices continued during this quarter: • Teachers continue to implement selected Amplify Units that address NYS Science standards. • Science enrichment teachers continued to provide targeted science lab instruction to third and fourth-grade students with a focus on hydroponics. • Classroom teachers continue integrating more science content into the ELA and math units they are already covering.	• 53% average score for all students (4% increase from 49% in 2020), 52% for SWDs (14% increase from 38% in 2020), and 43% for MLs (6% increase from 37% in 2020) **Adjustments Made Based on Data** • The administrative team will bring additional science opportunities to the school, including Aerofarms, further expanding the hydroponics program, and continuing our partnership with Wellness in the Schools. • Teacher teams and the science enrichment teacher will use the item skills analysis from the grade 4 and 5 NYS science exam to adjust the curriculum and plan for reteaching. • The science enrichment teacher and the grade 4 team will administer a science simulation this spring.
EM Chronic Absenteeism - All Students	G	**Specific Strategies and Action Steps Implemented**	**The following data supports continued progress toward meeting this indicato**r: **Data Trends/Evidence** • Current YTD 22-23 attendance rate 90% (up 1% from 89% 21-22)

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		After analyzing data for Chronic Absenteeism for quarter 1, the attendance team implemented the following actions this quarter: ● Equity team, in partnership with the attendance team and Replications, met and planned the following: ○ Tier 1 supports for all students, including incentives and rainy-day raffles ○ Targeted supports (Tier 2 and 3) for students and families who are consistently chronically absent ○ Additional support for children and families in primary grades and specialized support for students in temporary housing and students identified as Hispanic/Latinx ● The Parent Coordinator (PC), in partnership with the Community School Director (CSD), continues to align the school-wide calendar with incentive days and spirit weeks with	● Current 22-23 Chronic Absenteeism rate 9% (down 3% from 12% 21-22) ● At-risk of being chronically absent 24% (down 3% from 27% 21-22) **Adjustments Made Based on Data** ● Attendance team will continue to monitor YTD and CA on a weekly basis and adjust plans accordingly. ● The attendance team will continue to develop and implement additional incentives, including rainy day raffles, and communication with families for January to March to ensure attendance rates are not impacted by inclement weather, or family travel. ● Attendance Mentors will continue to support and collaborate with teachers to improve continuous communication with families ● Personalized letters targeted to chronically absent and at-risk students will be sent home and along with report cards in March. ● The CSD in collaboration with the Replications Program Manager will plan student, and family events, high impact initiatives and

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		input from students to increase and promote attendance, incorporating data on attendance dips (January, May, and holiday breaks) and the testing calendar. Family calendars are sent home monthly, posted on the school website, and posted in internal/external common spaces. • Attendance team point people continue to partner with teachers to provide ongoing communication with parents regarding policies, student attendance rates, and impact on academic progress. • Attendance team continues to document interventions in the rolling agenda and New Visions Portal to monitor impact during weekly attendance meetings • Attendance team continues to monitor year-to-date and chronic absenteeism on a weekly basis and adjust plans accordingly.	events strategically using a four-month calendar based on the responses family gave in our quarterly family surveys

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	● Provide specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this reporting period will inform future action steps. ● Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		● The CSD updates weekly vital statistics chart with global and local student population attendance data ● The attendance team continues to develop and implement additional incentives and communication with families for February, April, and other Spring dates to ensure attendance rates are not impacted by holidays, inclement weather, or family travel. ● Attendance Mentors continue to support and collaborate with teachers to improve continuous communication with families ● Personalized letters targeted to chronically absent and at-risk students are sent home along with report cards	
3-8 ELP Success Ratio - All Students	G	**Specific Strategies and Action Steps Implemented**	**The following data supports continued progress toward meeting this indicato**r: **Data Trends/Evidence**

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	● Provide specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this reporting period will inform future action steps. ● Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.

		In order to address the needs of our ML/ELLs, the team analyzed data from NYSESLAT, iReady, and Acadience for our ML/ELLs. Some of these actions steps include:
		● Equity Team and teacher leaders continue to apply to learn and participate in professional learning, Teaching Matters, Thinking Maps, and Writing is Thinking consultants.
		● Administrative team, in partnership with the Office of Multilingual Learners, converted the kindergarten TBE class to dual language to grow the program from pre-k and further promote bilingualism and biliteracy.
		● Administrative team, in partnership with the ENL/BE continues to adhere to student and teacher schedules which reflect the appropriate amount of integrated ENL instruction for all ML/ELLs during core literacy instruction, stand-alone ENL
			● 2022 NYSESLAT Data indicates that 72.2% of ML/ELL students met ELL Progress, more than doubling the 2019 ML/ELL Progress of 35.6%.
			● 33% of students in grades 3-5 scored at or above 50% on the writing modality of the NYC ML/ELL Benchmark Assessment
			● iReady Middle of year Reading Diagnostic for ELLs
			  ○ K-5 32% approaching or on grade level (5% increase from 27% Q1)
			  ○ grade K 12% on grade level (12% increase from 0% Q1)
			  ○ grade 1 41% approaching or on grade level (9% increase from 32% Q1)
			  ○ grade 2 25% approaching or on grade level (11% increase from 14% Q1)
			  ○ grade 3 21% approaching or on grade level (14% increase from 7% Q1)
			  ○ grade 4 17% approaching or on grade level (steady from 17% Q1)
			  ○ grade 5 13% approaching or on grade level (7% increase from 6% Q1)

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		instruction for entering and emerging students, and time for co-planning among teachers. • Equity team, with the support of New Visions data specialists, developed a data system for tracking student performance by class and subgroup, including ML/ELLs and SWDs, on school-based assessments. • The ML/ELL team, in partnership with classroom teachers, continues to provide targeted instruction based on the modalities of reading, writing, speaking, and listening to students who did not meet ELL Progress. • The Joy School English online program was introduced to grades K and 1 to provide support to entering and emerging students with speaking and listening skills.	**Adjustments Made Based on Data** • The ML/ELL team, in partnership with classroom teachers, will identify students who did not meet ELL Progress in order to provide targeted instruction based on the modalities of reading, writing, speaking, and listening. • The ML/ELL team will administer the midline ML/ELL NYC assessments to better understand students' progress in writing and speaking. • The Joy School English online program will be used with additional ML/ELLs in grades 2 to 5 to support entering and emerging students with speaking and listening skills.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
School Safety - ES/MS	G	**Specific Strategies and Action Steps Implemented** OORS incidents dropped significantly from 2019-2020 to 2021-2022. Quarter 2 data indicates fewer incidents than in the 2021-2022 school year. • The safety team continues to meet monthly to review OORS data and review safety protocols • The counseling team continues to meet weekly to develop a tiered support plan for individual students, small groups, and class lessons • The SLT reviewed the PBIS matrix as well as the school charter for feedback and revisions • The SLT continues to provide feedback on the website to ensure families have access to SEL and mental health resources.	**The following data support continued progress toward meeting this indicato**r: **Data Trends/Evidence** • September 2022 to January 2023 OORS Data ○ Level 3-5: 21 incidents (5 fewer incidents than Sept 2021 to Jan 2022) **Adjustments Made Based on Data** • The counseling team, alongside teacher teams, will provide additional parent workshops based on the DESSA data. • Teacher teams will continue to engage in data analysis of the DESSA screening and plan for continued implementation of restorative practices, mood meter, and Brain Power mindfulness activities.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		• Guidance team facilitated PD with teachers around DESSA to develop class-wide action plans to address student tiers as designated from Aperture data. • Schedule of at-risk counseling supports is in place for select students according to DESSA data • The counseling team provided additional parent workshops on positive behavior and internet safety	

Part III – *Demonstrable Improvement Indicators-Level 2*

Level 2 Indicators
Please list the school's Level 2 indicators and complete all columns below. This information should provide details about how the lead strategies will inform the implementation of specific strategies and action steps to support progress toward the Demonstrable Improvement targets during this quarter.

Quarterly Report #2 Reflection on Activities Completed for this Indicator Level during November 1, 2022 – January 20, 2023			
Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	• Provide the specific data and related evidence used to measure and determine progress between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
Plan for and Implement Community School Model	G	**Specific Strategies and Action Steps Implemented** During this quarter, we continue to partner with Replications to implement the Community School Model to meet DII objectives and implemented the following actions: • CBO Replications, in partnership with the counseling team, continue to organize and maintain available community resources for childcare, food, housing, and other community needs on the school website, through school newsletters, and during PTA meetings. • School social workers, guidance counselors, and CBO Mental Health Coordinator	**Data Trends/Evidence** **Attendance Data:** • Current YTD 22-23 attendance rate 90% (up 1% from 89% 21-22) • Current 22-23 Chronic Absenteeism rate 9% (down 3% from 12% 21-22) • At-risk of being chronically absent 24% (down 3% from 27% 21-22) **Mid-Year Parent Survey Results** • 73% of 134 families who took our survey said they have participated in general school meetings and events.

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	● Provide the specific data and related evidence used to measure and determine progress between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this reporting period will inform future action steps. ● Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.

		continue to utilize partnerships with community organizations and develop additional resources/supports as needed.
		● The Community School Director and parent coordinator continue leveraging resources from CBO partners (i.e., Montefiore, St. Barnabas Hospital, CAPP, LINC, POTS) to meet family needs and schedule and promote and promote events to share these resources with families. School staff will plan family workshops in response to parent needs, and counseling staff will provide office hours during open pantry times.
		● To increase the diversity of our family responses, Replications also gathers input from families during student arrival and dismissal times who potentially are not participating in parent workshops
			● 91% of 134 families who took our survey said their child's teacher gave them opportunities to share what they know about their child.
			
			● 44% of 134 families prefer Class Dojo, 36% prefer to phone, 16% prefer email, and 4% prefer texts for school communication.
			
			Adjustments Made Based on Data
			● For the coming quarter, Replications will seek to increase the participation of families at family workshops around the following areas:
			  o Preferred mode of communication
			  o Preferred language
			  o preferred frequency of communication
			  o provide educational workshops that support their success as parents to a child in a public school

Receivership, Quarterly Report #2 2022 – 2023 School Year
 (As required under Section 211(f) of NYS Ed. Law)

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	● Provide the specific data and related evidence used to measure and determine progress between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this reporting period will inform future action steps. ● Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
			○ provide opportunities to celebrate their children in academic celebrations ○ continue to bring activities they would otherwise not have access to e.g., pumpkin patch scavenger hunt events, Spring egg hunts, holiday gift celebrations, and graduation supports. ● The CSD coordinates with the attendance team to review academic testing data and compare it to student attendance to identify trends and eliminate potential barriers. ● The CSD coordinates with Replications Social Workers to provide family attendance workshops in English and Spanish to advance the education at home for what makes a child chronically absent and the academic gaps that absences create. ● Additional Workshops Parents specifically asked for in the Family Survey will be implemented, including: ○ Cooking / Healthy Recipes classes ○ Parenting / New Parent Classes ○ Work / Employment opportunities ○ Enrichment activities such as sports, and arts

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	● Provide the specific data and related evidence used to measure and determine progress between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this reporting period will inform future action steps. ● Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
			○ Business Classes / New entrepreneur ○ GED Courses
Providing 200 Hours of quality Extended Day Learning Time (ELT)	G	**Specific Strategies and Action Steps Implemented** During this quarter, PS 85 implemented the following action for ELT: ● After-school ELT Program continued in partnership with Mission Society and PS 85 teachers using iReady instructional resources ● Early Childhood ELT Program continued in partnership with Replication and PS 85 Staff. ● Enrichment opportunities added to ELT through our community school partnership: Photography, cheerleading, band, bucket drumming, choir, and debate based on students' voices.	**Data Trends/Evidence** ● 285 students are currently enrolled between the early childhood, Mission Society programs, clubs, and extracurriculars ELT time. **Adjustments Made Based on Data** ● Early Childhood ELT student participants will focus on Mastery of alphabets and engage in a phonetics laboratory as part of their yearlong scope of work ● The CSD will support the Mission Society program directors and coordinators with academic data to have specific linkages of their service delivery to have continuity of the lessons that children experience during the day ● The CSD will conduct data dives during attendance meetings to find trends of students with poor attendance rates and poor

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	• Provide the specific data and related evidence used to measure and determine progress between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		• The CSD, with support from the Replications Program Manager, implemented the Vital Stats chart to monitor student populations week, for the purposes of deep data dives	student performances to bring additional support to the afterschool program for those students • Title III Saturday Academy will be implemented from February to May with a focus on non-fiction writing supported by Writing is Thinking instructional coach

3-8 ELA ELL Core Subject PI	G	**Specific Strategies and Action Steps Implemented**
		Specific Strategies and Action Steps Implemented
		PS 85 is engaged in a multi-tiered approach, including Equity Team and SLT working in consort with the administrative cabinet to deepen the following practices this quarter:
		• Teacher teams reviewed Into Reading, Fundations phonics (K-2), and Heggerty phonemic awareness (K-2) curriculum and engaged in unit planning and aligning unit plans to student needs based on 21-22 student data.
			Data Trends/Evidence
			Data Trends/Evidence
			• iReady Middle of year Reading Diagnostic for ELLs
			  ○ K-5 32% approaching or on grade level (5% increase from 27% Q1)
			  ○ grade K 12% on grade level (12% increase from 0% Q1)
			  ○ grade 1 41% approaching or on grade level (9% increase from 32% Q1)
			  ○ grade 2 25% approaching or on grade level (11% increase from 14% Q1)
			  ○ grade 3 21% approaching or on grade level (14% increase from 7% Q1)
			  ○ grade 4 17% approaching or on grade level (steady from 17% Q1)

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	● Provide the specific data and related evidence used to measure and determine progress between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this reporting period will inform future action steps. ● Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		● Equity Team revised instructional expectations and developed a shared vision and understanding of culturally responsive literacy instruction integrated with Into Reading, Fundations phonics (K-2), and Heggerty phonemic awareness (K-2) ● Administrative team, in partnership with the MTSS/RTI team and New Visions data specialists, developed a data system for tracking student performance by class and subgroup on school-based assessments, including ML/ELLs and SWDs. The MTSS/RTI team used this data to identify students for targeted interventions. ● Based on the progress made in Grade 5 (a target grade for the 21-22 school year), some successful strategies have been expanded to Grade 4, including departmentalization.	○ grade 5 13% approaching or on grade level (7% increase from 6% Q1) **Adjustments Made Based on Data** ● Teacher teams will continue to engage in before-school curriculum planning and data analysis to expand and deepen Tier 1 instruction. The administrative team will support this work with a focus on vertical planning and coherence across grades. This includes trends and aligns supports for our ENL students ● Teacher teams will continue to revise current units of study and assessments to allow time for reteaching and an additional emphasis on fluency skills. ● Teachers in K-5 will engage in additional cycles of professional learning on number talks with a consultant from K-5 Math Teaching Resources to ensure coherence across the school. ● MTSS/RTI team will continue to support teachers with data analysis and revise the data system to ensure teachers can utilize the data in meaningful ways. This work includes the

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	● Provide the specific data and related evidence used to measure and determine progress between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this reporting period will inform future action steps. ● Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
			support of the ENL teacher leader to support with strategies and scaffolds specifically to our ELL's needs ● Teacher intervisitations across grades will continue to be implemented to ensure vertical alignment and sharing of best practices based on midyear assessment data.

3-8 Math Black Core Subject PI	G	**Specific Strategies and Action Steps Implemented**
		PS 85 continues to engage in a multi-tiered approach, including Equity and SLT working in consort with the administrative cabinet to deepen the following practices this quarter:
		● The school provides enrichment and academic learning opportunities in the extended learning time in partnership with Mission Society and Replications
		● Teacher teams continue to engage in reviewing enVisions curriculum and unit planning, revising assessments, and
			Data Trends/Evidence
			● iReady Middle of Year Diagnostic
			  ○ K-5 65% approaching or on grade level (18% increase from 47% Q1)
			  ○ grade K 15% on grade level (12% increase from 3% Q1)
			  ○ grade 1 87% approaching or on grade level (32% increase from 55% Q1)
			  ○ grade 2 54% approaching or on grade level (27% increase from 27% Q1)
			  ○ grade 3 50% approaching or on grade level (18% increase from 32% Q1)
			  ○ grade 4 51% approaching or on grade level (19% increase from 32% Q1)

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	● Provide the specific data and related evidence used to measure and determine progress between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this reporting period will inform future action steps. ● Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		aligning unit plans to student needs based on New Middle of the year (MOY) assessments and curriculum-based assessments /student data. ● Equity Team engaged in PDSA inquiry cycles in partnership with District Public with a focus on developing self-assessment and peer-assessment protocols. ● Administrative team, in partnership with the MTSS/RTI team, monitored data using SchoolNet and New Visions data portal and synced sheets to track student performance by class and subgroup, including ML/ELLs and SWDs, on school-based assessments. The MTSS/RTI team used this data to monitor students in a cycle and identify students for cycle 2 for targeted interventions.	○ grade 5 57% approaching or on grade level (19% increase from 38% Q1) **Adjustments Made Based on Data** ● Teacher teams will continue to engage in before school curriculum planning and data analysis to expand and deepen Tier 1 instruction. The administrative team will support this work with a focus on vertical planning and coherence across grades. ● Teacher teams will continue to revise current units of study and assessments to allow time for reteaching and an additional emphasis on fluency skills. ● Teachers in K-5 will engage in additional cycles of professional learning on number talks with a consultant from K-5 Math Teaching Resources to ensure coherence across the school. ● MTSS/RTI team will continue to support teachers with data analysis and revise the data system to ensure teachers can utilize the data in meaningful ways.

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	- Provide the specific data and related evidence used to measure and determine progress between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. - Describe how the data trends that emerged during this reporting period will inform future action steps. - Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. - Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		- Based on the progress made in Grade 5, Grade 4 was departmentalized for the 2022-2023 school year. Grades 4 and 5 teachers engage in vertical planning sessions and intervisitations to share effective practices. - Grades 3-5 teachers continue to revise current units of study to allow time for reteaching and are engaging in additional work on fluency skills. - Grade teams continue to engage in professional learning on number talks and receive in classroom support with a consultant from K-5 Math Teaching Resources. - MTSS/RTI team continues to support teachers with data analysis and revision of the data system to ensure teachers can utilize the data in meaningful ways	- Teacher intervisitations across grades will continue to be implemented to ensure vertical alignment and sharing of best practices based on midyear assessment data. - Administrative team will develop additional partnerships with Elevated Youth and Barbershop Books to ensure that we are empowering black and brown students, and their voices are represented in the curriculum and improve their literacy scores, which will in turn impact our mathematics scores.

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	● Provide the specific data and related evidence used to measure and determine progress between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this reporting period will inform future action steps. ● Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		● School staff continues to use Great Leaps in Mathematics to support fluency intervention during the school day and Extended Learning Time	

3-8 Math ELL Core Subject PI	G	**Specific Strategies and Action Steps Implemented**
		 PS 85 continues to engage in a multi-tiered approach, including Equity and SLT working in consort with the administrative cabinet to deepen the following practices this quarter:
		 ● The school provides enrichment and academic learning opportunities in the extended learning time in partnership with Mission Society and Replications
		 ● Teacher teams continue to engage in reviewing enVisions curriculum and unit planning, revising assessments, and aligning unit plans to student needs based
			Data Trends/Evidence
			 ● iReady Middle of year Math Diagnostic for ELLs
			   ○ K-5 45% approaching or on grade level (17% increase from 28% Q1)
			   ○ grade K 8% on grade level (4% increase from 4% Q1)
			   ○ grade 1 55% approaching or on grade level (28% increase from 27% Q1)
			   ○ grade 2 42% approaching or on grade level (28% increase from 14% Q1)
			   ○ grade 3 28% approaching or on grade level (25% increase from 3% Q1)
			   ○ grade 4 25% approaching or on grade level (8% increase from 17% Q1)

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	● Provide the specific data and related evidence used to measure and determine progress between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this reporting period will inform future action steps. ● Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		on New Middle of the year (MOY) assessments and curriculum-based assessments /student data. ● Equity Team engaged in PDSA inquiry cycles in partnership with District Public with a focus on developing self-assessment and peer-assessment protocols. ● Administrative team, in partnership with the MTSS/RTI team, monitored data using SchoolNet and New Visions data portal and synced sheets to track student performance by class and subgroup, including ML/ELLs and SWDs, on school-based assessments. The MTSS/RTI team used this data to monitor students in a cycle and identify students for cycle 2 for targeted interventions. ● Based on the progress made in Grade 5, Grade 4 was departmentalized for the	○ grade 5 41% approaching or on grade level (19% increase from 22% Q1) **Adjustments Made Based on Data** ● Teacher teams will continue to engage in before school curriculum planning and data analysis to expand and deepen Tier 1 instruction. The administrative team will support this work with a focus on vertical planning and coherence across grades. ● Teacher teams will continue to revise current units of study and assessments to allow time for reteaching and an additional emphasis on fluency skills. ● Teachers in K-5 will engage in additional cycles of professional learning on number talks with a consultant from K-5 Math Teaching Resources to ensure coherence across the school. ● MTSS/RTI team will continue to support teachers with data analysis for our ML/ELL subgroups and revise the data system to ensure teachers can utilize the data in meaningful ways.

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	• Provide the specific data and related evidence used to measure and determine progress between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		2022-2023 school year. Grades 4 and 5 teachers engage in vertical planning sessions and intervisitations to share effective practices. • Grades 3-5 teachers continue to revise current units of study to allow time for reteaching and are engaging in additional work on fluency skills. • Grade teams continue to engage in professional learning on number talks and receive in-classroom support with a consultant from K-5 Math Teaching Resources. • MTSS/RTI team continues to support teachers with data analysis and revision of the data system to ensure teachers can utilize the data in meaningful ways • School staff continues to use Great Leaps in Mathematics to support fluency	• Teacher intervisitations across grades will continue to be implemented to ensure vertical alignment and sharing of best practices based on midyear assessment data.

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	● Provide the specific data and related evidence used to measure and determine progress between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this reporting period will inform future action steps. ● Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		intervention during the school day and Extended Learning Time	
Average Proficiency Rating Math, ICT	G	**Specific Strategies and Action Steps Implemented** PS 85 is engaged in a multi-tiered approach, including Equity and SLT working in consort with the administrative cabinet to deepen the following practices this quarter: ● Teacher teams, including paraprofessionals, continue to co-plan lessons and determine optimal co-teaching models to provide differentiated instruction and multiple entry points for individual students and groups of students ● Co-teaching partners continue to receive support and feedback from the admin team to maximize the effectiveness of the ICT	**Data Trends/Evidence** ● iReady diagnostic Middle of Year data shows 31% SWD on or approaching proficient level in Math (8% increase from 23%) **Adjustments Made Based on Data** ● Teacher teams will continue to co-plan to determine the optimal co-teaching models and will receive regular feedback from the administrative team. Teacher teams will also engage in intervisitations to ensure coherence in co-teaching models. ● The Equity Team in partnership with teacher teams will continue to monitor student performance and progress specifically for students in an ICT setting. ● Continue to identify needs for flexible grouping to meet the needs of our SE students

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	● Provide the specific data and related evidence used to measure and determine progress between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this reporting period will inform future action steps. ● Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		model using the ICT Math expectations document ● Continuous intervisitations cycles continue to be scheduled to maximize learning in ICT classes on-site and in collaboration with other District 10 schools	

Average Proficiency Rating Math, Lowest Third Citywide	G	**Specific Strategies and Action Steps Implemented**
		PS 85 continues to engage in a multi-tiered approach, including Equity and SLT working in consort with the administrative cabinet to deepen the following practices this quarter:
		● The school provides enrichment and academic learning opportunities in the extended learning time in partnership with Mission Society and Replications
		● Teacher teams continue to engage in reviewing enVisions curriculum and unit planning, revising assessments, and
			Data Trends/Evidence
			● iReady Middle of Year Diagnostic
			  ○ K-5 65% approaching or on grade level (18% increase from 47% Q1)
			  ○ grade K 15% on grade level (12% increase from 3% Q1)
			  ○ grade 1 87% approaching or on grade level (32% increase from 55% Q1)
			  ○ grade 2 54% approaching or on grade level (27% increase from 27% Q1)
			  ○ grade 3 50% approaching or on grade level (18% increase from 32% Q1)
			  ○ grade 4 51% approaching or on grade level (19% increase from 32% Q1)

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	● Provide the specific data and related evidence used to measure and determine progress between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this reporting period will inform future action steps. ● Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		aligning unit plans to student needs based on New Middle of the year (MOY) assessments and curriculum-based assessments /student data. ● Equity Team engaged in PDSA inquiry cycles in partnership with District Public, focusing on developing self-assessment and peer-assessment protocols. ● Administrative team, in partnership with the MTSS/RTI team, monitored data using SchoolNet and New Visions data portal and synced sheets to track student performance by class and subgroup, including ML/ELLs and SWDs, on school-based assessments. The MTSS/RTI team used this data to monitor students in a cycle and identify students for cycle 2 for targeted interventions.	○ grade 5 57% approaching or on grade level (19% increase from 38% Q1) **Adjustments Made Based on Data** ● Teacher teams will continue to engage in before school curriculum planning and data analysis to expand and deepen Tier 1 instruction. The administrative team will support this work with a focus on vertical planning and coherence across grades. ● Teacher teams will continue to revise current units of study and assessments to allow time for reteaching and an additional emphasis on fluency skills. ● Teachers in K-5 will engage in additional cycles of professional learning on number talks with a consultant from K-5 Math Teaching Resources to ensure coherence across the school. ● MTSS/RTI team will continue to support teachers with data analysis and revise the data system to ensure teachers can utilize the data in meaningful ways.

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	● Provide the specific data and related evidence used to measure and determine progress between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this reporting period will inform future action steps. ● Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		● Based on the progress made in Grade 5, Grade 4 was departmentalized for the 2022-2023 school year. Grades 4 and 5 teachers engage in vertical planning sessions and intervisitations to share effective practices. ● Grades 3-5 teachers continue to revise current units of study to allow time for reteaching and are engaging in additional work on fluency skills. ● Grade teams continue to engage in professional learning on number talks and receive in-classroom support with a consultant from K-5 Math Teaching Resources. ● MTSS/RTI team continues to support teachers with data analysis and revision of the data system to ensure teachers can utilize the data in meaningful ways	● Teacher intervisitations across grades will continue to be implemented to ensure vertical alignment and sharing of best practices based on midyear assessment data.

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	● Provide the specific data and related evidence used to measure and determine progress between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this reporting period will inform future action steps. ● Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		● School staff continues to use Great Leaps in Mathematics to support fluency intervention during the school day and Extended Learning Time	

Part IV – *Community Engagement Team (CET)*

Community Engagement Team (CET)
[The role of the Community Engagement Team](#) is to serve as an active thought partner in contributing to and supporting the development of recommendations for school improvement by the school and district soliciting input through public engagement. Recommendations made by the CET, including how the school community and community at large were engaged to (1) provide input into the school's Continuation Plan and (2) review and update, if necessary, its 2022-2023 Community Engagement Team Plan and membership. Such should be addressed in response to the prompts below.

Report Out of 2022-23 CET Plan Implementation

● List the constituent categories of stakeholders that have participated as CET members during this reporting period. ● Include any changes made to the CET's membership since the development of the 2022-2023 continuation plan. Include the role/title of any new members.	Describe how recommendations made by the CET during this reporting period were used to inform the school's improvement plan implementation.
CET includes Teachers, Paraprofessionals, Administration, CBO, parents, and superintendent designee. We meet monthly. There were no changes made to the CET's membership since the development of the 2022-23 continuation plan.	During this quarter, the CET met monthly. Presentations were given on activities being implemented from the CEP to address goals. After these presentations, the team reviewed data from each major focus area: ELA, Math, Science, and Attendance. After the data review, the team followed the notice and wonder protocol and moved into suggestions for the next steps that were shared with the Equity Team. The Equity Team then moved to implement suggestions into Professional Development for staff. Outcomes from this work include the development of the DESSA action plan, schoolwide class-wide, and individual, to give tiered support in areas of social-emotional learning that are in need. There will also be a reorganization of tiered academic support for students who are not reaching grade-level standards per the mid-year data benchmark. For attendance, the school has focused on support to specifically address attendance drops on inclement weather days, including incentives. The CBO, parent coordinator, and counseling team will work to expand opportunities for parent engagement with more workshops and activities, anticipating an improvement to the health and safety conditions.

Part V - *Receivership Powers*

Powers of the Receiver
Provide a summary of the use of the School Receiver's powers <u>during this reporting period.</u>

The NYCDOE engages in regular consultation with the leadership of its collective bargaining units regarding the construct of receivership and related requirements. Listed below are any other efforts to utilize the powers of the School Receiver:

- Replace school leadership to help transform a school on an as-needed basis.
- School-level community engagement meetings to discuss Receivership status, solicit public input and recommendations and share school-wide progress.

If necessary, THE NYCDOE will plan and conduct engagement activities with the UFT and CSA. Following our engagement process, the NYCDOE will determine what changes may need to be made to collective bargaining agreements.

Part VI – *Assurance and Attestation*

By signing below, I attest to the fact that the information in this Receivership Quarterly Report is true and accurate to the best of my knowledge; and that all requirements regarding public hearings and Community Engagement Team criteria have been met as necessary and required per Commissioners Regulation §100.19.

Name of Receiver (Print):
Signature of Receiver: _____
Date:

By signing below, I attest to the fact that the Community Engagement Team has had the opportunity to provide input into this Receivership Quarterly Report and has had the opportunity to review and update, as necessary, its 2022-2023 Community Engagement Team Plan and membership.

Name of CET Representative (Print):
Signature of CET Representative:
Title of CET Representative:
Date:

*The CET Attestation must be signed by a CET member other than a school administrator. *