

2022-2023 Receivership School Quarterly Report #3
Report Period: *February 1, 2023, to April 19, 2023*

Complete all sections by fully responding to each prompt.

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 by 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.

Please note that to ensure the Department can provide school-specific targeted Technical Assistance, the School Demographic and Four-Year Trend Data should be reported as ‘point-in-time’ for each reporting period. (Attachment)

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	10	Replications	1	https://infohub.nyced.org/reports/students-and-schools/school-receivership

Superintendent	School Principal (If appointed since the last reporting period, please attach resume)	School Principal Appointment Date	Additional District Staff working on Program Oversight	Grade-level Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate):
Maribel Hulla	Sara Medina	03/15/2019	Dr. Danika Rux, Deputy Chancellor of School Leadership, I.A; Sharon Rencher, Senior Executive Director of State/Federal Education Policy; Dr. Tanicia Rivera, Senior Director of State School Improvement Interventions; Dena Carrocetto, Director of State and Federal Program Implementation	0K,01,02,03,04,05	N/A

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 this document's sections by analyzing and summarizing the steps taken to implement lead strategies during the third quarter. Include processes that were *used to assess the impact* of strategies implemented on student learning outcomes.

The 2022-2023 Receivership School Quarterly Report #3 is an opportunity for district and school staff to provide a reflective outline of 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, and ultimately, the school improvement process*. This should include a clear *focus on how evidence* guides decisions and an articulation of explicit, equitable educational supports accessible to all students to ensure positive social-emotional well-being and active engagement in learning in an inclusive diverse, culturally relevant, safe learning space.

- 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.
 - Claims should be evidentiary in nature.
 - Reported information and related data should be accessible and able to be reviewed upon request.
- 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 #3 with Reflection on Lead Strategies Utilized during
February 1, 2023 – April 19, 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	The Equity Team, consisting of multiple stakeholders in the school community, continues to analyze assessment and classroom data to engage in cycles of PDSA and CEP revision. The Equity Team engaged in cycles of PDSA focused on student self- and peer-assessment and is moving into a focus on using vocabulary protocols to improve comprehension in ELA and Mathematics. Additionally, the SLT and the CET engaged in a monthly review of available data, including midyear academic and attendance trends, as it aligns with meeting CEP goals; following a notice and wonder protocol the team suggests revisions of action steps to support achievement and attendance. Among this data, the team was presented a review on MLL performance and specific supports being implemented based on data with the goal of improving NYSESLAT achievement overall, particularly in the area of writing with Writing is Thinking strategies for sentence extension and paragraph elaboration. Data continues to be reviewed monthly on attendance with incentive ideas solicited from the CET and then presented at the attendance meetings. A review of the budget sources and consensus on a Family Game Night is currently being worked on and will be supported by the CET and Community Schools. 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.
Attendance Team & Success Mentors Tiered Support Plan	G	The Attendance team continued 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. They planned strategic events and incentives aligned with our historical trends and rainy-day raffles when there is inclement weather. Grade-level point people, including guidance counselors, family workers, and teachers, continue to support students, classroom teachers, and families in ensuring that every student establishes strong attendance routines. Success mentors have been assigned based on student needs and aligning staff relationships as additional support to enable them to succeed. Letters with information specific to student's attendance data have been sent and will continue to go out for chronically absent students and at-risk families on a quarterly basis.

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.
Targeted ELA strategies in reading and writing in grades K-5 such as student discussion protocols, Thinking Maps and Writing is Thinking tasks	G	Teachers have engaged in midyear screeners (Acadience K-2, iReady 3-5) to understand students' reading needs better. The MTSS/RTI has provided teachers with additional support in analyzing and triangulating assessment data from Acadience, iReady, Foundations, and Into Reading and is utilizing available curricular resources to support small-group instruction. The MTSS/RTI team, along with teachers, will plan and 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 continues to provide structures for a common language for both students and staff across content areas.
Deepening work of number talks and enVisions problem solving supported by Exemplars, Thinking Maps, and Writing is Thinking	G	Teachers have engaged in mid-year screeners (Acadience K-2, iReady 3-5) and have administered midyear math and simulations in grades 3-5 to understand students' math needs better. The MTSS/RTI team along with the Equity Team has provided teachers with additional support in analyzing assessment data and are utilizing available curricular resources from enVisions, Exemplars, and K-5 number talks to improve Tier 1 and small group instruction. Two tutors from Replications (CBO) and two tutors from Smart Start have provided ongoing tutoring support during Tier 1 instruction in mathematics. Additionally, we have partnered with K-5 Math Teaching Resources to provide target professional learning on number talks with coaching and follow up to ensure consistent protocols and pacing are used for number talks across the school. Schoolwide professional learning on Thinking Maps and Writing is Thinking continues to provide structures for a common language for both students and staff across content areas.

Part II – Demonstrable Improvement Indicators-Level 1

<p>Level 1 Indicators Please list the school's Level 1 indicators and complete all columns below. This information should provide details about how lead strategies informed the implementation of specific strategies and action steps to support progress toward the Demonstrable Improvement targets during this quarter.</p>
<p align="center">Quarterly Report #3 Reflection on Activities Completed for this Indicator Level during February 1, 2023 – April 19, 2023</p>

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> • Provide the specific data and related evidence used to measure and determine progress made between Quarter 2 and Quarter 3. 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	<p>Specific Strategies and Action Steps Implemented</p> <p>PS 85 for Q-3 continues to engage in a multi-tiered approach, including Equity Team and SLT working in consort with the administrative cabinet to deepen the following practices:</p> <ul style="list-style-type: none"> • Teacher teams continue to review Into Reading, Foundations phonics (K-2), and Heggerty phonemic awareness (K-2) curriculum and engage in unit planning and aligning unit plans to student needs based on middle-of-year (MOY) assessments and curriculum-based assessments. This includes before-school curriculum planning and data analysis to expand and deepen Tier 1 instruction. The administrative team supports this work with a focus on vertical planning and coherence across grades. 	<p>The following data supports continued progress made between Quarter 2 and Quarter 3 toward meeting this indicator:</p> <p>Data Trends/Evidence</p> <ul style="list-style-type: none"> • Acadience Midyear Reading Diagnostic is administered 3 times per year in fall, winter, and spring. Quarter 3 data includes winter administration. Acadience data indicates performance on early reading skills aligned with skills taught in Into Reading and Foundations: <ul style="list-style-type: none"> ○ K-2 44% approaching, on grade level or exceeding (4% increase from 40% Q1) ○ grade K -51% approaching, on grade level, or exceeding grade level (2% decrease from 53% Q1) ○ grade 1 –48% approaching, on grade level, or exceeding grade level (21% increase from 27% Q1) ○ grade 2- 38% approaching, on grade level, or exceeding grade level (1% increase from 37% Q1) <p>**Note: Students are assessed on different skills for BOY and MOY.</p> <ul style="list-style-type: none"> • The ELA Simulation was administered in January 2023. Grade-level data indicates the following:

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		<ul style="list-style-type: none"> • The Equity Team continues to engage in PDSA inquiry cycles from Quarter 2 in partnership with District Public. Equity team members ed professional learning with their colleagues to deepen the workaround self and peer-assessment to promote student performance and increase student ownership. • School Net continues to be used to access quick data turn-around of informative assessments. New Visions data portal and synced sheets continue to track student performance by class and subgroup, including ML/ELLs and SWDs, on school-based assessments. The administrative and MTSS/RTI team used this data to monitor students in cycle 2 and identify students for cycle 3 for targeted interventions. • Teachers continue to engage in professional learning on school-wide initiatives, including 	<ul style="list-style-type: none"> ○ Grade 3-40% approaching, on grade level, or exceeding grade level. ○ Grade 4-49% approaching, on grade level, or exceeding grade level. ○ Grade 5-58% approaching, on grade level, or exceeding grade level. • The MTSS team analyzes screener data to match students with interventions. The following data indicate the number of students in each intervention group and the progress in Cycle 2: <ul style="list-style-type: none"> ○ 166 students engaged in Cycle 2 Leveled Literacy Intervention <ul style="list-style-type: none"> ▪ 71.7 % of these students met expectations for cycle 2. ○ 20 students engaged in Cycle 2 SPIRE reading intervention. <ul style="list-style-type: none"> ▪ 75% of these students met expectations for Nonsense Word Fluency ○ 16 students receiving a double dose of Foundations. <ul style="list-style-type: none"> ▪ 67.5% of students met expectations for this cycle. ○ 6 -students receiving Sound Sensible <ul style="list-style-type: none"> ▪ 90% of students completed the program.

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		<p>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.</p> <ul style="list-style-type: none"> Teaching Matters Coach continues to build capacity in grades K-2 by strengthening core practice in literacy in collaboration with select teachers. 	<p>**Cycle 3 data will be available in May 2023 and will be reflected in the Q4 report.</p> <p>Adjustments Made Based on Data</p> <ul style="list-style-type: none"> Teacher teams will continue to engage in before-school curriculum planning and data analysis to expand and deepen Tier 1 instruction with a focus on vocabulary development. The administrative team will support this work with a focus on vertical planning and coherence across grades. The MTSS/RTI team continue to monitor progress for cycle 3 and make adjustments to the intervention provided. The Equity Team will engage in additional PDSA inquiry cycles in partnership with District Public with a focus on vocabulary development protocols and to promote student performance and increase achievement. This is a district wide initiative.
3-8 Math All Students MGP	G	<p>Specific Strategies and Action Steps Implemented</p> <p>PS 85 for Q-3 continues to engage in a multi-tiered approach, including Equity and SLT</p>	<p>The following data supports continued progress made between Quarter 2 and Quarter 3 toward meeting this indicator:</p> <p>Data Trends/Evidence</p>

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> • Provide the specific data and related evidence used to measure and determine progress made between Quarter 2 and Quarter 3. 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.
		<p>working in consort with the administrative cabinet to deepen the following practices:</p> <ul style="list-style-type: none"> • Teacher teams continue to engage in unit planning specifically on Measurement and Geometry using enVisions, Exemplars, and number talks resources, revising assessments and aligning unit plans to student needs based on new Middle of the year (MOY) assessments and curriculum-based assessments /student data during grade-meetings and before school curriculum planning. Vertical planning with the curriculum team also supports this work. • The Equity Team continues to engage in PDSA inquiry cycles from Quarter 2 in partnership with District Public. Equity team members ed professional learning with their colleagues to deepen the workaround self and 	<ul style="list-style-type: none"> • Acadience Mid-Year Math Diagnostic is administered 3 times per year in fall, winter, and spring. Quarter 3 data includes winter administration. Acadience data indicates performance on early math skills aligned with skills taught in enVisions, Exemplars, and number talks: <ul style="list-style-type: none"> ○ Grade K-2 57% approaching, on grade level, or exceeding (5% increase from 52% Q1) ○ Grade K 65% approaching, on grade level, or exceeding (no change from 65% Q1) ○ Grade 1 60% approaching, on grade level, or above (8% increase from 52% Q1) ○ Grade 2 45% approaching, on grade level, or above (8% increase from 37% Q1) • **Note: Students are assessed on different skills for BOY and MOY. • The Math Midyear assessment was administered in January 2023 and covered all topics taught to date. The math midyear assessment indicated the following: <ul style="list-style-type: none"> ○ Grade 3- 67% approaching, on grade level, or exceeding grade level.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> Provide the specific data and related evidence used to measure and determine progress made between Quarter 2 and Quarter 3. 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.
		<p>peer assessment to promote student performance and increase student ownership.</p> <ul style="list-style-type: none"> School Net continues to be used to access quick data turn-around of informative assessments. New Visions data portal and synced sheets continue to be used to track student performance by class and subgroup, including ML/ELLs and SWDs, on school-based assessments. The administrative and MTSS/RTI team used this data to monitor student performance and progress. Grade teams are deepening the workaround Number Talks by working directly with and receiving coaching support from a consultant from K-5 Math Teaching Resources to ensure coherence across the school with discussion protocols, pacing, and math tools, such as Rekenreks in grades K and 1. 	<ul style="list-style-type: none"> Grade 4- 82% approaching, on grade level, or exceeding grade level. Grade 5- 55% approaching, on grade level, or exceeding grade level. The Math Simulation was administered in March 2023 and indicated the following: <ul style="list-style-type: none"> Grade 3- 51% approaching, on grade level, or exceeding grade level (20% increase from 31% on 2022 NYS Math Exam) Grade 4- 51% approaching, on grade level, or exceeding grade level (15% increase from 36% on 2022 NYS Math Exam) Grade 5- 57% approaching, on grade level, or exceeding grade level (14% increase from 43% on 2022 NYS Math Exam) <p>Adjustments Made Based on Data</p> <ul style="list-style-type: none"> 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.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> • Provide the specific data and related evidence used to measure and determine progress made between Quarter 2 and Quarter 3. 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.
			<ul style="list-style-type: none"> • Teachers in grades K-5 will engage in additional cycles of professional learning on Exemplars problem-solving best practices to ensure coherence across the school. • The MTSS/RTI team, in partnership with the Equity Team and District-Public consultants, will continue to support teachers with data analysis and revise the data system to ensure teachers can utilize the data in meaningful ways. • Teacher intervisits across grades will continue to be implemented to ensure vertical alignment and sharing of best practices based on midyear assessment data.
3-8 ELA All Students Core Subject PI	G	<p>Specific Strategies and Action Steps Implemented</p> <p>PS 85 for Q-3 continues to engage in a multi-tiered approach, including Equity Team and SLT working in consort with the administrative cabinet to deepen the following practices:</p> <ul style="list-style-type: none"> • Tier 1 work is based on standard grade-level expectations at the core of the instruction to ensure access to grade-level performance. 	<p>The following data supports continued progress made between Quarter 2 and Quarter 3 toward meeting this indicator:</p> <p>Data Trends/Evidence</p> <ul style="list-style-type: none"> • Acadience Midyear Reading Diagnostic is administered 3 times per year in fall, winter, and spring. Quarter 3 data includes winter administration. Acadience data indicates performance on early reading skills aligned with skills taught in Into Reading and Foundations:

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> Provide the specific data and related evidence used to measure and determine progress made between Quarter 2 and Quarter 3. 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.
		<p>Grade expectations documents are used and updated accordingly to leverage high standards, as evident in student work. This work is prioritized during the before-school curriculum planning, grade level meetings, and during Monday Professional Development work and data analysis to expand and deepen Tier 1 instruction. The administrative team supports this work with a focus on vertical planning and coherence across grades.</p> <ul style="list-style-type: none"> The Equity Team continues to lead this work as it engages the team in a cycle of continued planning and preparation based on new data, in this case, Q-2 data. Equity team members also prepare for professional learning with their colleagues to deepen the workaround self- and peer-assessment to promote student performance and increase student ownership. 	<ul style="list-style-type: none"> <ul style="list-style-type: none"> K-2 44% approaching, on grade level or exceeding (4% increase from 40% Q1) **Note: Students are assessed on different skills for BOY and MOY. The ELA Simulation was administered in January 2023. Grade level data indicates the following: <ul style="list-style-type: none"> Grade 3-40% approaching, on grade level or exceeding grade level. Grade 4-49% approaching, on grade level or exceeding grade level. Grade 5-58% approaching, on grade level or exceeding grade level. The MTSS team analyzes screener data to match over 200 students with interventions. Data is monitored continuously to make adjustments. <p>Adjustments Made Based on Data</p> <ul style="list-style-type: none"> Teacher teams continue to engage in before-school curriculum planning and data analysis to expand and deepen Tier 1 instruction with a focus on vocabulary development. The administrative team will

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		<ul style="list-style-type: none"> • To ensure student grade level performance School Net is used to access quick data turn-around of informative assessments. New Visions data portal and synced sheets continue to track student performance by class and subgroup, including ML/ELLs and SWDs, on school-based assessments. The equity team and curriculum teamwork to analyze and lead the work with specific strategies used to access and increase student achievement and performance • Professional learning continues for this cycle to deepen the work 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 need 	<p>support this work with a focus on vertical planning and coherence across grades.</p> <ul style="list-style-type: none"> • The MTSS/RTI team continues to monitor progress for cycle 3 and adjust intervention. • The Equity Team will engage in additional PDSA inquiry cycles in partnership with District Public with a focus on vocabulary development protocols to promote student performance and increase achievement. This is a district-wide initiative.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> Provide the specific data and related evidence used to measure and determine progress made between Quarter 2 and Quarter 3. 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.
		<ul style="list-style-type: none"> Teaching Matters Coach continues to build capacity in grades K-2 by strengthening core practice in literacy in collaboration with a new cycle of teachers. 	
3-8 Math All Students Core Subject PI	G	<p>Specific Strategies and Action Steps Implemented</p> <p>PS 85 for Q-3 continues to engage in a multi-tiered approach, including Equity and SLT working in consort with the administrative cabinet to deepen the following practices:</p> <ul style="list-style-type: none"> To ensure student performance, teacher teams continue to engage in unit planning, specifically on Measurement and Geometry, revising assessments and aligning unit plans to student needs based on new Middle of the year (MOY) assessments and curriculum-based assessments /student data during grade meetings and before school curriculum 	<p>The following data supports continued progress made between Quarter 2 and Quarter 3 toward meeting this indicator:</p> <p>Data Trends/Evidence</p> <ul style="list-style-type: none"> Acadience Mid-Year Math Diagnostic is administered 3 times per year in fall, winter, and spring. Quarter 3 data includes winter administration. Acadience data indicates performance on early math skills aligned with skills taught in enVisions, Exemplars, and number talks: <ul style="list-style-type: none"> Grade K-2 57% approaching, on grade level, or exceeding (5% increase from 52% Q1) The Math Simulation was administered in March 2023 and indicated the following: <ul style="list-style-type: none"> Grade 3- 51% approaching, on grade level, or exceeding grade level (20% increase from 31% on 2022 NYS Math Exam)

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> • Provide the specific data and related evidence used to measure and determine progress made between Quarter 2 and Quarter 3. 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.
		<p>planning. Vertical planning with the curriculum team also supports this work.</p> <ul style="list-style-type: none"> • Professional learning implementation continues to be led by the Inquiry team to deepen school-wide initiatives around math based on informative and formative data analyzed with the team and with the support of District Public • Grade teams are deepening the workaround Number Talks by working directly with and receiving coaching support with a new cycle of teachers for this quarter with the same consultant from K-5 Math Teaching Resources to ensure coherence across the school with discussion protocols, pacing, and math tools, such as Rekenreks in grades K and 1. 	<ul style="list-style-type: none"> ○ Grade 4- 51% approaching, on grade level, or exceeding grade level (15% increase from 36% on 2022 NYS Math Exam) ○ Grade 5- 57% approaching, on grade level, or exceeding grade level (14% increase from 43% on 2022 NYS Math Exam) <p>Adjustments Made Based on Data</p> <ul style="list-style-type: none"> • Teacher teams 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. • Teachers in grades K-5 will engage in additional cycles of professional learning on Exemplars problem-solving best practices to ensure coherence across the school. • The MTSS/RTI team, in partnership with the Equity Team and District-Public consultants, 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)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> Provide the specific data and related evidence used to measure and determine progress made between Quarter 2 and Quarter 3. 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.
			<ul style="list-style-type: none"> Teacher intervisits across grades will continue to be implemented to ensure vertical alignment and sharing of best practices based on midyear assessment data.
Grades 4 and 8 Science All Students Core Subject PI	G	<p>Specific Strategies and Action Steps Implemented</p> <p>PS 85 for Q-3 continues to engage in a multi-tiered approach, including Equity and SLT working in consort with the administrative cabinet to deepen the following practices:</p> <ul style="list-style-type: none"> The Science enrichment teacher engaged in professional learning on Next Generation Science standards, investigations, and portfolio requirements and continued to provide targeted science lab instruction to third and fourth-grade students with a focus on hydroponics. The science enrichment teacher engaged teachers in professional learning on the 	<p>The following data supports continued progress made between Quarter 2 and Quarter 3 toward meeting this indicator:</p> <p>Data Trends/Evidence</p> <ul style="list-style-type: none"> Students in grades 3 and 4 are currently engaged in NYS investigations and the ongoing development of science portfolios. <p>Adjustments Made Based on Data</p> <ul style="list-style-type: none"> Teacher teams, along with the science enrichment teacher, will use the item skills analysis from the grade 4 NYS science exam to adjust the curriculum and plan for reteaching. The science enrichment teacher, along with the grade 4 team, will administer a science simulation this spring, which will be reported in Q4.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> • Provide the specific data and related evidence used to measure and determine progress made between Quarter 2 and Quarter 3. 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.
		<p>investigations, including hands-on work with the materials.</p> <ul style="list-style-type: none"> • Classroom teachers continue to integrate more science content into the ELA and math units. • The administrative team has partnered with Aerofarms, Sunworks, and Wellness in the Schools to ensure students have access to a variety of science learning opportunities. A team of ENL and classroom teachers were trained in the use of the Aerofarm to make connections across the curriculum. 	
EM Chronic Absenteeism - All Students	G	<p>Specific Strategies and Action Steps Implemented</p> <p>After analyzing data for Chronic Absenteeism, the attendance team implemented the following actions during Quarter 3:</p> <ul style="list-style-type: none"> • The Attendance Team, in partnership with Replications Community School Director and 	<p>The following data supports continued progress made between Quarter 2 and Quarter 3 toward meeting this indicator:</p> <p>Data Trends/Evidence</p> <ul style="list-style-type: none"> • Current YTD 22-23 attendance rate 91% (2% increase from 89% 21-22) • Current 22-23 Chronic Absenteeism rate 22%, At-risk of being chronically absent 12%

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> • Provide the specific data and related evidence used to measure and determine progress made between Quarter 2 and Quarter 3. 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.
		<p>Parent Coordinator, continues to meet weekly and plan for the following:</p> <ul style="list-style-type: none"> ○ Tier 1 supports all students, Tier 2 and Tier 3 ○ Specialized support for children and families in primary grades and specialized supports for students in temporary housing and students identified as Hispanic/Latinx ○ Additional incentives for students at 85-92% YTD attendance to impact chronic absenteeism rate. ○ Incentive days and spirit weeks with input from students to increase and promote attendance, incorporating data on attendance dips (January, May, and holiday breaks) and the testing calendar. ○ Monitoring YTD and CA on a weekly basis and adjusting plans accordingly. 	<p>Adjustments Made Based on Data</p> <ul style="list-style-type: none"> • The attendance team will continue to monitor YTD and CA on a weekly basis and adjust plans accordingly. • The family worker and attendance teacher will continue to engage in home visits for students at-risk of becoming chronically absent in order to strengthen the family-school connection. • The attendance team will continue to develop and implement additional incentives, including rainy day raffles, and communication with families for April through June to ensure attendance rates are not impacted by weather, or family travel. The CSD in collaboration with the Replications Program Manager will plan student and family events strategically based on the responses family gave in our quarterly family surveys. • Attendance Success 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 monthly.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> ● Provide the specific data and related evidence used to measure and determine progress made between Quarter 2 and Quarter 3. 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.
		<ul style="list-style-type: none"> ○ Sending personalized letters targeted to chronically absent and at-risk students along with report cards in March ● The family worker, in partnership with the attendance teacher, has made home visits to strengthen the family-school connection for students with an 86-89% YTD attendance rate. ● Attendance team point people, including guidance counselors, family workers, and teachers, continue to partner with teachers to provide ongoing communication with parents regarding policies, student attendance rates, and impact on academic progress. ● Attendance Success Mentors continue to support and collaborate with teachers to improve continuous communication with families 	

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> Provide the specific data and related evidence used to measure and determine progress made between Quarter 2 and Quarter 3. 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.
		<ul style="list-style-type: none"> Attendance team continues to document interventions in the rolling agenda and New Visions Portal to monitor impact during weekly attendance meetings 	
3-8 ELP Success Ratio - All Students	G	<p>Specific Strategies and Action Steps Implemented</p> <p>To address the needs of our ML/ELLs, the team analyzed data from NYSESLAT, iReady, and Acadience for our ML/ELLs. Some of these action steps include:</p> <ul style="list-style-type: none"> The 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 instruction for entering and emerging students, and time for co-planning among teachers. 	<p>The following data supports continued progress made between Quarter 2 and Quarter 3 toward meeting this indicator:</p> <p>Data Trends/Evidence</p> <ul style="list-style-type: none"> 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 midyear NYC ML/ELL Benchmark Assessment Acadience Middle of year Reading Diagnostic for ELLs <ul style="list-style-type: none"> Grades K-2 19% of MLs/ELLs scored approaching, on, or exceeding grade level (2% increase from 17% Q1) <p>Adjustments Made Based on Data</p>

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> Provide the specific data and related evidence used to measure and determine progress made between Quarter 2 and Quarter 3. 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.
		<ul style="list-style-type: none"> 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 based on NYSESLAT, NYSITELL, NYC ML/ELL Assessment, and curricular assessments. The Joy School English online program continues to be used with additional ML/ELLs in grades k and 1 and is now available to students in grades 2 to 5 to support entering and emerging students with speaking and listening skills. 	<ul style="list-style-type: none"> The ML/ELL team, in partnership with classroom teachers, will continue to provide targeted instruction to support students in Tier 1 instruction. The administrative team, in partnership with the Office of Multilingual Learners, is currently planning to open a first-grade dual language class in fall 2023 to grow the program from kindergarten and pre-k to ensure biliteracy and bilingualism.
School Safety - ES/MS	G	<p>Specific Strategies and Action Steps Implemented</p> <p>Quarter 3 data also indicates fewer incidents than the 2021-2022 school year.</p>	<p>The following data supports continued progress made between Quarter 2 and Quarter 3 toward meeting this indicator:</p> <p>Data Trends/Evidence</p> <ul style="list-style-type: none"> September 2022 to March 2023 OORS Data <ul style="list-style-type: none"> Level 3-5: 41 incidents, which is on track to finish the year with fewer than 58 incidents in 2021-2022

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> • Provide the specific data and related evidence used to measure and determine progress made between Quarter 2 and Quarter 3. 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.
		<ul style="list-style-type: none"> • 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. Schedule of at-risk counseling supports are in place for select students according to DESSA data • The SLT and website development team continue to provide feedback on the website to ensure families have access to resources for SEL and mental health. • Guidance team facilitated PD with teachers around DESSA to develop class-wide action plans to address student tiers as designated from Aperture data. 	<p>Adjustments Made Based on Data</p> <ul style="list-style-type: none"> • The counseling team alongside the Child Study Team will use the consultancy protocol to continue to manage and update student support plans. • Teachers will continue to monitor student growth based on action plans and work the whole class to refine implementation of restorative practices, mood meter, and Brain Power mindfulness activities. • Teachers will engage in end of the year DESSA screening and results will be reported on Quarter 4 report.

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 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 #3 Reflection on Activities Completed for this Indicator Level during
February 1, 2023 – April 19, 2023**

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each Demonstrable Improvement Indicator?	<ul style="list-style-type: none"> • Provide the specific data and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. 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	<p>Specific Strategies and Action Steps Implemented During quarter 3, P.S. 85 continued to partner with Replications to implement the Community School Model to meet DII objectives and implemented the following actions:</p> <ul style="list-style-type: none"> • CBO Replications, in partnership with the counseling team, continues 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. • 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. • The Community School Director, CBO Mental Health Coordinator, school social workers, 	<p>Data Trends/Evidence The following data supports continued progress made between Quarter 2 and Quarter 3 toward meeting this indicator:</p> <p>Attendance Data:</p> <ul style="list-style-type: none"> • Current YTD 22-23 attendance rate 91% (2% increase from 89% 21-22) • Current 22-23 Chronic Absenteeism rate 22%, At-risk of being chronically absent 12% <p>Mid-Year Parent Survey Results</p> <ul style="list-style-type: none"> • 73% of 134 families who took our survey said they have participated in general school meetings and events. • 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 phone, 16% prefer email, and 4% prefer texts for school communication. <p>Adjustments Made Based on Data</p>

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each Demonstrable Improvement Indicator?	<ul style="list-style-type: none"> • Provide the specific data and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. 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.
		<p>guidance counselors, and parent coordinator continue to leverage resources from CBO partners (i.e., Montefiore, St. Barnabas Hospital, CAPP, LINC, POTS) to meet family needs and schedule 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.</p>	<ul style="list-style-type: none"> • For the coming quarter, Replications will seek to increase the participation of families at family workshops around the following areas: <ul style="list-style-type: none"> ○ provide educational workshops that support their success as parents to a child in a public school. ○ 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 gaps that absences create academically. • Additional Workshops Parents specifically asked for in the Family Survey will be implemented, including:

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each Demonstrable Improvement Indicator?	<ul style="list-style-type: none"> • Provide the specific data and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. 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.
			<ul style="list-style-type: none"> ○ Cooking / Healthy Recipes classes ○ Parenting / New Parent Classes ○ Work / Employment opportunities ○ Enrichment activities such as sports and arts ○ Business Classes / New entrepreneur ○ GED Courses
Providing 200 Hours of quality Extended Day Learning Time (ELT)	G	<p>Specific Strategies and Action Steps Implemented</p> <p>During quarter 3, PS 85 implemented the following actions to ensure students had opportunities to engage in a variety of ELT opportunities:</p> <ul style="list-style-type: none"> • The 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 	<p>Data Trends/Evidence</p> <p>The following data supports continued progress made between Quarter 2 and Quarter 3 toward meeting this indicator:</p> <ul style="list-style-type: none"> • Approximately 300 students are currently enrolled in after-school ELT programming between the early childhood, Mission Society programs, and clubs during ELT time. • 105 students participated in the Mission Society Spring Break Out of School Time Session, which included academic work, enrichment, and field trips. • 100 students are enrolled in the Saturday Academy with a focus on informational writing, art, and publishing with digital tools, culminating in a Spring Festival Celebration in Mid-May.

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each Demonstrable Improvement Indicator?	<ul style="list-style-type: none"> • Provide the specific data and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. 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.
		<p>during quarter 3 include photography, cheerleading, band, bucket drumming, choir, and debate based on student’s voices.</p> <ul style="list-style-type: none"> • The Saturday Academy began in March and will continue until May with a focus on non-fiction writing supported by Writing is Thinking instructional coach • The CSD and administrative team continue to support the Mission Society program directors and coordinators with the analysis of academic data to ensure specific linkages of their service delivery to have continuity of the lessons children experience during the day. • The CSD continues to conduct data dives during attendance meetings to identify trends of students with poor attendance rates and poor student performances to bring additional supports to the afterschool program for those students. 	<p>Adjustments Made Based on Data</p> <ul style="list-style-type: none"> • 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 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 student performances to bring additional supports to the afterschool program for those students

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each Demonstrable Improvement Indicator?	<ul style="list-style-type: none"> • Provide the specific data and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. 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 ELL Core Subject PI	G	<p>Specific Strategies and Action Steps Implemented</p> <p>To address the needs of our ML/ELLs, the team analyzed data from NYSESLAT and ELA exams, iReady, and Acadience for our ML/ELLs. Some of these action steps include:</p> <ul style="list-style-type: none"> • 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 instruction for entering and emerging students, and time for co-planning among teachers to ensure students are engaged with grade-level texts 	<p>The following data supports continued progress made between Quarter 2 and Quarter 3 toward meeting this indicator:</p> <p>Data Trends/Evidence</p> <ul style="list-style-type: none"> • 2022 NYSESLAT Data indicates that 72.2% of ML/ELL students met ELL Progress, 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 midyear NYC ML/ELL Benchmark Assessment • Acadience Middle of year Reading Diagnostic for ELLs <ul style="list-style-type: none"> ◦ Grades K-2 19% of MLs/ELLs scored approaching, on, or exceeding grade level (2% increase from 17% Q1) <p>Adjustments Made Based on Data</p> <ul style="list-style-type: none"> • The ML/ELL team, in partnership with classroom teachers, will continue to provide targeted instruction to support students in Tier 1 instruction.

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each Demonstrable Improvement Indicator?	<ul style="list-style-type: none"> • Provide the specific data and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. 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.
		<p>using appropriate scaffolds from Thinking Maps and Writing is Thinking.</p> <ul style="list-style-type: none"> • 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 based on NYSESLAT, NYSITELL, NYC ML/ELL Assessment, and curricular assessments. 	<ul style="list-style-type: none"> • The administrative team, in partnership with the Office of Multilingual Learners is currently planning to open a first-grade dual language class in fall 2023 to grow the program from kindergarten and pre-k to ensure biliteracy and bilingualism.
3-8 Math Black Core Subject PI	G	<p>Specific Strategies and Action Steps Implemented</p> <p>PS 85 for Q-3 continues to engage in a multi-tiered approach, including Equity and SLT working in consort with the administrative cabinet to deepen the following practices:</p> <ul style="list-style-type: none"> • To ensure student performance for all students, including subgroups, teacher teams continue to engage in unit planning, specifically on Measurement and Geometry, 	<p>Data Trends/Evidence</p> <p>The following data supports continued progress made between Quarter 2 and Quarter 3 toward meeting this indicator:</p> <ul style="list-style-type: none"> • The Math Simulation was administered in March 2023 and indicated the following: <ul style="list-style-type: none"> ○ Grade 3- 51% approaching, on grade level or exceeding grade level (20% increase from 31% on 2022 NYS Math Exam) ○ Grade 4- 51% approaching, on grade level or exceeding grade level (15% increase from 36% on 2022 NYS Math Exam)

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each Demonstrable Improvement Indicator?	<ul style="list-style-type: none"> ● Provide the specific data and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. 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.
		<p>revising assessments and aligning unit plans to student needs based on new Middle of the year (MOY) assessments and curriculum-based assessments /student data during grade-meetings and before school curriculum planning. Vertical planning with the curriculum team also supports this work.</p> <ul style="list-style-type: none"> ● Professional learning implementation continues to be led by the Inquiry team to deepen school-wide initiatives around math based on informative and formative data analyzed with the team and with the support of District Public ● Grade teams are deepening the workaround Number Talks by working directly with and receiving coaching support with a new cycle of teachers for this quarter with the same consultant from K-5 Math Teaching Resources to ensure coherence across the school with 	<ul style="list-style-type: none"> ○ Grade 5- 57% approaching, on grade level, or exceeding grade level (14% increase from 43% on 2022 NYS Math Exam) <p>Adjustments Made Based on Data</p> <ul style="list-style-type: none"> ● 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. ● Teachers in grades K-5 will engage in additional cycles of professional learning on Exemplars problem solving best practices to ensure coherence across the school. ● The MTSS/RTI team in partnership with the Equity Team and District-Public consultants will continue to support teachers with data analysis and revise the data system to ensure teachers can utilize the data in meaningful ways. ● Teacher intervisits 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 Demonstrable Improvement Indicator?	<ul style="list-style-type: none"> • Provide the specific data and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. 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.
		discussion protocols, pacing, and math tools, such as Rekenreks in grades K and 1.	<ul style="list-style-type: none"> • Administrative team will implement partnerships with Elevated Youth to ensure that we are empowering black and brown students and that their voices are represented in the curriculum and improve their literacy scores, which will, in turn, impact our mathematics scores.
3-8 Math ELL Core Subject PI	G	<p>Specific Strategies and Action Steps Implemented</p> <p>PS 85 for Q-3 continues to engage in a multi-tiered approach, including Equity and SLT working in consort with the administrative cabinet to deepen the following practices:</p> <ul style="list-style-type: none"> • To ensure student performance for all students, including ELLs, teacher teams continue to engage in unit planning, specifically on Measurement and Geometry, revising assessments and aligning unit plans to student needs based on new Middle of the year (MOY) assessments and curriculum-based assessments /student data during 	<p>Data Trends/Evidence</p> <p>The following data supports continued progress made between Quarter 2 and Quarter 3 toward meeting this indicator:</p> <ul style="list-style-type: none"> • Acadience Mid-Year Math Diagnostic is administered 3 times per year in fall, winter, and spring. Quarter 3 data includes winter administration. Acadience data indicates performance on early math skills aligned with skills taught in enVisions, Exemplars, and number talks: <ul style="list-style-type: none"> ○ K-2 40% approaching, on, or exceeding grade level (up 11% from 29% Q1) • The Math Simulation was administered in March 2023 and indicated the following for our ML/ELLs: <ul style="list-style-type: none"> ○ Grades 3-5 36% approaching, on, and exceeding grade level expectations (9% increase from 27% on 2022 NYS exam)

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each Demonstrable Improvement Indicator?	<ul style="list-style-type: none"> • Provide the specific data and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. 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.
		<p>grade-meetings and before school curriculum planning. Vertical planning with the curriculum team also supports this work.</p> <ul style="list-style-type: none"> • Professional learning implementation continues to be led by the Equity team to deepen school-wide initiatives around math based on informative and formative data analyzed with the team and with the support of District Public with a focus on vocabulary. • Grade teams are deepening the workaround Number Talks by working directly with and receiving coaching support with a new cycle of teachers for this quarter with the same consultant from K-5 Math Teaching Resources to ensure coherence across the school with discussion protocols, pacing, and math tools, such as Rekenreks in grades K and 1. • The MTSS/RTI team will continue to support teachers with data analysis for our ML/ELL 	<ul style="list-style-type: none"> ○ Grade 3 29% approaching, on, and exceeding grade level expectations (6% increase from 26% on the 2022 NYS exam) ○ Grade 4 30% approaching, on, and exceeding grade level expectations (10% increase from 20% on 2022 NYS exam) ○ Grade 5 45% approaching, on, and exceeding grade level expectations (11% increase from 34% on the 2022 NYS exam) <p>Adjustments Made Based on Data</p> <ul style="list-style-type: none"> • Teacher teams will continue to engage in before-school curriculum planning and data analysis to expand and deepen Tier 1 instruction with a focus on discussion protocols with a number talks and vocabulary development during Tier 1 instruction. The administrative team will support this work with a focus on vertical planning and coherence across grades. • Teachers in grades K-5 will engage in additional cycles of professional learning on Exemplars problem solving best practices to ensure coherence across the school.

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each Demonstrable Improvement Indicator?	<ul style="list-style-type: none"> • Provide the specific data and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. 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.
		subgroups and revise the data system to ensure teachers can utilize the data in meaningful ways.	<ul style="list-style-type: none"> • The MTSS/RTI team, in partnership with the Equity Team and District-Public consultants, will continue to support teachers with data analysis for all students and specifically our ELLs, and revise the data system to ensure teachers can utilize the data in meaningful ways. • Teacher intervisits across grades will continue to be implemented to ensure vertical alignment and sharing of best practices based on midyear assessment data.
Average Proficiency Rating Math, ICT	G	<p>Specific Strategies and Action Steps Implemented</p> <p>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:</p> <ul style="list-style-type: none"> • Teacher teams, including paraprofessionals, continue to co-plan lessons and determined optimal co-teaching models to provide differentiated instruction and multiple entry 	<p>Data Trends/Evidence</p> <p>The following data supports continued progress made between Quarter 2 and Quarter 3 toward meeting this indicator:</p> <ul style="list-style-type: none"> • Acadience Mid-Year Math Diagnostic is administered 3 times per year in fall, winter, and spring. Quarter 3 data includes winter administration. Acadience data indicates performance on early math skills aligned with skills taught in enVisions, Exemplars, and number talks: <ul style="list-style-type: none"> ○ K-2 37% approaching, on, or exceeding grade level (up 5% from 32% Q1)

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each Demonstrable Improvement Indicator?	<ul style="list-style-type: none"> • Provide the specific data and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. 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.
		<p>points for individual students and groups of students with a focus on parallel structure</p> <ul style="list-style-type: none"> • Co-teaching partners continue to receive support and feedback from the administrative team to maximize the effectiveness of the ICT model using the ICT Math expectations document • Intervisitations cycles continue to be scheduled to maximize learning in ICT classes on-site and in collaboration with other District 10 schools 	<ul style="list-style-type: none"> • The Math Simulation was administered in March 2023 and indicated the following for our SWDs: <ul style="list-style-type: none"> ○ Grades 3-5 34% approaching, on, and exceeding grade level expectations (16% increase from 18% on the 2022 NYS exam) ○ Grade 3 28% approaching, on, and exceeding grade level expectations (8% increase from 20% on the 2022 NYS exam) ○ Grade 4 35% approaching, on, and exceeding grade level expectations (10% increase from 25% on 2022 NYS exam) ○ Grade 5 40% approaching, on, and exceeding grade level expectations (32% increase from 8% on the 2022 NYS exam) <p>Adjustments Made Based on Data</p> <ul style="list-style-type: none"> • The Equity Team, in partnership with teacher teams will continue to monitor student performance and progress specifically for students with disabilities and those in an ICT setting • SIT continues 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 Demonstrable Improvement Indicator?	<ul style="list-style-type: none"> • Provide the specific data and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. 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.
Average Proficiency Rating Math, Lowest Third Citywide	G	<p>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:</p> <ul style="list-style-type: none"> • To ensure student performance for all students, including subgroups, teacher teams continue to engage in unit planning, specifically on Measurement and Geometry, revising assessments and aligning unit plans to student needs based on new Middle of the year (MOY) assessments and curriculum-based assessments /student data during grade-meetings and before school curriculum planning. Vertical planning with the curriculum team also supports this work. • Professional learning implementation continues to be led by the Inquiry team to 	<p>Data Trends/Evidence The following data supports continued progress made between Quarter 2 and Quarter 3 toward meeting this indicator:</p> <ul style="list-style-type: none"> • The Math Simulation was administered in March 2023 and indicated the following: <ul style="list-style-type: none"> ○ Grade 3- 51% approaching, on grade level or exceeding grade level (20% increase from 31% on 2022 NYS Math Exam) ○ Grade 4- 51% approaching, on grade level or exceeding grade level (15% increase from 36% on 2022 NYS Math Exam) ○ Grade 5- 57% approaching, on grade level or exceeding grade level (14% increase from 43% on 2022 NYS Math Exam) <p>Adjustments Made Based on Data</p> <ul style="list-style-type: none"> • 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.

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each Demonstrable Improvement Indicator?	<ul style="list-style-type: none"> • Provide the specific data and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. 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.
		<p>deepen school-wide initiatives around math based on informative and formative data analyzed with the team and with support of District Public</p> <ul style="list-style-type: none"> • Grade teams are deepening the workaround Number Talks by working directly with and receiving coaching support with a new cycle of teachers for this quarter with the same consultant from K-5 Math Teaching Resources to ensure coherence across the school with discussion protocols, pacing, and math tools, such as Rekenreks in grades K and 1. 	<ul style="list-style-type: none"> • Teachers in grades K-5 will engage in additional cycles of professional learning on Exemplars problem-solving best practices to ensure coherence across the school. • The MTSS/RTI team, in partnership with the Equity Team and District-Public consultants, will continue to support teachers with data analysis and revise the data system to ensure teachers can utilize the data in meaningful ways. • Teacher intervisits across grades will continue to be implemented to ensure vertical alignment and sharing of best practices based on midyear assessment data.

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 2022-2023 CET Plan Implementation

<ul style="list-style-type: none"> 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. 	<p>Describe how recommendations made by the CET during this reporting period were used to inform the school’s improvement plan implementation.</p>
<p>We continue to meet monthly, and the CET includes the following stakeholders: Teachers, Paraprofessionals, Administration, CBO, parents, and superintendent designee.</p> <p>There were no changes made to the CET’s membership since the development of the 2022-23 continuation plan.</p>	<p>During Quarter 3, the CET met monthly and engaged in the following activities:</p> <ul style="list-style-type: none"> Continued presentations were given on activities being implemented and professional development that has been given to teachers to support the CEP. Among this data, the team presented a review of MLL performance and specific supports being implemented based on data with the goal of improving NYSESLAT achievement. Particularly in the area of writing with Writing is Thinking strategies for sentence extension and paragraph elaboration. Data continues to be reviewed monthly on attendance with incentive ideas solicited from the CET and then presented at the attendance meetings. We reviewed the budget sources and came to a consensus on a Family Game Night that is currently being worked on and will be supported by the CET and Community Schools. The CET has vetted and come to a consensus on branding and the school logo this quarter, and the logo will be included in our spring recruitment publications and events. The CBO, parent coordinator, and counseling team will continue to work to expand opportunities for parent engagement with more workshops and activities, including Family Game Night and arts workshops.

Part V - Receivership Powers

Powers of the Receiver

Provide a summary of the use of the School Receiver’s powers during this reporting period.

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 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 Commissioner's 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.*