



YONKERS
PUBLIC SCHOOLS

EQUITY AND ACCESS FOR ALL CHILDREN

Transform Learning – Transform Lives

WORK PLAN

FOR TEACHERS, SCHOOL AND DISTRICT LEADERS

**3 YEAR STRATEGIC PLAN
2019-2022**

CONTINUOUS LEARNING CYCLE



Who We Are

October 2019	Total	Male	Female	Asian	American Indian /Alaskan Native Hawaiian /Other Pacific Islander	Black /African American	Hispanic /Latino	White	Multi-Racial
Students	26,394	13,387	13,007	1,440	226	4,851	15,394	4,434	25
Central Office Administrators	45	19	26	3		8	11	23	
Principals	41	17	24		1	9	7	23	1
Assistant Principals	69	26	43	1		18	13	35	2
Teachers	1,899	449	1,450	31	5	176	350	1297	40
Civil Service – Full-time	594	315	279	4	2	97	204	278	9
Civil Service - Hourly	1,071	61	1,010	15	6	267	402	362	19

Equity and Access for All Children

Transform Learning – Transform Lives

District Work Plan September 2019 through June 2022

Equity and access for all children to achieve their highest potential today and in the future requires the best possible education. To succeed, the community and educational system must believe every child has unique learning needs and every child has the right to a strong foundation. To afford young people equal opportunities necessitates altering the connection between poverty, race and academic performance. To fulfill these high expectations is to accept the responsibility to transform learning to transform lives. This is the commitment of the Yonkers Public Schools and achievable through the 3 Year Strategic Plan 2019-2022.

Schools alone cannot provide students what they deserve and need to succeed. It requires supportive relationships with parents, guardians and caregivers, as well as partnerships with community based organizations and stakeholders. The unifying goal of the work together must be the academic success and social emotional growth of every child, every day in every school.

Yonkers Strategies & Targets

Strategy 1: Focus on Academic Achievement - Content, Teachers, Students

Strategy 2: Manage Performance

The 3 Year Plan is in alignment with the New York State Every Student Succeeds Act (ESSA) and Next Generation Learning Standards (NGLS), the District Comprehensive Improvement Plan (DCIP) and Instructional Foci and the School Comprehensive Education Plans (SCEPs). The strategies will evolve through a Continuous Learning Cycle – plan, implement, review, improve – for cohesive vertical-alignment that provides direction for detailed work plans in schools and District departments. These strategies are attainable by collective commitment and sustained efforts among stakeholders. The transformation detailed in this work plan requires innovative actions that address the question; ***Are the decisions we are making in the best interest of children?***

Robust Multi-tiered Systems of Support (MTSS) to address both academic, linguistic and social-emotional student needs will be employed in all schools. MTSS provides cyclical progress monitoring, student input where applicable, and parent and community engagement. The complex needs of the exceptional learner - student with a disability (SWD), Gifted and Multi-lingual learners (MLLs) as well as the twice exceptional learner (SWD & MLL/ or SWD & Gifted) will be addressed through leading, teaching and learning. The impact will be measured by continuous improvement in student achievement and social-emotional well-being. Restorative Practices in schools will continue to foster positive, healthy school climates. This approach helps students learn from their mistakes; and, it is a venue to partner with parents, students, schools and district officials, community organizations, and policymakers to move away from zero-tolerance discipline policies towards proven restorative approaches to addressing conflict in schools.

The 2019-2022 Strategic Work Plan builds on the successes of the previous 3 Year Strategic Plan. As a community of learners, we will work together to promote school transformation through a common vision of excellence in education for Yonkers Public Schools. Through our collaborative partnership, we will utilize the skills and resources proven effective in improving student achievement, ensuring continuous professional development, sustaining a data-driven culture, creating culturally and linguistic responsive environments, fostering social- emotional well-being and guaranteeing stakeholder involvement and engagement.

Strategy 1: Focus on Academic Achievement - Content, Teachers, Students

New York State’s ESSA indicators hold all schools accountable for student performance in English language arts (ELA), Mathematics, Science and Social Studies and set targets for test performance and graduation for all students and for a variety of sub-groups, as well as:

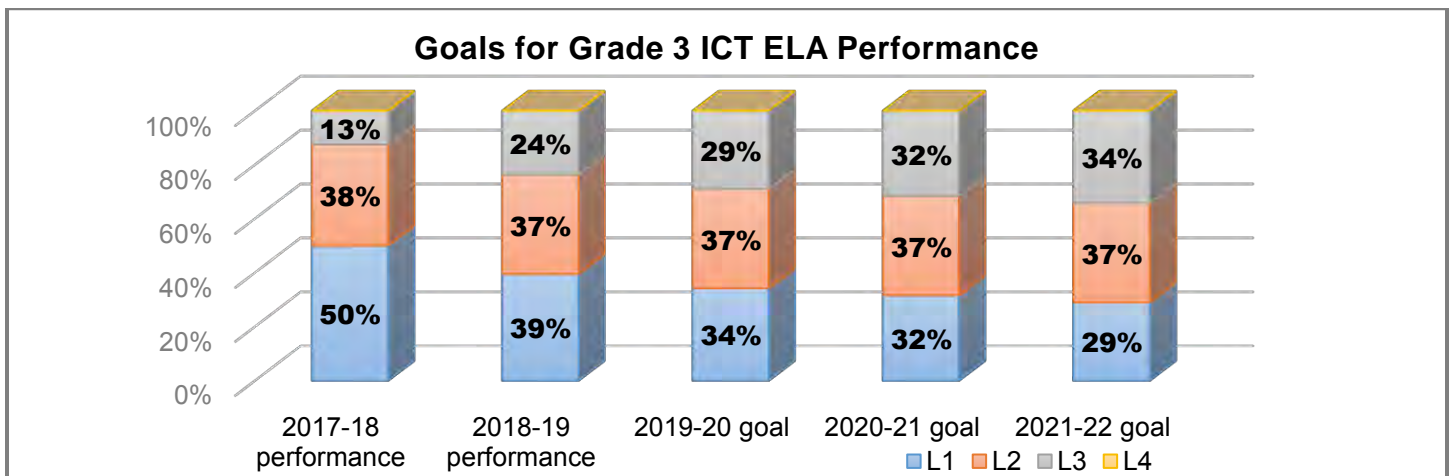
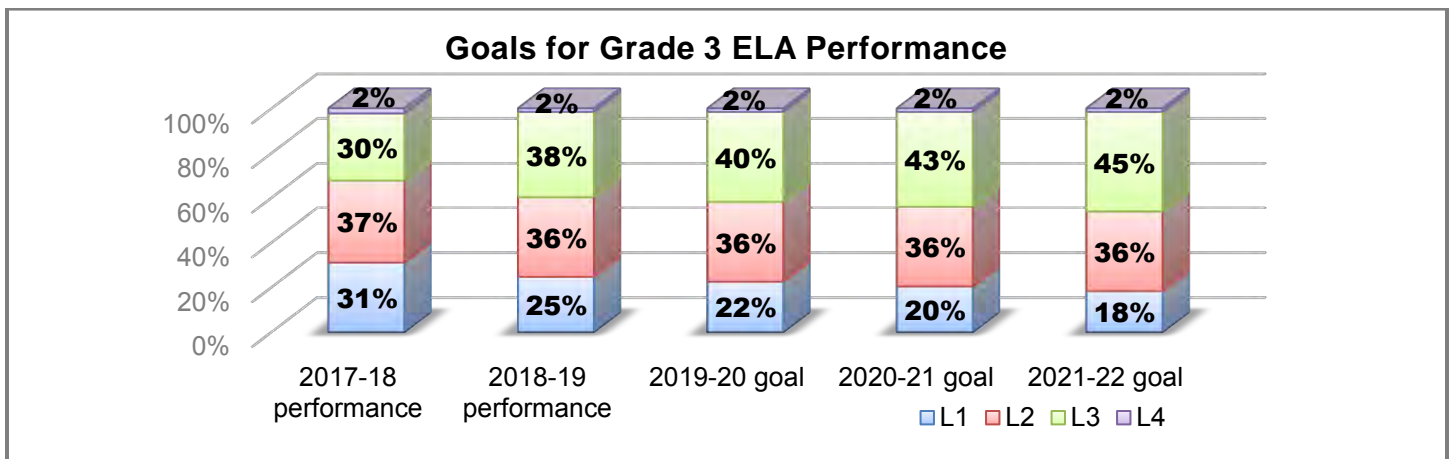
- College, Career, and Civic Readiness indicator, factors that different end-of-high-school goals are appropriate for different groups of students;
- English Language Proficiency indicator, factors that English Language Learners/Multilingual Learners are a complex and multi-faceted group, all of whom need to make progress towards mastery at different rates; and
- Chronic Absenteeism indicator, which is a barrier to achievement.

Strategy 1 Targets: Indicators of Success

To develop the indicators of success, baseline data was studied and the Measures of Interim Progress (MIPs) that NYS set for the district. The data informed the success indicators that reflect the District’s priorities, while balancing the need for goals to be both rigorous and achievable. All indicators are in alignment with New York State’s growth expectations for District performance.

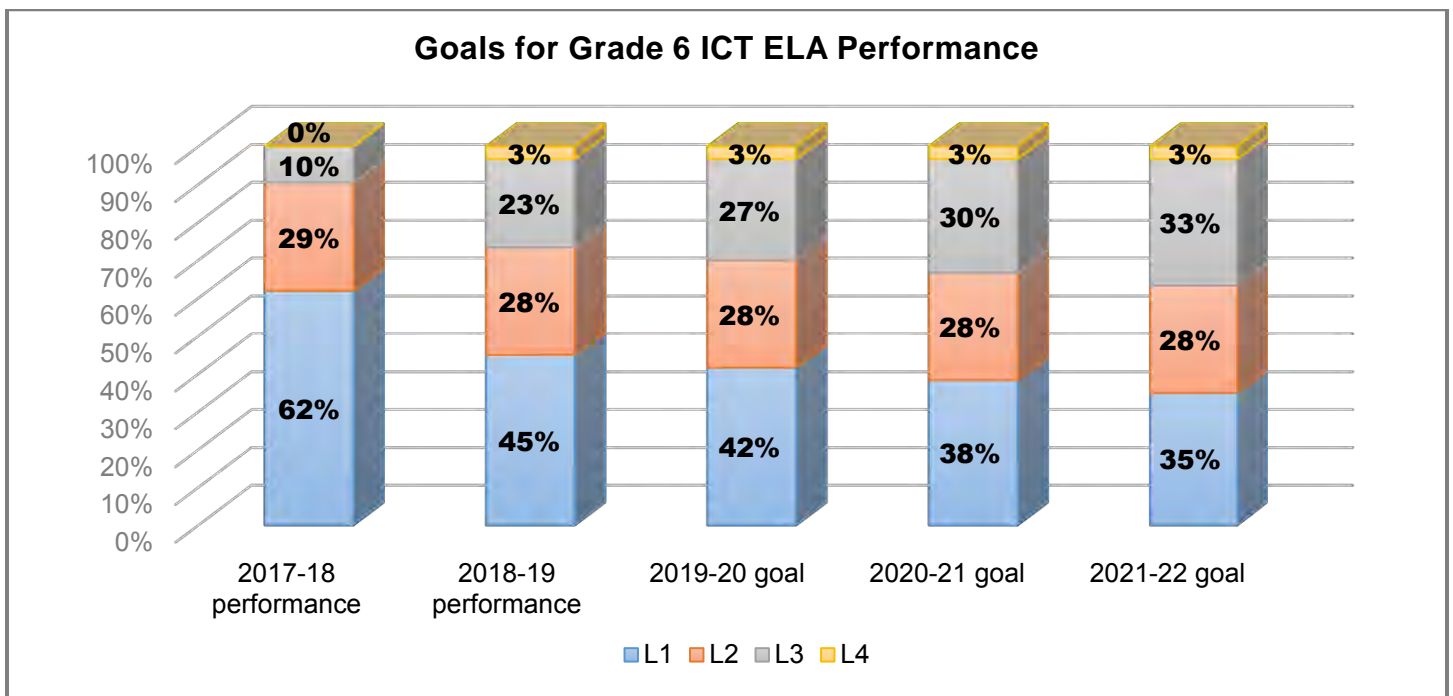
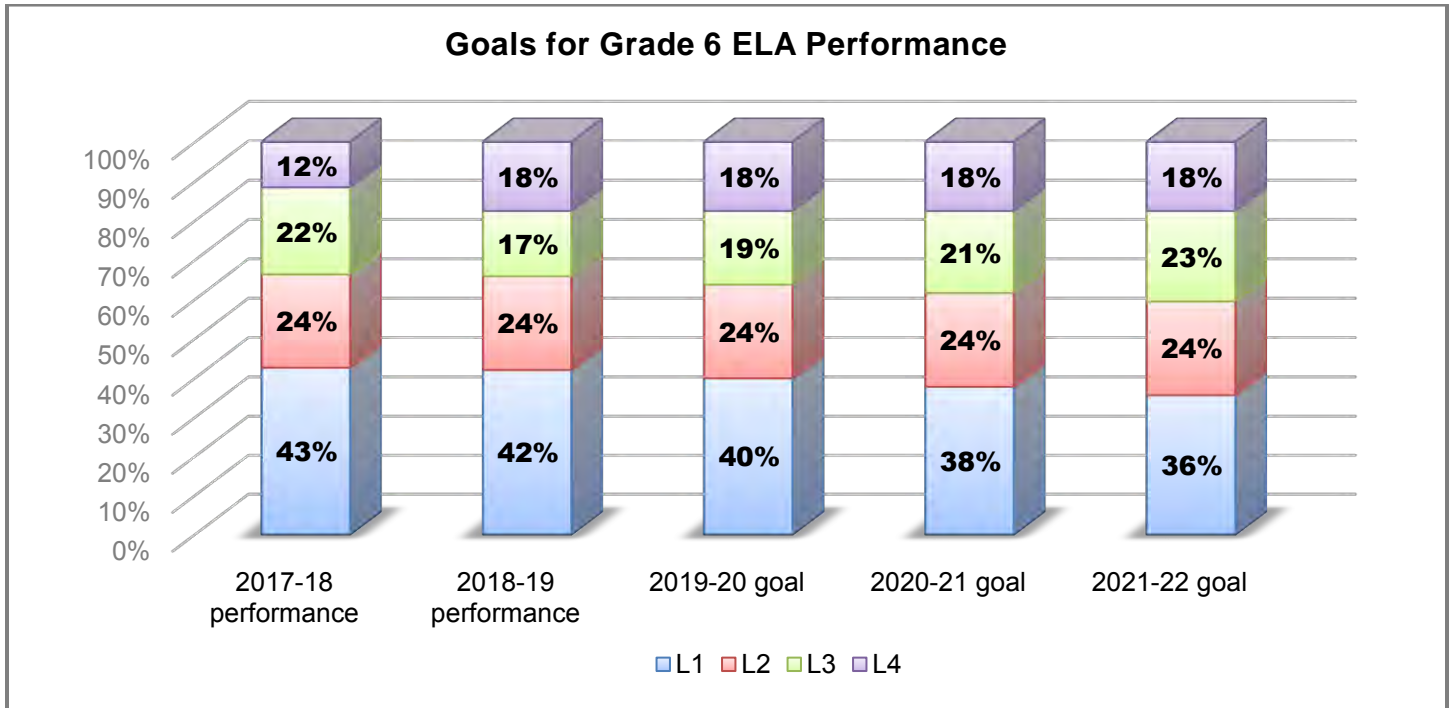
Indicator 1: Mastery in ELA by Grade 3

By June 2022, 47% of students in Grade 3 and 34% of students with disabilities enrolled in Integrated CoTeaching (ICT) programs will demonstrate mastery in ELA based on the NYSED assessment.

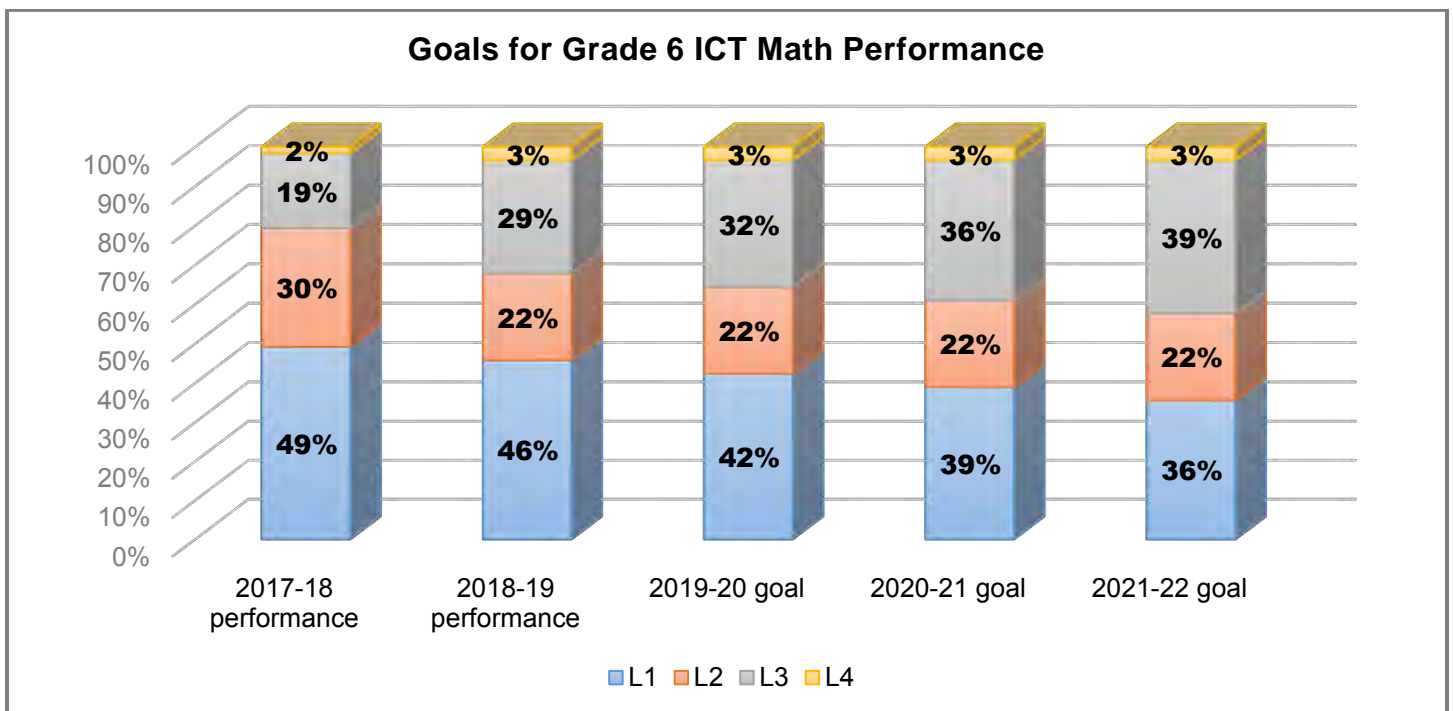
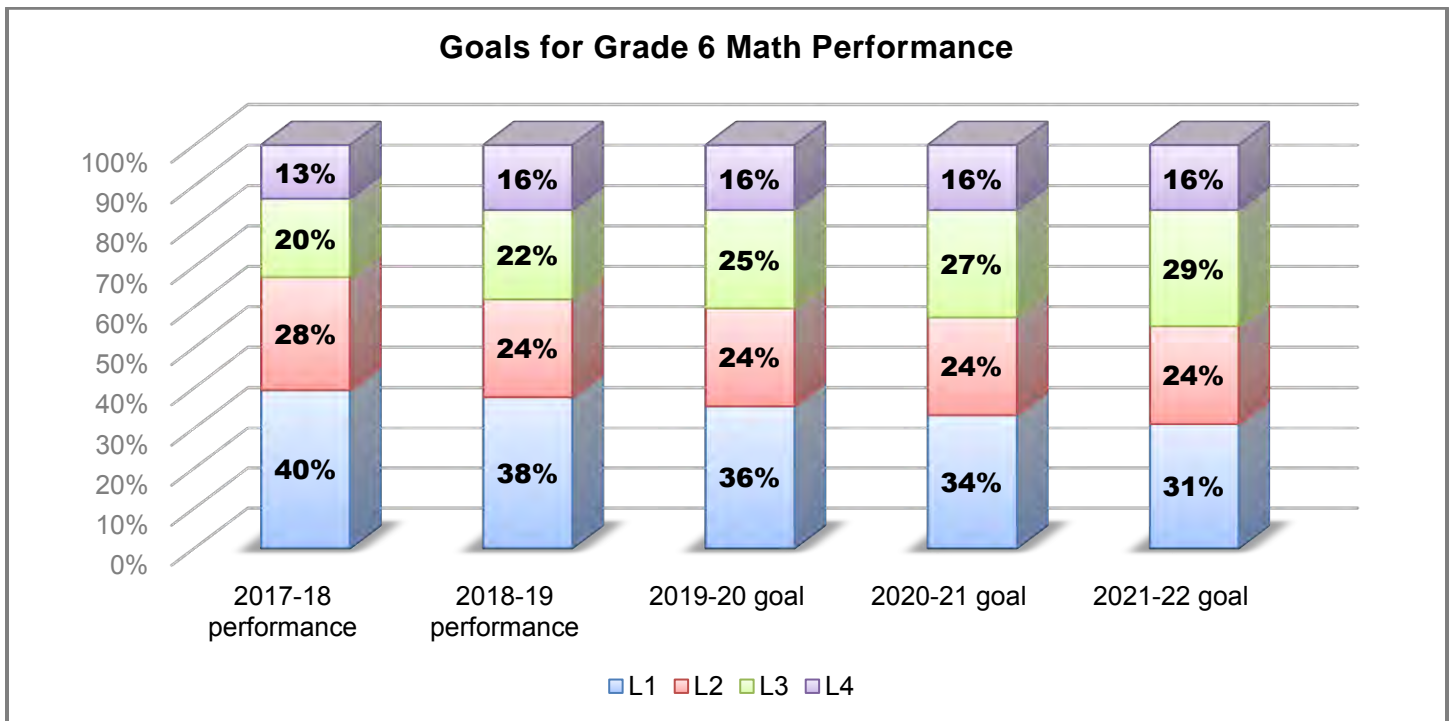


Indicator 2: Mastery in ELA and Mathematics in Grade 6

By June 2022, 41% of students in Grade 6 will demonstrate mastery in ELA and 45% in mathematics, based on the NYSED assessment. 36% of students with disabilities enrolled in Integrated Co-teaching (ICT) programs will demonstrate mastery in ELA and 42% in mathematics.

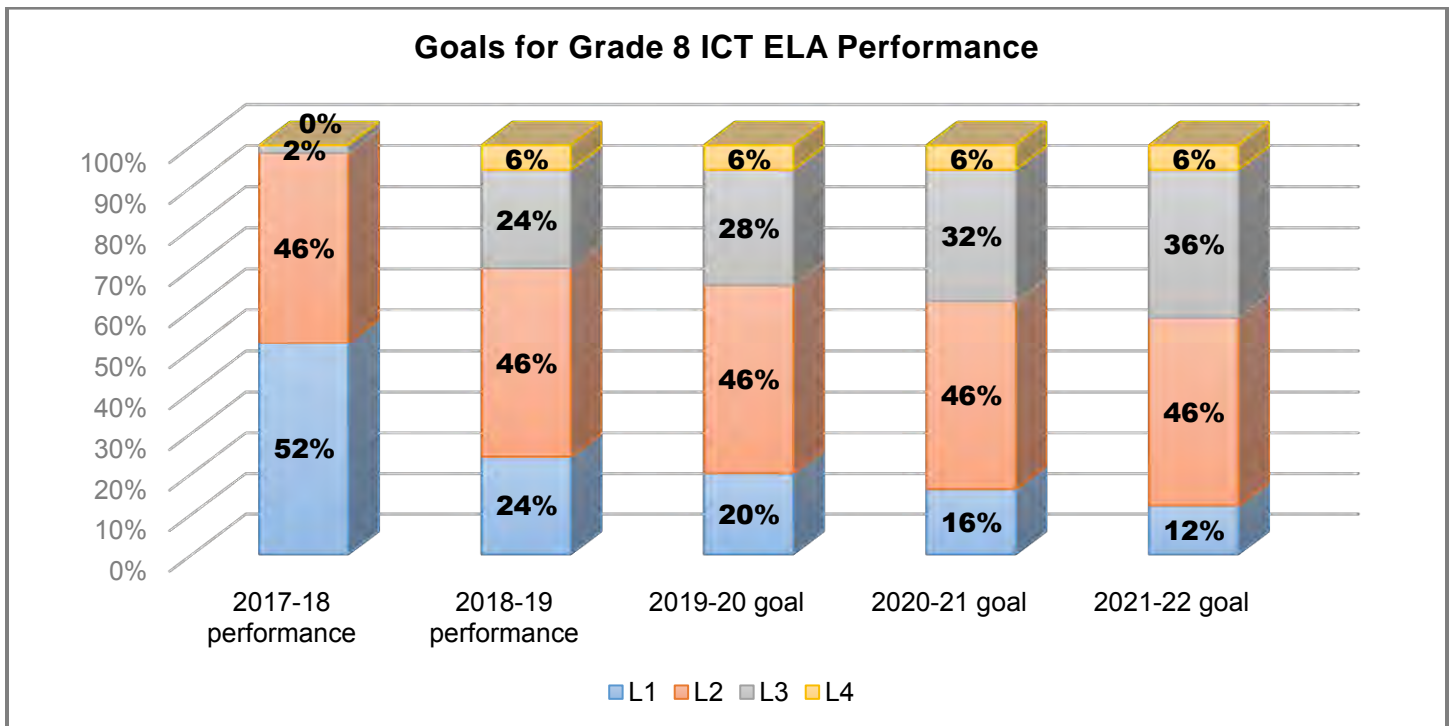
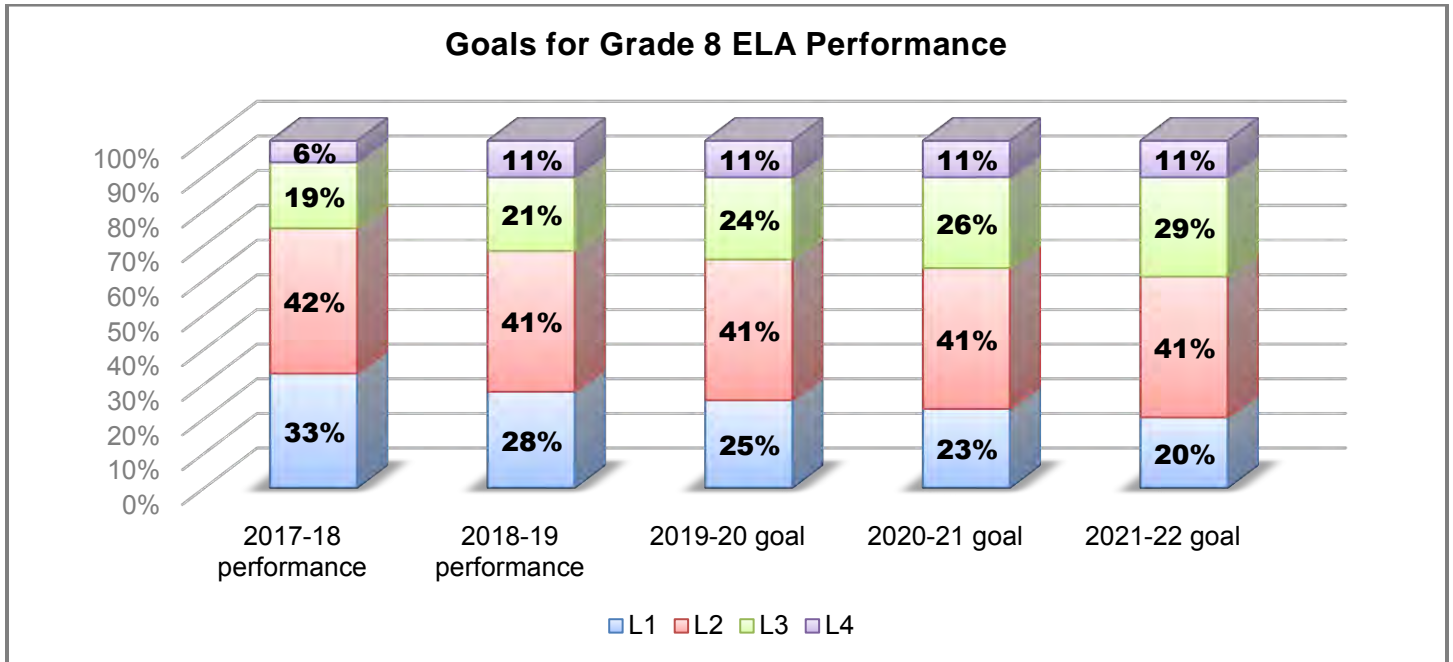


Indicator 2: Mastery in ELA and Mathematics in Grade 6

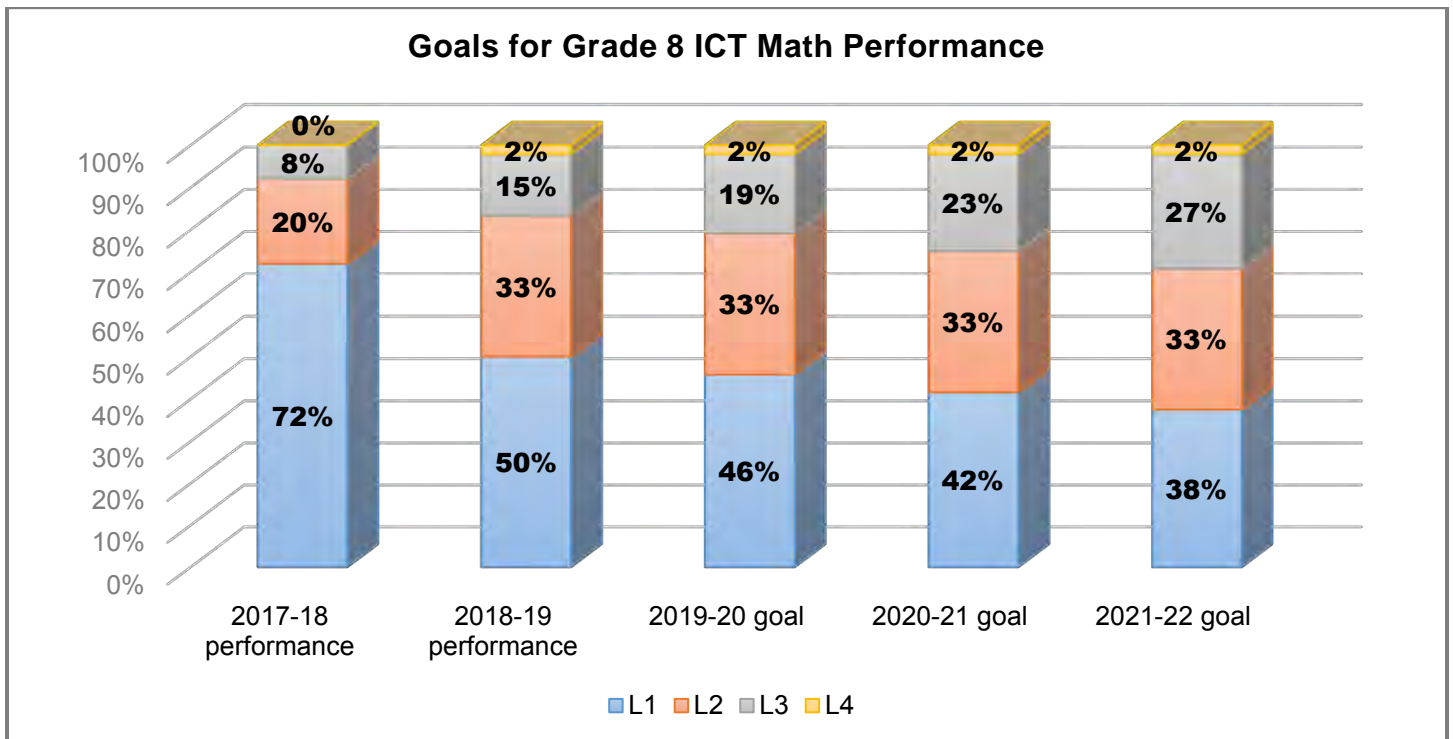
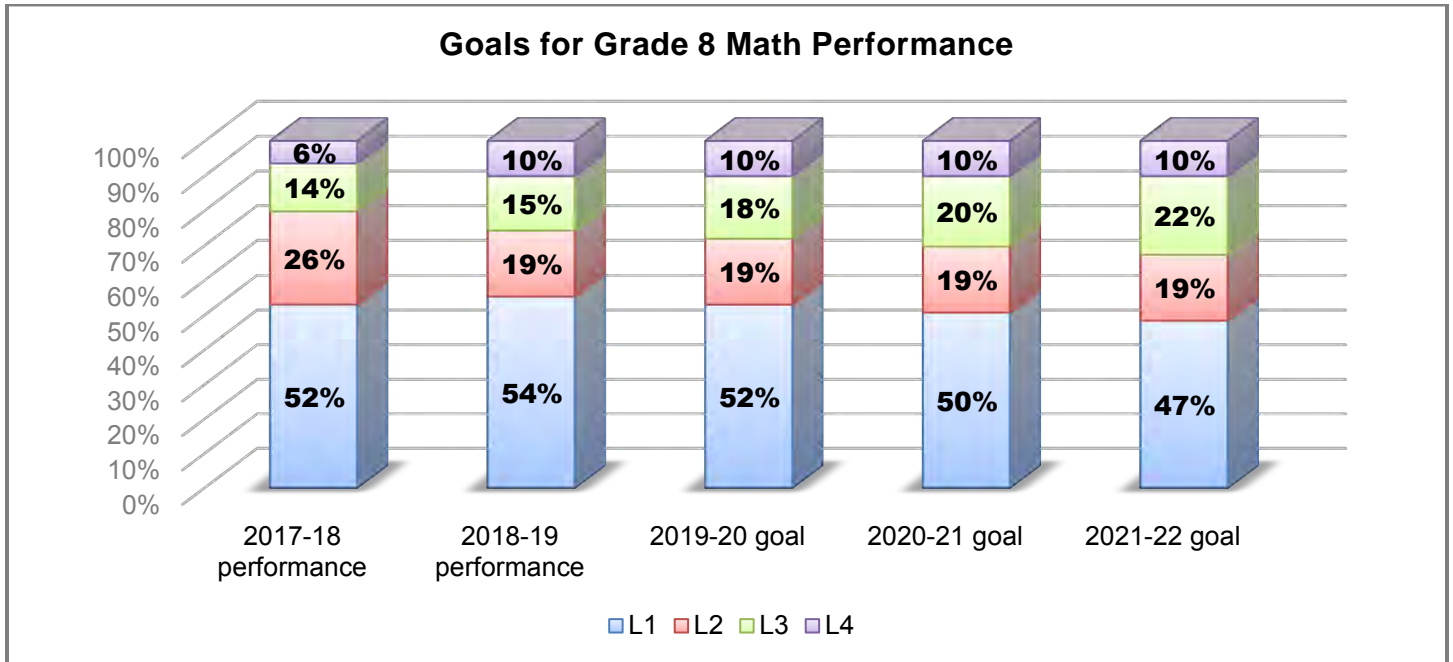


Indicator 3: Mastery in ELA and Mathematics in Grade 8

By June 2022, 40% of students in Grade 8 will demonstrate mastery in ELA and 32% in mathematics, based on the NYSED assessment. 42% of students with disabilities enrolled in Integrated Co-teaching (ICT) programs will demonstrate mastery in ELA and 29% in mathematics.

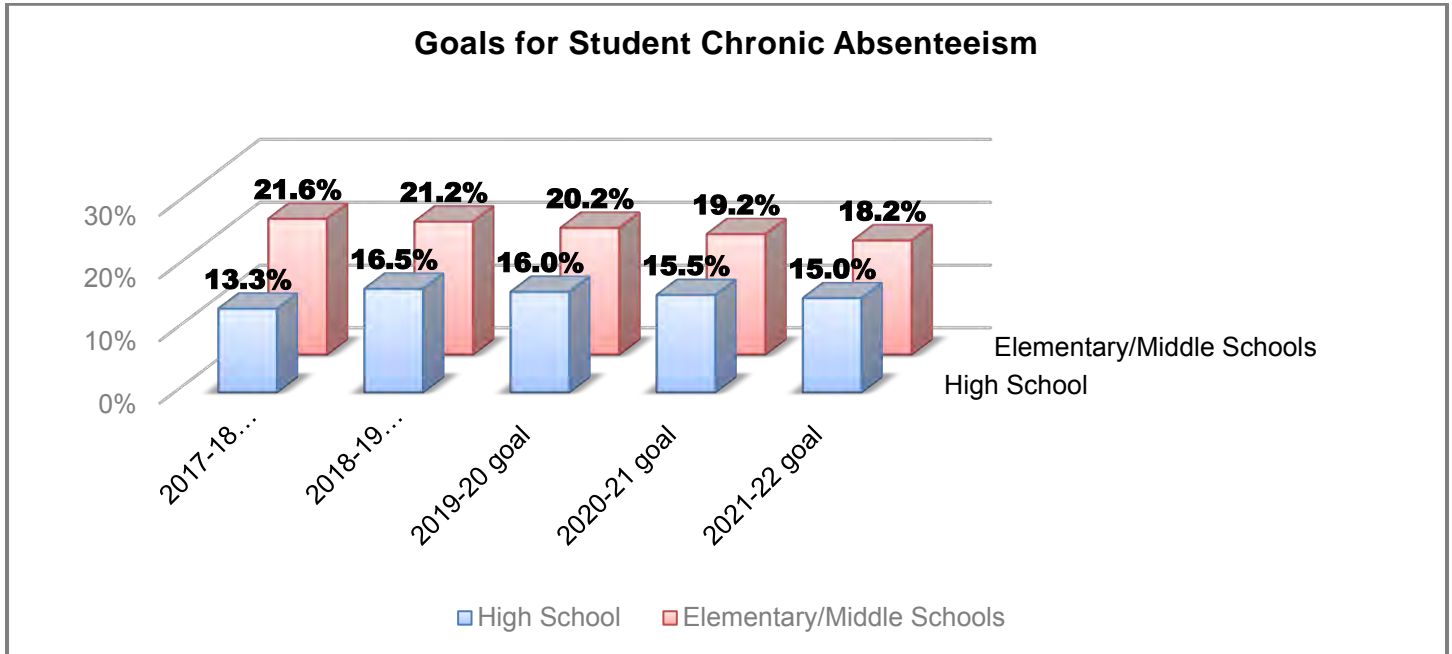


Indicator 3: Mastery in ELA and Mathematics in Grade 8



Indicator 4: Social-Emotional Learning (SEL)

By June 2022, the chronic absenteeism rates will decrease to 18.2% for elementary/middle school students and 15.0% for high school students.



By June 2022, 100% of Pupil Support Teams will ensure that academic and social-emotional needs are addressed through a Multi-Tiered System of Supports (MTSS) framework.

Multi-Tier System of Supports (MTSS): Fact Sheet

MTSS is...

- ✓ A framework that helps schools improve the performance of all students by identifying needs early and modifying instruction quickly.
- ✓ A comprehensive system that screens all students and provides interventions that can be intensified if needed.
- ✓ Real-time support, not wait-to-fail.

MTSS is not...

- ✗ Just help with academics. Behavioral and social-emotional support are included.
- ✗ The job of a few specialists. General educators play a key role in helping assess students and plan interventions.
- ✗ An excuse to delay or deny a special education evaluation. Parents can request an evaluation at any time.

Many schools use some elements of MTSS

Response to intervention (RTI) focuses on academics and provides increasing levels of support to struggling students. In most districts, Tier 1 is classroom-wide support for all students, Tier 2 is small group interventions, and Tier 3 is intensive, individualized support.

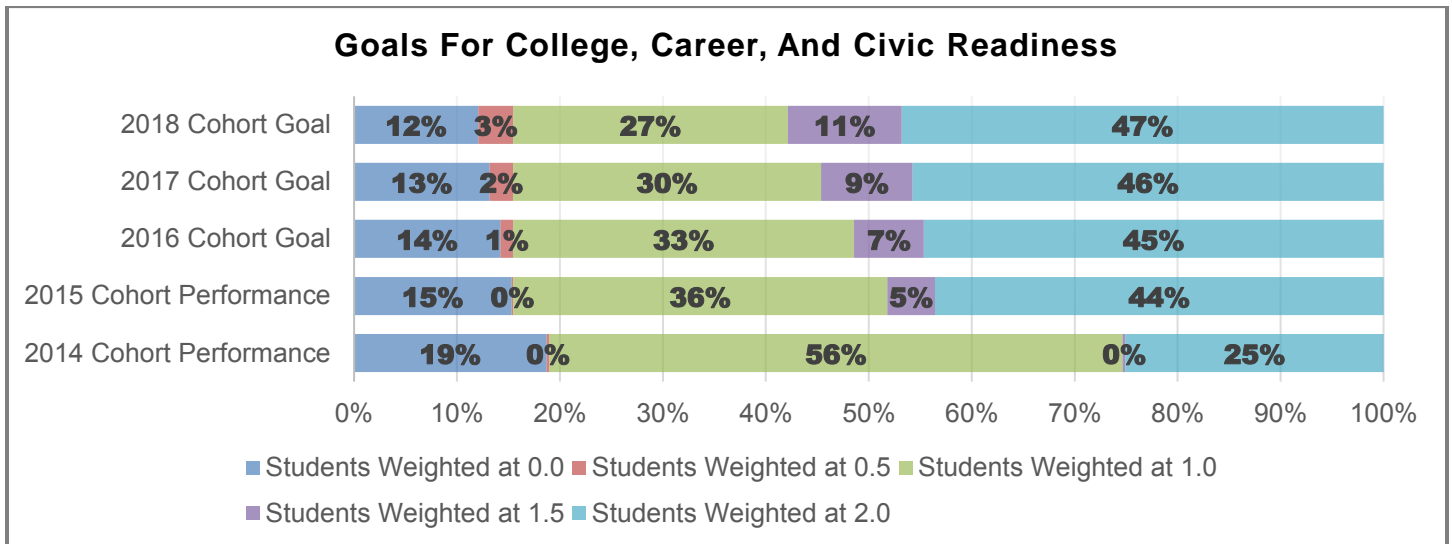
Positive behavioral interventions and supports (PBIS) is similar to RTI but focuses on establishing behavioral expectations and providing tiered supports to help students meet those expectations.

Teacher training in MTSS can help schools work on...

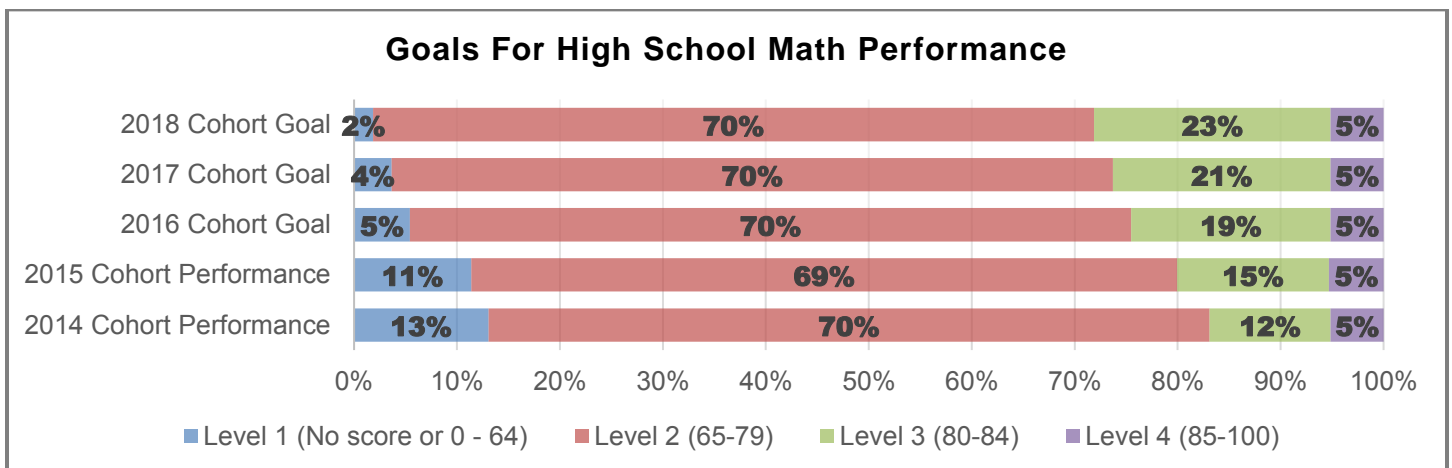
Assessing the needs of all students , not just those who are outwardly struggling	Monitoring student progress data and using this data to make decisions	Expanding access to specialists who typically work with kids with disabilities	Faithfully following intervention timelines and other key aspects of MTSS
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Indicator 5: College, Career, and Civic Ready

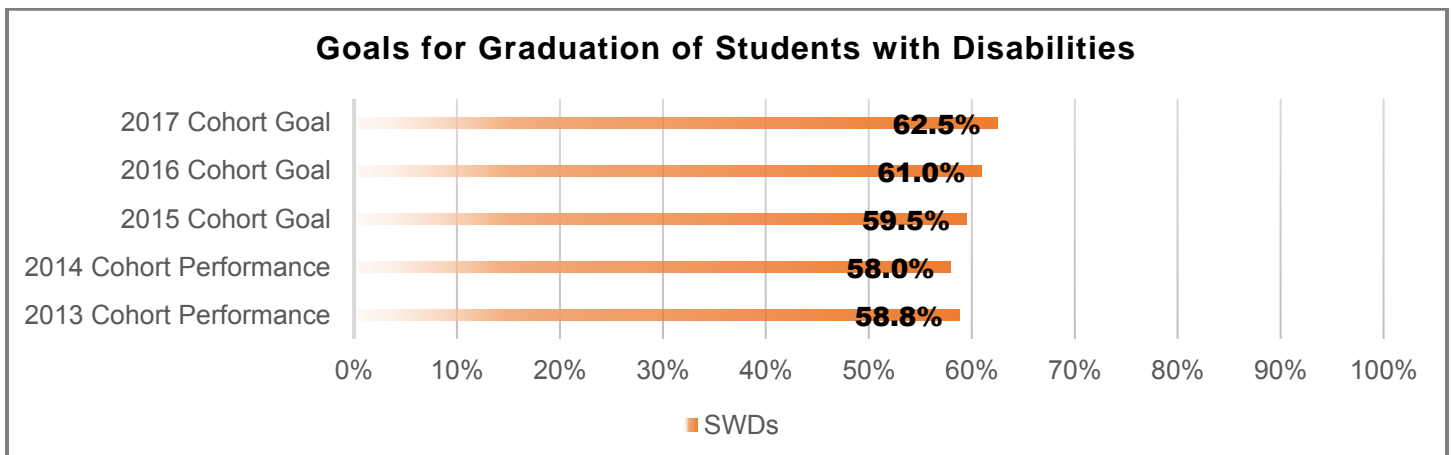
By June 2022, 58% of the 2018 cohort of students will graduate with additional distinctions of College, Career, and Civic Readiness; e.g., Advanced Regents, Seal of Biliteracy, AP/IB exam credit.



By June 2022, 28% of students who took the Algebra I Regents will earn a score of 80% or higher to increase their options for advanced coursework.



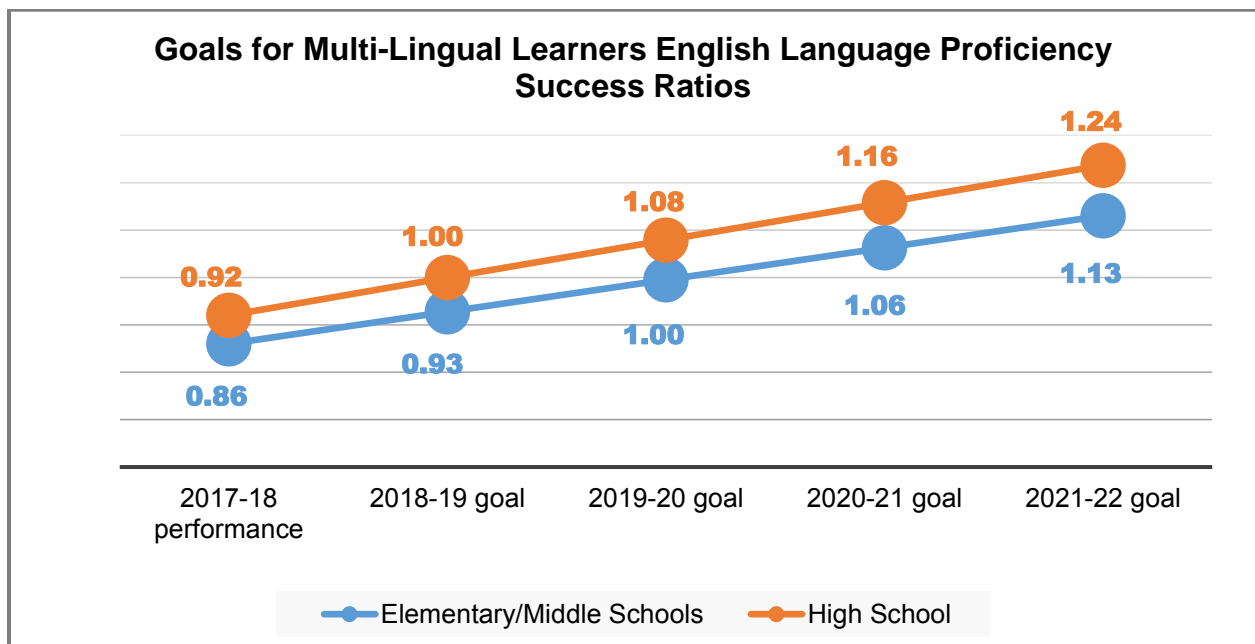
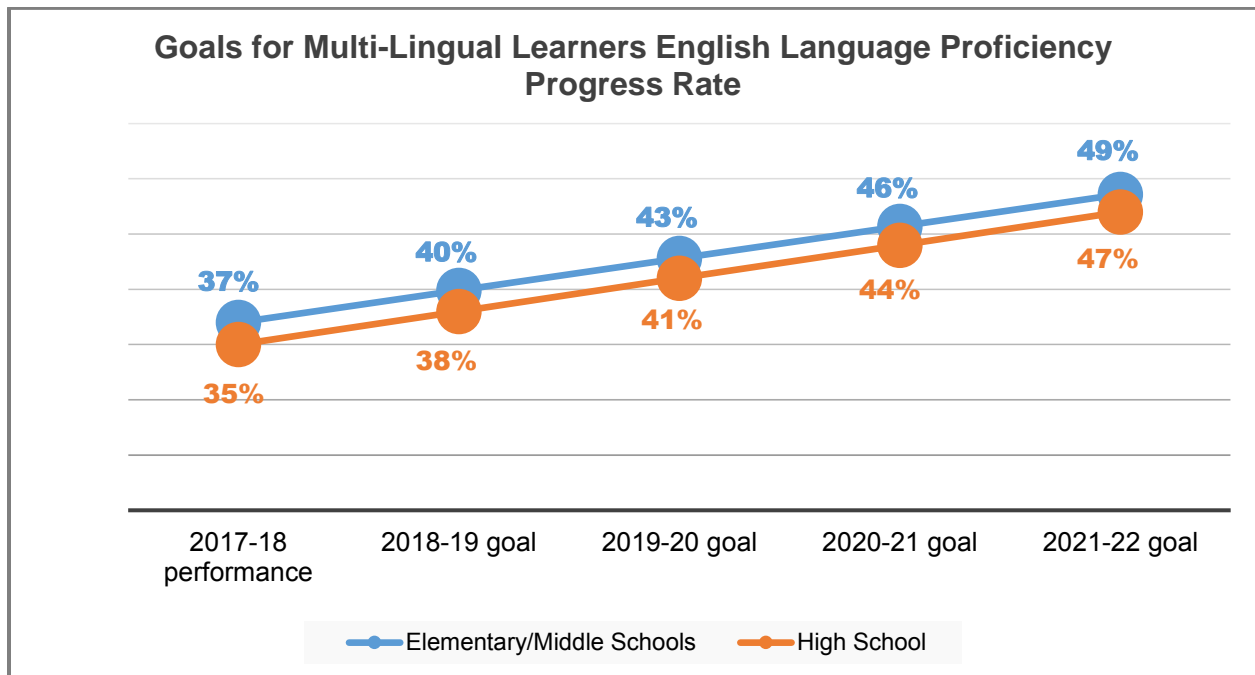
By June 2022, 62.5% of Students with Disabilities (SWDs) in the 2018 cohort will graduate.



Indicator 6: Multi-Lingual Learners (MLL) English Language Proficiency Progress and Success Ratio

By June 2022, 49% of MLLs students in the elementary schools and 47% of MLLs in the high schools will meet their progress expectations, thereby, the District's success ratio will climb to 1.13 for elementary schools and to 1.24 for high schools.

The Progress Rate is the number of continuously enrolled students that made Sufficient Progress divided by the number of continuously enrolled MLL students. The Success Ratio is the Progress Rate divided by the Benchmark, a measure of the level of progress expected, given the composition of the MLL population served.



Strategy 2: Manage Performance

The overarching goal is to transform learning by building on strengths and adapting new methods of working and measuring student and instructional progress. The expected outcome is that the District will attain New York State accountability status in Good Standing. The Pillars of Professional Practice are strategies to address and support students, educators and families at all levels around a continuous cycle of improvement and success. The strategies are research-based, proven effective methodologies that provide a framework for daily actions and interactions of all stakeholders. These Pillars when consistently practiced result in accelerated student achievement and social-emotional well-being within an environment of continuous improvement.

Professional development will be high quality, multimodal, protocol-driven, interactive, and aligned to the New York State Next Generation Learning Standards (NGLS) and District Instructional Foci. It will be focused, continuous, and its impact measured by student outcomes. Analysis of student work and performance data will be continuously examined through grade level and department meetings, congruence, faculty meetings and within Professional Learning Communities (PLCs), to plan for and adjust instruction. Professional Learning Communities, introduced in the previous Strategic Plan, use root cause analysis to identify problems of practice, potential change ideas to implement and monitor, and make learning public throughout all levels of the organization. Instructional Rounds are a means of collecting low inference data on the instructional core to inform decisions about teaching and learning.

Strategy 2 Targets: Pillars of Professional Practice

Teaching leadership & organizational practices:

- Equitable Access to Rigorous Instruction
- Culturally Responsive Educators and Staff Implementing Restorative Methods
- Supportive Climate and Strong Relationships with Families and Community
- Results Focused Data-Driven Continuous Improvement

The Pillars of Professional Practice are the District's work plan for teachers, principals and assistant principals as well as central office administrators. The work plan details what is expected to be undertaken by each group of individuals to help students perform well in school, feel good about themselves, and develop the skills they will need in college, the workplace and throughout their lives. When an organization "inspects what is expected," it provides opportunities to increase professional skills and, thereby, improve outcomes for students.

The actions contained in each pillar provide a snapshot of expectations that will be evident in all schools and the District daily by teachers, principals and assistant principals and central office leadership and content specialists.

Teachers

Besides parents/guardians, teachers have the greatest influence on children's academic success and their social and emotional well-being. A considerable amount of a child's life is in the classroom. Therefore, when students are in school, Yonkers teachers adjust pedagogical and instructional practices to meet the needs of diverse learners.

To improve student outcomes, teachers employ the Continuous Learning Cycle,

- use culturally authentic materials that are on grade level and aligned to the Next Generation Learning Standards,
- use different ways to teach a skill or topic so students can understand the lesson, integrate technology,
- plan lessons with each other, and use what they know about individual students and their linguistic needs to adjust lessons and materials.

Yonkers teachers are expected

- to communicate with students, parents/guardians and school administrators
- to explore different ways to motivate students, and
- to engage and inform them how the child is doing in class and what is needed to perform better.

Through collegial support, professional development and 21st century materials, Yonkers teachers can and will teach and reach all students.

School Leaders – Principals and Assistant Principals

Strong principals turn visions into plans for success for all students and create a climate where students succeed, teachers innovate and families are welcome. Yonkers principals are expected to model and provide opportunities for staff to plan for effective teaching and learning.

Principals are expected to

- be visible,
- engage in shared decision-making,
- effectively communicate with the school community regarding decisions or events that affect them,
- promote a safe and secure learning environment,
- as well as celebrate the successes of students, teacher, families and the community.

Utilizing the Professional Learning Community model, targeted professional development and clear expectations for student success, Yonkers principals can successfully lead their diverse learning community.

District Leaders – Central Office Leadership and Content Specialists

District leaders implement the Trustees and Superintendent of Schools shared vision and plan for the success of all students and staff. Their work, based on the Continuous Learning Cycle, will ensure that highly qualified teachers and school leaders are teaching and leading schools.

Through the Professional Learning Communities model, continuous school visits and communication with students, teachers, school administrators and families District leaders ensure that the standards-based curricula are taught aligned to the Next Generation Learning Standards and school leaders implement with fidelity federal and New York State Education Department mandates.

In addition, they support, evaluate and verify that schools

- provide safe learning environments,
- decisions made are culturally responsive and shared with all members of the schools learning communities,
- and that students, teachers and school administrators are continuously learning,
- thereby, evidence of growth is observed at many different levels.

District leaders continuously analyze data to inform decision-making. With support from the community, district leaders share successes and challenges, and work together with all members of the learning community to ensure and celebrate progress.

Pillars of Professional Practice

Equitable Access to Rigorous Instruction

Provide teachers and students with access to standards-based options for all content areas while implementing Multi-tiered Systems of Support.

<i>Teachers</i> <i>Teaching Practices</i>	<p>Teachers use research-based culturally responsive curricula and instructional strategies to ensure all students have access to current Standards in all content areas.</p> <p>Teachers implement data-informed instructional strategies to vary the degree of difficulty in assigned tasks according to student skill level demonstrating growth towards mastery.</p> <p>Teachers strategically use a variety of instructional strategies to meet the needs of all learners.</p> <p>Teachers utilize collaborative planning time to carefully select standards-based instructional tasks that are clearly differentiated for diverse learners.</p> <p>Teachers co-create rubrics with students and provide feedback so students can monitor their own work against established criteria.</p> <p>Teachers check for understanding using a variety of assessment techniques including and not limited to: teacher created formative assessments, teacher created summative assessments, student choice in alternate assessments (e.g., speech, play or diorama).</p>
<i>School Leaders</i> <i>Leadership Practices</i>	<p>School leaders guide teachers to use rigorous, standards-aligned, district provided instructional materials</p> <p>School leaders ensure access to professional learning, regularly facilitate and coach teachers in using research-based strategies to ensure alignment with current standards.</p> <p>School leaders ensure master schedules include discrete instructional periods for all content areas and collaborative opportunities for teachers, to accelerate learning for all students.</p> <p>School leaders monitor implementation of standards-based curricula through daily observations of classroom instruction and provide timely, explicit feedback reflective of teacher's instructional practice. Feedback aligned to evidence is captured in walkthroughs and formal observations.</p>
<i>District Leaders</i> <i>Organizational Practices</i>	<p>District leaders recruit, retain, and promote a diverse, highly qualified staff at every level of the school district.</p> <p>District leaders guide the implementation of curricula that are integrated, interdisciplinary, and inclusive of content that reflect and respect their students' cultures and experiences.</p> <p>District leaders guide the development of master schedules aligned to Commissioner's Regulations, Next Generation Learning Standards and graduation requirements.</p> <p>District leaders communicate a consistent message of high expectations and high support for all students.</p> <p>District leaders create and facilitate effective Professional Learning Communities (PLC).</p>

Culturally Responsive Educators and Staff Implementing Restorative Methods
*Train, reinforce and support all teachers, leaders and staff regarding core instructional frameworks
in a Professional Learning Community (PLC) setting.*

<p>Teachers <i>Teaching Practices</i></p>	<p>Teachers meet in collaborative teams to plan for standards-based lessons, professional practices, and student progress. Results are used to align professional learning with staff and student needs.</p> <p>Teachers/grade levels/departments implement core instructional and assessment practices with fidelity.</p> <p>Teachers provide students with the actionable feedback they need to monitor their own learning and progress toward achievement goals.</p> <p>Teachers collaborate in PLCs to determine the next steps for working with students utilizing the results of standards-based assessments. Collaboration will take place during protected professional development (full and half days).</p>
<p>School Leaders <i>Leadership Practices</i></p>	<p>School leaders collaboratively develop, communicate and continuously monitor goals reflected in School Comprehensive Education Plans (SCEP). Monitoring is used to make data-informed instructional decisions.</p> <p>School leaders establish and support conditions for Professional Learning Communities: purpose, structure, process, content, and outcome.</p> <p>School leaders access staff expertise and engage stakeholders through Shared Decision Making (SDM) and Professional Development Committees (PDC) in formulating a SCEP and a Professional Development Plan (PDP).</p> <p>School leaders create, implement, and monitor a differentiated, professional development plan aligned to the school's instructional focus.</p> <p>School leaders and PDCs develop and adhere to a year-long professional development agenda focused on continuous improvement of professional practice and student learning.</p> <p>School leaders continue to increase the amount of their time working directly with staff to support professional growth and improve instruction.</p>
<p>District Leaders <i>Organizational Practices</i></p>	<p>District leaders provide school leaders with differentiated professional learning focused on improving student outcomes. Professional learning is coherent, ongoing, and aligned with expectations for standards-based instruction.</p> <p>District leaders ensure that all staff have equitable access to professional development and support in order to grow professionally and meet established district priorities.</p> <p>District leaders implement a systemic evaluation and continuous improvement protocol to assess the delivery and effectiveness of professional development.</p> <p>The SDM Committee jointly develops expectations, outlines goals, and develops mutual understanding to be reviewed during meetings as prescribed by the District SDM guidelines. Goals will be reflected in the District Comprehensive Improvement Plan (DCIP) and SCEP.</p> <p>District School Support System (SSS) teams monitor school leaders' compliance as outlined in the DCIP and SCEPs.</p> <p>District Professional Learning Community (PLC) teams provide differentiated coaching to school leaders to support leadership and professional growth focusing on quality instruction, best practices and well-run schools .</p>

Supportive Climate and Strong Relationships with Families and Community

Partner with parents and caregivers to access school and community resources that support each student's academic, family health & wellness, and behavioral and life success.

Teachers

Teaching Practices

Teachers regularly communicate and facilitate practices that promote social, emotional, linguistic and civic competency, and demonstrate concern for all students.

Teachers communicate care and interest in students' welfare and learning with high academic and behavioral expectations.

Teachers proactively communicate with students and parents using multiple methods to reinforce academic and behavioral excellence.

Teachers implement a Positive Behavioral Intervention and Support (PBIS) system that includes one or more of the following components of previous professional learning: PATHS, Mindfulness, and/or Restorative Practices.

School Leaders Leadership Practices

School leaders provide opportunities for parents and teachers to communicate in a mutually respectful manner to foster learning at home cognizant of their linguistic diversity.

Schools leaders develop a consistent MTSS/pupil support team (PST) structure and meeting schedule that allows for continuous improvement cycles of 4-6 weeks through the implementation of multi-tiered (Tier I, II, and III) systems of support (MTSS).

School leaders establish clear school-wide rules and procedures and will routinely monitor the implementation of agreed upon professional practices and provide evidence-based feedback.

School leaders publicly recognize, reinforce, and reward continuous growth and achievement.

School leaders ensure access to information regarding cultural, recreational, academic, health, social and other resources that serve families within community.

School leaders allocate resources (e.g., time, fiscal, staff, material) to support the vision and goals.

District Leaders Organizational Practices

District leaders ensure that parents are contacted frequently in their preferred language to discuss student progress; and, are partners in students' efforts to adhere to the District Code of Conduct.

District leaders establish a system to clearly communicate the student Code of Conduct and Restorative Practices in order to create the optimal learning environment, multi-tiered systems of support (MTSS) and a positive district culture for all stakeholders.

District leaders identify community partnerships that can be used by schools to increase home and school partnerships.

District leaders equitably distribute rubric based rewards, recognitions, and celebrate accomplishments of all staff regarding professional practices and student learning.

District leaders facilitate the development of uniform grading practices across grade levels and subjects to ensure equity and access to rigorous and advanced coursework, for all students.

District leaders facilitate development of uniform enrollment practices for advanced courses such as Algebra 8, college-link, Advanced Placement (AP), and International Baccalaureate (IB) to ensure equity and access to rigorous and advanced coursework, for all students leading to College, Career and Civic Readiness for all YPS graduates.

Results Focused Data-Driven Continuous Improvement

Promote a culture of excellence that is evidenced through the alignment of the District Comprehensive Improvement Plan (DCIP) and School Comprehensive Education Plans (SCEP).

Teachers	<p>Teachers/grade levels/departments set explicit measurable learning goals, using current standards-based exemplars, implementing a data-driven cycle of inquiry with fidelity.</p>
Teaching Practices	<p>Teachers use a Standards-aligned, research-based data protocol (SRBDP) to analyze student work and authentic assessment results to tailor instruction and intervention for individual students.</p>
	<p>Teachers provide students with actionable feedback to monitor their own learning and progress toward achievement and behavioral goals, using rubrics, meta-cognitive strategies, and reflective activities.</p>
	<p>Teachers use a data-driven cycle of inquiry to implement individual, school-wide, grade level, and/or department level continuous improvement plans, based on data from timely formative assessments.</p>
School Leaders	<p>School leaders facilitate ongoing, collaborative analysis of data on student learning and professional practices.</p>
Leadership Practices	<p>School leaders use a Standards-aligned, research-based data protocol (SRBDP) to analyze and share data from classroom walkthroughs and formative assessments in a timely manner.</p>
	<p>School leaders guide teachers and staff to develop and implement focused intervention plans for students.</p>
	<p>School leaders target professional development to specific needs of staff and students in alignment with the District's vision and mission.</p>
District Leaders	<p>District leaders, during Instructional Rounds, observations and coaching visits, gather data about student performance and social-emotional well-being, and provide feedback to school leaders that is reflective of the school's instructional practice. Feedback aligned to evidence is captured during coaching visits and formal observations and enables school leaders to adjust leadership practices.</p>
Organizational Practices	<p>Data teams/MTSS teams will meet once a month to identify the effective plan of action for specific students in need.</p>
	<p>District leaders participate in Data Summits or Academic Conferences to review student data with school leaders and identify appropriate tiered interventions at the end of each 8-week assessment cycle.</p>
	<p>District leaders monitor use of a data system for monitoring growth of every student, team and school.</p>



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Revised November 2019