

2022-2023 Receivership School Quarterly Report #1

Report Period: July 21, 2022, to October 31, 2022 (Due October 21, 2022)

All sections of the report must be completed 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 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 Education Policy Dr. Tancia Rivera, Senior Director of SIG Implementation & Quality Assurance	K, 01, 02, 03, 04, 05	N/A	619	26%	20%	4%

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*. **Any links included must be made publicly available before 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 each and 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 as a whole.
- 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 #1 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 support 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 #1 with Reflection on Lead Strategies Utilized during July 21, 2022 – October 31, 2022

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 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. The Equity Team has analyzed NYS data to revise CEP goals and action plans.
Attendance Team & Success Mentors Tiered Support Plan	G	The Attendance team will continue to partner with the Equity Team to develop and implement a tiered attendance support plan to reduce chronic absenteeism. The attendance team engaged in additional summer outreach to address patterns of low attendance in September. They planned strategic events and incentives aligned with our historic trends and rainy-day raffles when there is 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 being assigned based on student needs and aligning staff relationships as additional support to enable them to succeed.
Deepening work of Foundations and Into Reading curriculum in reading and writing in grades K-5 supported by student	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. The MTSS/RTI has provided teachers with additional support in analyzing assessment data from Acadience, iReady, Foundations, 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

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discussion protocols, Thinking Maps and Writing is Thinking tasks		level during the intervention/enrichment period using Leveled Literacy Intervention, Spire, and iReady. Schoolwide professional learning on Thinking Maps and Writing is Thinking is providing structures for a common language for both 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. 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 reading 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 is providing structures for a common language for both students and staff. Two tutors from Replications (CBO) who provide support during Tier 1 instruction also support this work.

Part II – Demonstrable Improvement Indicators-Level 1

Level 1 Indicators

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

Quarterly Report #1 Reflection on Activities Completed for this Indicator during July 21, 2022 – October 31, 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/evidence used to determine progress and impact 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 before submitting the report.
3-8 ELA All Students MGP	G	<p>Specific Strategies and Action Steps Implemented</p> <p>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:</p> <ul style="list-style-type: none"> ● The school provided enrichment and academic learning opportunities in the Summer Rising program in partnership with Mission Society and Replications ● Teacher teams reviewed Into Reading, Foundations 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. ● Equity Team revised instructional expectations and developed a shared vision and understanding of culturally responsive literacy instruction integrated with Into Reading, Foundations phonics (K-2), and Heggerty phonemic awareness (K-2) 	<p>Data Trends/Evidence</p> <ul style="list-style-type: none"> ● IReady Beginning of Year Diagnostic <ul style="list-style-type: none"> ○ grade K 6% proficient (on grade level) ○ grade 1 69% approaching or on grade level ○ grade 2 42% approaching or on grade level ○ grade 3 34% approaching or on grade level ○ grade 4 49% approaching or on grade level ○ grade 5 32% approaching or on grade level ● Approximately 250 students in K-5 engaged in the 2022 Summer Rising program ● Number of students receiving interventions <ul style="list-style-type: none"> ○ approximately 200 students are currently engaged in Leveled Literacy Intervention ○ 25 students are receiving SPIRE reading intervention <p>Adjustments Made Based on Data</p> <ul style="list-style-type: none"> ● Teacher teams will have additional time before school to engage in curriculum planning and data analysis to improve Tier 1 instruction. ● The Reading Interventionist will use SPIRE to support additional students in grades 3 and 4 based on the dyslexia screener.

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		<ul style="list-style-type: none"> ● 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, including ML/ELLs and SWDs, on school-based assessments. The MTSS/RTI team used this data to identify students for targeted interventions. ● Based on the progress made in Grade 5 (which was a target grade for the 21-22 school year), some successful strategies have been expanded to Grade 4, including departmentalization. ● Teachers engaged 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. 	<ul style="list-style-type: none"> ● The 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.
3-8 Math All Students MGP	G	Specific Strategies and Action Steps Implemented	Data Trends/Evidence <ul style="list-style-type: none"> ● iReady Beginning of year Diagnostic <ul style="list-style-type: none"> ○ grade K 4% (proficient) on grade level

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		<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"> ● The school provided enrichment and academic learning opportunities in the Summer Rising program in partnership with Mission Society and Replications ● Teacher teams reviewed enVisions curriculum and engaged in unit planning, revising assessments, and aligning unit plans to student needs based on 21-22 student data. ● Equity Team revised instructional expectations and developed a shared vision and understanding of culturally responsive mathematics instruction integrated with enVisions, number talks, daily fluency practice, and weekly Exemplars Problem-Solving Tasks with self-assessment ● Administrative team in partnership with the MTSS/RTI team and New Visions data specialists developed a data system for 	<ul style="list-style-type: none"> ○ grade 1 55% approaching or on grade level ○ grade 2 25% approaching or on grade level ○ grade 3 33% approaching or on grade level ○ grade 4 34% approaching or on grade level ○ grade 5 38% approaching or on grade level ● Approximately 250 students in K-5 engaged in the 2022 Summer Rising program <p>Adjustments Made Based on Data</p> <ul style="list-style-type: none"> ● Grades 3-5 teachers will continue to revise current units of study to allow time for reteaching and are engaging in additional work on fluency skills ● New Teachers will engage in a cycle of professional learning on number talks with a consultant from K-5 Math Teaching Resources beginning in November ● 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 ● School staff will be trained in the use of Great Leaps to support fluency intervention during the school day and Extended Learning Time

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		<p>tracking student performance by class and subgroup, including ML/ELLs and SWDs, on school-based assessments. The MTSS/RTI team used this data to identify students for targeted interventions.</p> <ul style="list-style-type: none"> ● Based on the progress made in Grade 5 (which was a target grade for the 21-22 school year), some successful strategies have been expanded to Grade 4, including departmentalization. 	<ul style="list-style-type: none"> ● Teacher intervisitations between the fourth and fifth grades will be implemented to ensure vertical alignment and sharing of best practices.
3-8 ELA All Students Core Subject PI	G	<p>Specific Strategies and Action Steps Implemented</p> <p>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:</p> <ul style="list-style-type: none"> ● The school provided enrichment and academic learning opportunities in the Summer Rising program in partnership with Mission Society and Replications 	<p>Data Trends/Evidence</p> <ul style="list-style-type: none"> ● IReady Beginning of year Diagnostic <ul style="list-style-type: none"> ○ grade K 6% proficient (on grade level) ○ grade 1 69% approaching or on grade level ○ grade 2 42% approaching or on grade level ○ grade 3 34% approaching or on grade level ○ grade 4 49% approaching or on grade level ○ grade 5 32% approaching or on grade level ● Approximately 250 students in K-5 engaged in the 2022 Summer Rising program

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		<ul style="list-style-type: none"> ● Teacher teams reviewed Into Reading, Foundations 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. ● Equity Team revised instructional expectations and developed a shared vision and understanding of culturally responsive literacy instruction integrated with Into Reading, Foundations phonics (K-2), and Heggerty phonemic awareness (K-2) <ul style="list-style-type: none"> ● 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, including ML/ELLs and SWDs, on school-based assessments. The MTSS/RTI team used this data to identify students for targeted interventions. ● Based on the progress made in Grade 5 (which was a target grade for the 21-22 	<ul style="list-style-type: none"> ● Number of students receiving interventions <ul style="list-style-type: none"> ○ approximately 200 students are currently engaged in Leveled Literacy Intervention ○ 25 students are receiving SPIRE reading intervention

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		<p>school year), some successful strategies have been expanded to Grade 4, including departmentalization.</p> <ul style="list-style-type: none"> ● Teachers engaged 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. 	
3-8 Math All Students Core Subject PI	Y	<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"> ● The school provided enrichment and academic learning opportunities in the Summer Rising program in partnership with Mission Society and Replications ● Teacher teams reviewed enVisions curriculum and engaged in unit planning, revising 	<p>Data Trends/Evidence</p> <ul style="list-style-type: none"> ● iReady Beginning of year Diagnostic <ul style="list-style-type: none"> ○ grade K 4% (proficient) on grade level ○ grade 1 55% approaching or on grade level ○ grade 2 25% approaching or on grade level ○ grade 3 33% approaching or on grade level ○ grade 4 34% approaching or on grade level ○ grade 5 38% approaching or on grade level ● Approximately 250 students in K-5 engaged in the 2022 Summer Rising program

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		<p>assessments, and aligning unit plans to student needs based on 21-22 student data.</p> <ul style="list-style-type: none"> ● Equity Team revised instructional expectations and developed a shared vision and understanding of culturally responsive mathematics instruction integrated with enVisions, number talks, daily fluency practice, and weekly Exemplars Problem-Solving Tasks with self-assessment ● 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, including ML/ELLs and SWDs, on school-based assessments. The MTSS/RTI team used this data to identify students for targeted interventions. ● Based on the progress made in Grade 5 (which was a target grade for the 21-22 school year), some successful strategies 	

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		have been expanded to Grade 4, including departmentalization.	
Grades 4 and 8 Science All Students Core Subject PI	G	<p>Specific Strategies and Action Steps Implemented</p> <p>Because there was an increase in the average score for the 2022 Science Simulation, promising practices continued during Quarter 1.</p> <ul style="list-style-type: none"> ● Teachers will continue implementing selected Amplify Units that address NYS Science standards. ● Science enrichment teachers will continue to provide targeted science lab instruction to third and fourth-grade students. ● Classroom teachers will integrate more science content into the ELA and math content that they are already covering. 	<p>Data Trends/Evidence</p> <p>2022 Grade 4 Science Simulation</p> <ul style="list-style-type: none"> ● 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) <p>Adjustments Made Based on Data</p> <ul style="list-style-type: none"> ● The administrative team will bring additional science opportunities to the school, including Aerofarms, and will continue our partnership with Wellness in the Schools. ● 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.
EM Chronic Absenteeism - All Students	G	Specific Strategies and Action Steps Implemented	<p>Data Trends/Evidence</p> <ul style="list-style-type: none"> ● Current YTD attendance rate 92% (as of 10/19/22), Goal 95%

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		<p>After analyzing data for Chronic Absenteeism for 2021-2022, the attendance team implemented the following actions this quarter:</p> <ul style="list-style-type: none"> ● Equity team in partnership with the attendance team and Replications met and planned the following: <ul style="list-style-type: none"> ○ Tier 1 support 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 supports for students in temporary housing and students identified as Hispanic/Latinx ● Parent Coordinator in partnership with CSD developed a school-wide calendar with incentive days and spirit weeks with input from students to increase and promote attendance, incorporating data on attendance dips (September, December, January, and May) and the testing calendar. Family 	<ul style="list-style-type: none"> ● Current Chronic Absenteeism rate 29% (as of 10/19/22), Goal 23% ● MLLs/ELLs 91% YTD, 33% CA ● SWD 94% YTD, 33% CA ● Students in Temporary Housing 91% YTD, 38% CA ● African American/Black American 93% YTD, 28% CA ● Latinx 91% YTD, 31% CA ● Girls ● Boys 92% YTD, 27% <p>Adjustments Made Based on Data</p> <ul style="list-style-type: none"> ● Attendance team will continue to monitor YTD and CA every week and adjust plans accordingly. ● The attendance team will continue to develop and implement additional incentives and communication with families for November, December, and January to ensure attendance rates are not impacted by holidays, inclement weather, or family travel.

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		<p>calendars were sent home monthly, posted on the school website, and posted in common spaces.</p> <ul style="list-style-type: none"> ● Attendance team point people partnered with teachers to provide ongoing communication with parents regarding policies, student attendance rates, and impact on academic progress. ● Attendance team documented interventions in the rolling agenda and monitor the 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 actions steps include:</p> <ul style="list-style-type: none"> ● Equity Team and teacher leaders engaged in June and August Planning Institutes and additional professional learning, Teaching Matters, Thinking Maps, and Writing is Thinking consultants. 	<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%. <p>Adjustments Made Based on Data</p> <ul style="list-style-type: none"> ● The ML/ELL team in partnership with classroom teachers will identify students who did not meet ELL Progress to provide targeted instruction based on the modalities of reading, writing, speaking, and listening.

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		<ul style="list-style-type: none"> ● Administrative team in partnership with the Office of Multilingual Learners converted the kindergarten TBE class to a dual language program from pre-k and further promote bilingualism and biliteracy. ● Administrative team in partnership with the ENL/BE developed student and teacher schedules to 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. ● 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. 	<ul style="list-style-type: none"> ● The ML/ELL team administered the baseline ML/ELL NYC assessments to better understand students' current strengths and needs. ● The Joy School English online program will be used to support entering and emerging students with speaking and listening skills.
School Safety - ES/MS	G	Specific Strategies and Action Steps Implemented	Data Trends/Evidence <ul style="list-style-type: none"> ● OORS Data (as of 10/20/2022) ● Level 3-5: 6 incidents

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/evidence used to determine progress and impact 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 before submitting the report.
		<p>OORS incidents dropped significantly from 2019-2020 to 2021-2022. As a result, the team has implemented the following action this quarter:</p> <ul style="list-style-type: none"> ● The safety team met monthly to review OORS data and review safety protocols ● The counseling team met 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 offered feedback on the website to ensure families have access to resources for SEL and mental health. 	<p>Adjustments Made Based on Data</p> <ul style="list-style-type: none"> ● The Counseling Team supports the implementation of the DESSA screening and plans to support students ● The counseling team provides 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 to lead strategies that will inform the implementation of specific strategies and action steps to support progress toward the Demonstrable Improvement targets during this quarter.

Quarterly Report #1 Reflection on Activities Completed for this Indicator during

July 21, 2022 – October 31, 2022

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	<ul style="list-style-type: none"> Provide the specific data/evidence used to determine progress and impact 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 before submitting the report.
Plan for and implement Community School Model	G	<p>Specific Strategies and Action Steps Implemented</p> <p>During the first quarter, 10X085 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 organized and maintained 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 utilized partnerships with community organizations and developed additional resources/supports as needed. CBO Replications staff in partnership with the administrative team and parent coordinator 	<p>Data Trends/Evidence</p> <p>Attendance Data:</p> <ul style="list-style-type: none"> Current YTD attendance rate 92% (as of 10/19/22), Goal 95% Current Chronic Absenteeism rate 29% (as of 10/19/22), Goal 23% MLLs/ELLs 91% YTD, 33% CA SWD 94% YTD, 33% CA Students in Temporary Housing 91% YTD, 38% CA African American/Black American 93% YTD, 28% CA Latinx 91% YTD, 31% CA Girls Boys 92% YTD, 27% <p>Family and Supportive Environment Data:</p> <ul style="list-style-type: none"> 100% of families say that staff support children with the transition into the school year in a way that their parents/caregivers feel appreciated. 96% of families say that staff support parents in their continuous teaching outside of school.

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	<ul style="list-style-type: none"> • Provide the specific data/evidence used to determine progress and impact 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 before submitting the report.
		<ul style="list-style-type: none"> ■ We sent individualized year-end, attendance letters, and outreach by phone to ensure all students have the support they need to be successful. ■ We sent summer mailers with information about the back-to-school celebration on September 7, the first day of school on September 8, and the NYC DOE calendar. • The Community School Director and parent coordinator leveraged 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. 	<ul style="list-style-type: none"> • 95% of families say that leaders at this school nurture individual agency and build collective capacity from teachers, parents, school community leaders, and students around a common vision. • 95% of families say that this school makes an effort to reach out to parents to engage them directly in the processes of strengthening student learning. • 95% of families say that Leaders at this school nurture individual agency and build collective capacity from teachers, parents, school community leaders, and students around a common vision of reform. <p>Family Workshops & Events</p> <ul style="list-style-type: none"> • Positive Behavior at Home • Pumpkin Patch Experience • People’s Circle (Cookie Decorating) • Helping Your Child Be Responsible on social media <p>Adjustments Made Based on Data</p> <ul style="list-style-type: none"> • The CSD coordinates the Attendance team to launch Success Mentors and provide a caring adult to all shelter students and students at risk of being Chronically Absent • The CSD coordinates classroom supports and provides targeted students with academic advisors that will support them in a small

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	<ul style="list-style-type: none"> ● Provide the specific data/evidence used to determine progress and impact 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 before submitting the report.
			<p>group setting in collaboration with school administration and classroom teachers</p> <ul style="list-style-type: none"> ● 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 both in English and Spanish to advance the education at home for what makes a child chronically absent and the gaps that absences create academically. ● The CSD continues to work closely with School Admin and the Parent Coordinator to get parent’s responses around the following areas: <ul style="list-style-type: none"> ○ Preferred mode of communication ○ Preferred language ○ preferred frequency of communication ○ 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 that they would otherwise not have access to e.g., pumpkin patch scavenger hunt events, Spring egg hunts, holiday gift celebrations, and graduation supports.

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	<ul style="list-style-type: none"> ● Provide the specific data/evidence used to determine progress and impact 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 before submitting the report.
<p>Providing 200 Hours of quality Extended Day Learning Time (ELT)</p>	G	<p>Specific Strategies and Action Steps Implemented During this quarter, PS 85 implemented the following action for ELT:</p> <ul style="list-style-type: none"> ● After-school ELT Program in partnership with Mission Society and PS 85 teachers using iReady instructional resources began September 19. ● Early Childhood ELT Program in partnership with Replications began on September 13. 	<p>Data Trends/Evidence</p> <ul style="list-style-type: none"> ● 180 students are currently enrolled in the early childhood and Mission Society programs <p>Adjustments Made Based on Data</p> <ul style="list-style-type: none"> ● Early Childhood ELT student participants will focus on Mastery of the alphabet and engage in a phonetics laboratory as part of the year-long scope of work ● Mission Society staff will be trained in the use of iReady and Great Leaps to deepen professional learning and provide additional support to students in partnership with teachers during the ELT block. ● 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 student performances to bring additional supports to the afterschool program for those students ● This fall debate squad will be added as an additional enrichment opportunity during the ELT block. ● Title III Saturday Academy will be implemented with a focus on non-fiction writing supported by the Writing is Thinking instructional coach

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	<ul style="list-style-type: none"> • Provide the specific data/evidence used to determine progress and impact 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 before submitting the report.
3-8 ELA ELL Core Subject PI	Y	<p>Specific Strategies and Action Steps Implemented Specific Strategies and Action Steps Implemented</p> <p>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:</p> <ul style="list-style-type: none"> • The school provided enrichment and academic learning opportunities in the Summer Rising program in partnership with Mission Society and Replications • Teacher teams reviewed Into Reading, Foundations 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. • Equity Team revised instructional expectations and developed a shared vision and understanding of culturally responsive literacy instruction integrated with Into Reading, 	<p>Data Trends/Evidence Data Trends/Evidence</p> <ul style="list-style-type: none"> • IReady Beginning of year Diagnostic <ul style="list-style-type: none"> ○ grade K 6% proficient (on grade level) ○ grade 1 69% approaching or on grade level ○ grade 2 42% approaching or on grade level ○ grade 3 34% approaching or on grade level ○ grade 4 49% approaching or on grade level ○ grade 5 32% approaching or on grade level • Approximately 250 students in K-5 engaged in the 2022 Summer Rising program • Number of students receiving interventions <ul style="list-style-type: none"> ○ approximately 200 students are currently engaged in Leveled Literacy Intervention ○ 25 students are receiving SPIRE reading intervention

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	<ul style="list-style-type: none"> ● Provide the specific data/evidence used to determine progress and impact 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 before submitting the report.
		<p>Fundations phonics (K-2), and Heggerty phonemic awareness (K-2)</p> <ul style="list-style-type: none"> ● 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, including ML/ELLs and SWDs, on school-based assessments. The MTSS/RTI team used this data to identify students for targeted interventions. ● Based on the progress made in Grade 5 (which was a target grade for the 21-22 school year), some successful strategies have been expanded to Grade 4, including departmentalization. ● Teachers engaged 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. 	

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	<ul style="list-style-type: none"> • Provide the specific data/evidence used to determine progress and impact 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 before submitting the report.
3-8 Math Black Core Subject PI	Y	<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"> • The school provided enrichment and academic learning opportunities in the Summer Rising program in partnership with Mission Society and Replications • Teacher teams reviewed enVisions curriculum and engaged in unit planning, revising assessments, and aligning unit plans to student needs based on 21-22 student data. <ul style="list-style-type: none"> • Equity Team revised instructional expectations and developed a shared vision and understanding of culturally responsive mathematics instruction integrated with enVisions, number talks, daily fluency practice, and weekly Exemplars Problem-Solving Tasks with self-assessment 	<p>Data Trends/Evidence</p> <ul style="list-style-type: none"> • iReady Beginning of year Diagnostic <ul style="list-style-type: none"> ○ grade K 4% (proficient) on grade level ○ grade 1 55% approaching or on grade level ○ grade 2 25% approaching or on grade level ○ grade 3 33% approaching or on grade level ○ grade 4 34% approaching or on grade level ○ grade 5 38% approaching or on grade level • Approximately 250 students in K-5 engaged in the 2022 Summer Rising program

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	<ul style="list-style-type: none"> • Provide the specific data/evidence used to determine progress and impact 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 before submitting the report.
		<ul style="list-style-type: none"> • 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, including ML/ELLs and SWDs, on school-based assessments. The MTSS/RTI team used this data to identify students for targeted interventions. • Based on the progress made in Grade 5 (which was a target grade for the 21-22 school year), some successful strategies have been expanded to Grade 4, including departmentalization. 	
3-8 Math ELL Core Subject PI	Y	<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"> • The school provided enrichment and academic learning opportunities in the Summer Rising program in partnership with Mission Society and Replications 	<p>Data Trends/Evidence</p> <ul style="list-style-type: none"> • iReady Beginning of year Diagnostic <ul style="list-style-type: none"> ○ grade K 4% (proficient) on grade level ○ grade 1 55% approaching or on grade level ○ grade 2 25% approaching or on grade level ○ grade 3 33% approaching or on grade level ○ grade 4 34% approaching or on grade level ○ grade 5 38% approaching or on grade level

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	<ul style="list-style-type: none"> • Provide the specific data/evidence used to determine progress and impact 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 before submitting the report.
		<ul style="list-style-type: none"> • Teacher teams reviewed enVisions curriculum and engaged in unit planning, revising assessments, and aligning unit plans to student needs based on 21-22 student data. <ul style="list-style-type: none"> • Equity Team revised instructional expectations and developed a shared vision and understanding of culturally responsive mathematics instruction integrated with enVisions, number talks, daily fluency practice, and weekly Exemplars Problem-Solving Tasks with self-assessment • 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, including ML/ELLs and SWDs, on school-based assessments. The MTSS/RTI team used this data to identify students for targeted interventions. • Based on the progress made in Grade 5 (which was a target grade for the 21-22 school year), some successful strategies 	<ul style="list-style-type: none"> • Approximately 250 students in K-5 engaged in the 2022 Summer Rising program

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	<ul style="list-style-type: none"> • Provide the specific data/evidence used to determine progress and impact 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 before submitting the report.
		have been expanded to Grade 4, including departmentalization.	
Average Proficiency Rating Math, ICT	Y	<p>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:</p> <ul style="list-style-type: none"> • Teacher teams, including paraprofessionals, co-planned lessons and determined optimal co-teaching models to provide differentiated instruction and multiple entry points for individual students and groups of students • Co-teaching partners received support and feedback from the admin team to maximize the effectiveness of the ICT model using the ICT Math expectations document 	<p>Data Trends/Evidence</p> <ul style="list-style-type: none"> • iReady diagnostic BOY data shows 23% SWD on or approaching proficient level in Math <p>Adjustments Made Based on Data</p> <ul style="list-style-type: none"> • Teacher teams will continue to co-plan to determine the optimal co-teaching models and will receive regular feedback from the administrative team • The Equity Team in partnership with teacher teams will continue to monitor student performance and progress specifically for students in an ICT setting.
Average Proficiency Rating Math, Lowest Third Citywide	Y	<p>Specific Strategies and Action Steps Implemented PS 85 is engaged in a multi-tiered approach, including Equity and SLT working in consort with</p>	<p>Data Trends/Evidence</p> <ul style="list-style-type: none"> • iReady Beginning of year Diagnostic <ul style="list-style-type: none"> ○ grade K 4% (proficient) on grade level ○ grade 1 55%approaching or on grade level

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	<ul style="list-style-type: none"> ● Provide the specific data/evidence used to determine progress and impact 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 before submitting the report.
		<p>the administrative cabinet to deepen the following practices this quarter:</p> <ul style="list-style-type: none"> ● The school provided enrichment and academic learning opportunities in the Summer Rising program in partnership with Mission Society and Replications ● Teacher teams reviewed enVisions curriculum and engaged in unit planning, revising assessments, and aligning unit plans to student needs based on 21-22 student data. <ul style="list-style-type: none"> ● Equity Team revised instructional expectations and developed a shared vision and understanding of culturally responsive mathematics instruction integrated with enVisions, number talks, daily fluency practice, and weekly Exemplars Problem-Solving Tasks with self-assessment ● 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, including ML/ELLs and SWDs, 	<ul style="list-style-type: none"> ○ grade 2 25% approaching or on grade level ○ grade 3 33% approaching or on grade level ○ grade 4 34% approaching or on grade level ○ grade 5 38% approaching or on grade level ● Approximately 250 students in K-5 engaged in the 2022 Summer Rising program

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	<ul style="list-style-type: none"> ● Provide the specific data/evidence used to determine progress and impact 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 before submitting the report.
		<p>on school-based assessments. The MTSS/RTI team used this data to identify students for targeted interventions.</p> <ul style="list-style-type: none"> ● Based on the progress made in Grade 5 (which was a target grade for the 21-22 school year), some successful strategies have been expanded to Grade 4, including departmentalization. 	

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 **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, should be addressed in response to the prompts below.*

Report Out of 2022-23 CET Plan Implementation

<ul style="list-style-type: none"> List the 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 implementation of the school’s improvement plan.</p>
<p>CET includes Teachers, Paraprofessionals, Administration, CBO, parents, and superintendent designee. We meet monthly.</p> <p>There were no changes made to the CET’s membership since the development of the 2022-23 continuation plan.</p>	<p>During this quarter the CET met monthly. Presentations were given on activities being implemented by the CEP to address goals. After these presentations, the team reviewed data from each of the major areas of focus: 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.</p> <p>Because of the work completed by the CET during the 2021-2022 school year, 10X085 has increased the focus on Cultural Competency in addition to Social Emotional Learning this quarter. Additionally, tiered supports will continue to be provided for students who are not reaching grade-level standards per recommendations from the CET. 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.</p>

<ul style="list-style-type: none"> • List the 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 implementation of the school’s improvement plan.</p>
	<p>Additionally, we conducted our Receivership Public Hearing on Thursday, October 20th to share with the school community the school interventions planned and underway. The public hearing was conducted in a hybrid format to enable both in-person and virtual participation. Parents were offered interpretation services as well as water and snacks. There were no recommendations made in person or online.</p>

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 and 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 about public hearings and the Community Engagement Teams, as per Commissioners Regulation §100.19 have been met.

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, if necessary, its 2022-2023 Community Engagement Team plan and membership.

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