



District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Yonkers City School District	Dr. Luis Rodriguez, Interim Superintendent

2023-24 Summary of Priorities

In the space below, input the three to five District priorities for 2023-24 identified in this plan.

1	Provide a K-12 consistent and systemic curricula that fosters high levels of student achievement embedded with 21 st Century Skills through challenging, rigorous, culturally responsive, data-driven instruction that balances content and assessment with social-emotional and project-based learning.
2	Continue to develop and enhance current practices and efforts in order to ensure teacher growth leading to enhanced student learning outcomes.
3	Create a school wide culture based on high expectations and accountability.
4	Establish a community that supports students with diverse social and emotional needs for student growth and development

DCIP Cover Page

5	Strengthen the family and community infrastructure that continues to support student success through increased engagement with parents/caregivers and community stakeholders in order to provide enhanced student academic growth and health and social emotional well-being.
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PRIORITY I

Our Priority

<p>What will we prioritize to extend success in 2023-24?</p>	<p>Provide a K-12 consistent and systemic curricula that fosters high levels of student achievement embedded with 21st Century Skills through challenging, rigorous, culturally responsive, data-driven instruction that balances content and assessment with social-emotional and project-based learning.</p>
<p>Why is this a priority? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the District's vision, values and aspirations?</i> • <i>Why did this emerge as something to prioritize?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the district's long-term plans?</i> • <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<p>Equity and access for all children underlies the District's vision and mission as well as its 3- year strategic plan. Ensuring that all students achieve their highest potential now and, in the future, requires that all schools and staff provide the highest quality instructional program. All stakeholders are encouraged to take initiative for their own growth, think critically, participate fully and acquire strong leadership skills. Our core values emphasize a commitment to: treat all with dignity and respect; make decisions guided by student achievement; develop the 'whole child; support educators in their pursuit of learning and professional growth; connect school, home and community; involve all in student success.</p> <p>To ensure that equity and access for all is achieved, a high level of consistency in teaching and learning must be evident every day in every classroom. Instruction must be challenging, rigorous, engaging, well-balanced and should integrate technology. It must address the academic and the social-emotional needs of all students, including Multilingual Learners and Students with Disabilities by differentiating, scaffolding instruction as well as using a multi-tiered system of support. Conversation and terminology must be communicated clearly and consistently across the District. In the article "How Learning Happens" elements needed to create positive environments and experiences reinforced the need to define terms in plans and statements as well as for consistency in the message from the District.</p> <p>The need for this commitment has been informed and verified by a variety of data sources and feedback collected: surveys, student and parent focus groups and self-reflection results. Data from Benchmark, DataMate and MAP as well as administrative and teacher feedback have informed the development of our school CEPs aligned to this priority.</p>

Priority 1

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

Priority 1

<p>Inclusive Curriculum and Assessment</p>	<p>Incorporate the learnings of the DEI review process into the curricula by accessing resources written and developed by racially, culturally, and linguistically diverse perspectives into instruction.</p> <p>Include students as co-designers of curriculum. Integrate instructional strategies that adapt to diverse learning styles and materials that represent and affirm student identities. Review, categorize, collect materials that align with our instructional needs and can propel our pedagogical practices.</p> <p>Creation of Diversity, Equity and Inclusion (DEI) committees at each school. Development of DEI metrics</p>	<p>Student Access to Rigorous Instruction</p> <p>Percent of Students Enrolled in 1+ AP/IB/CL Course (by Race/Ethnicity)</p> <p>Percent of Students Enrolled in 1+ AP/IB/CL Course (by MLL, SWD, ED)</p> <p>Student Experience</p> <p>Student Exposure to Teachers of a Different Race/Ethnicity</p> <p>Student Exposure to One or More Teachers with Matching Race/Ethnicity</p> <p>5Essentials Supportive Environment Measures (by Race/Ethnicity)</p> <p>5Essentials Supportive Environment Measures (by MLL, SWD, ED)</p> <p>Student Outcomes</p> <p>Core Course Average (by Race/Ethnicity)</p> <p>Core Course Average (by MLL, SWD, ED)</p> <p>Percent Suspended 1+ Times (by Race/Ethnicity)</p> <p>Percent Suspended 1+ Times (by MLL, SWD, ED)</p> <p>Family Engagement</p> <p>5Essential Family Response Rate</p>	<p>District content specialists</p> <p>School administration</p> <p>Willing teachers</p> <p>Individual to monitor repository</p> <p>Copies of curriculum</p> <p>Asst. Supt. to lead DEI review process</p> <p>Funding needed for Math Intervention Program, teacher and administrator PD after school hours</p>
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Priority 1

Professional Learning Communities	<p>Each Principal is a member of a PLC that is run by an Assistant Superintendent. PLC's meet monthly and rotate through the schools to discuss a problem of practice and an excerpt from a book or article. Each PLC visits classrooms and shares out on glows and grows.</p> <p>Select grade team leaders for every grade level per school who will turnkey information (trends and gaps by standard) discussed with his/her corresponding colleagues.</p> <p>Dedicate time allowing teacher teams to meet and discuss trends and gaps by standard.</p> <p>Include data and information from every team leader on individual school dashboards for all teachers to access in order to monitor.</p>	<p>Feedback from Principals to Central Office and Teacher leaders to administration.</p> <p>Improved administrator and teacher observations/cycle ratings</p> <p>Professional development offered in the school</p> <p>Increased student scores</p> <p>Efficient Master Schedule</p> <p>Data folders</p> <p>Organization of the school</p>	<p>PLC agendas. Master Schedulers</p> <p>Individual to populate, monitor and maintain data folders</p> <p>Grade level Teacher Leaders</p>
Inclusive Curriculum focused on High Expectations and Rigorous Instruction	Incorporate Project-Based Learning on Social Justice Issues and current events into the curriculum	<p>Student projects</p> <p>ENL Teacher lessons</p>	<p>Asst. Supt. of Language Acquisition</p> <p>Director of Language Acquisition</p>

	<p>Establish ELT programs in all schools to provide opportunities for acceleration and enrichment for all students.</p> <p>Engage all Multilingual Learners and Students with Disabilities in instruction that is grade appropriate and academically rigorous.</p>	<p>Teacher Lessons, Student Enrollment, Attendance data, Partner/Evaluations, Surveys</p> <p>Partner with the NYCUDL to provide coaching for liaisons and organize districtwide debate tournaments</p> <p>Partner with WCC, Sarah Lawrence, Syracuse University and other institutes of higher education to provide college level classes, teacher coaching, student mentors</p> <p>Teacher Objectives, Assessments and Lesson Plans</p>	<p>Asst. Supt. of PreK-6</p> <p>Asst. Supt. of PreK-8</p> <p>Asst. Supt. of Secondary</p> <p>Asst. Supt. of Language Acquisition</p> <p>Asst. Supt. of Prof. Dev.</p> <p>Asst. Supt. of Special Ed.</p> <p>Funding to partner with NYCUDL, WCC, Sarah Lawrence, Syracuse University</p> <p>Asst. Supt. of Secondary</p> <p>Executive Director of Social Studies</p> <p>Individuals to create curriculum</p>

Priority 1

Capacity Building and Calibration on Instructional Priorities	<p>Develop instructional priorities to calibrate instructional leaders and staff on high quality instruction look-fors.</p> <p>Establish operational guidelines including schedule, roles and responsibilities, delivery of professional learning, monitoring, feedback mechanisms and reporting strategies.</p> <p>Develop professional learning sessions focused on the Instructional Priorities and establish a support model throughout the academic year.</p> <p>Establish a model, utilizing data for analyzing both the effectiveness of the instructional priorities and their impact on instruction and student learning.</p>	<p>Look at results from tools</p> <p>Operational Guidelines</p> <p>PD Calendars</p> <p>PD evaluations</p> <p>Administration and Teacher PD</p> <p>Student Academic Data</p> <p>Teacher Support Plans</p>	<p>Clerical support</p> <p>PD Facilitators</p> <p>Evaluation tools</p> <p>DataMate</p> <p>NWEA MAP</p>
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Priority 1

	Establish a model and report mechanism for sharing results with the district on a periodic basis.		
Ongoing Professional Learning	<p>Identify culturally responsive and inclusive practices and provide all stakeholders with professional development sessions on Diversity, Equity, and Inclusion-examining implicit bias and beliefs and assumptions.</p> <p>Support the alignment of curriculum and instruction to the histories, languages, and experiences of diverse cultures.</p> <p>Provide all stakeholders with training on culturally responsive and sustainable practices, sensitivity and strategies to develop and build students' social and emotional development.</p> <p>Develop professional-learning sessions for secondary school staff and students around the important benefits of high-</p>	<p>DEI metric results</p> <p>Increase in classroom implementation of PD learning/practices</p> <p>Training attendance/evaluations</p> <p>Curriculum revisions based on PD learnings</p> <p>Student responses/feedback</p> <p>5Essentials Survey results</p> <p>Number of expected high school distinctions</p>	<p>Curriculum committee meeting</p> <p>PD budget for training (Title II)</p> <p>Surveys</p> <p>District program/resource information and materials</p> <p>Expertise of all practitioners such as content area, ELA, Reading, ESOL, Special Needs teachers</p>

Priority 1

	<p>school distinctions at graduation (Advanced Regents, AP and College-Link courses, Seal of Biliteracy, etc.)</p> <p>All faculty and staff will be provided with an informational session of all District programs and resources that are available for families and students.</p>		
Conduct a minimum of 10 hours of PD addressing diversity, equity, implicit bias, beliefs/assumptions needed to secure a culturally responsive environment that meets the needs of all students	<p>Identify culturally responsive practices</p> <p>Identify expertise to facilitate PD sessions</p> <p>Provide training on culturally responsive and sustainable practices and strategies to develop and build students' social/emotional well-being</p> <p>Provide materials that affirm student identities</p>	<p>Collect and publish cultural practices</p> <p>Training schedules, attendance and evaluations</p> <p>Increased use of materials and practices as observed in classrooms</p> <p>Observe/record student engagement and responses</p>	<p>Training schedules and facilitators</p> <p>Materials needed reflecting culturally responsive practices</p> <p>Classroom observations</p> <p>Funding sources for training sessions</p>

Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.

Evidence of success will be measured by an increase in the number of teachers/classes observed using learned strategies from 50% to 75%; quality of student performances based on project/presentation rubrics and teacher/student feedback; improvement in student assessment performance; quality of teacher evaluations/classroom observations; results of feedback from equity self-reflections, student surveys and interviews; increase in attendance and decrease in behavioral incidents reports.

PRIORITY 2

Our Priority

What will we prioritize to extend success in 2023-24?

Why is this a priority?

Things to potentially take into consideration when crafting this response:

- *How does this commitment fit into the District's vision, values and aspirations?*
- *Why did this emerge as something to prioritize?*
- *What makes this the right commitment to pursue?*
- *How does this fit into other commitments and the district's long-term plans?*
- *For Districts with identified schools:*
 - *In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*
 - *In what ways does this support the SCEP commitments of your identified school(s)?*

Continue to develop and enhance current practices and efforts in order to ensure teacher growth leading to enhanced student learning outcomes.

As previously stated in Priority 1, the District's vision and values are driven by a commitment to equity and access for all children. These children reflect the diversity of the Yonkers' community that is a multicultural mosaic. School demographics show a significant increase in Hispanic/Latino student population representing approximately 62%. Within that number is a variety of Latino cultures each having a unique identity. In addition, Black/African American and White students represent approximately 31%. Multiracial, Asian and Native American students comprise the remainder of this culturally diverse community. A student's racial/ ethnic background only describes one aspect of child's cultural identity. Gender preference, sexual orientation, religious affiliation, physical/mental health, family makeup, learning styles, social/emotional behaviors all contribute to one's cultural identity. All these elements help to underscore the need for a culturally responsive approach to teaching the whole child and understanding how each one thinks and learns. However, it is the current social climate in this country and world that dictates the importance of addressing this commitment. Learning how to navigate within this society requires skills in interacting with a variety of people, coping with our own behavior and problem solving. Understanding and implementing restorative practices adds an essential element to student learning and school climate.

Restorative Practices was included in this priority based on the results of the Equity Self-Reflection results on the "prioritize social emotional learning programs such as restorative justice" question. These practices were noted in school CEPs.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Establish a community that supports students with diverse social and emotional needs by engaging the staff in reflecting and refining curriculum and instruction that addresses equity and inclusion.	Identify trainers for Diversity, Equity and Inclusion workshops Create calendar with topics, location, audience Creating PD agendas that address the strategies Identifying expertise in these areas to build capacity among staff Establishing environments conducive to sharing knowledge Providing opportunity to observe, model and collaborate Provide coaching that sustains teacher professional learning	Increased implementation of DEI strategies in the classroom Students engagement, responses and feedback through classroom observation and surveys Participation in PLCs Assessment results	Funding from Title I/II/III/IV where aligned to strategy for materials/training Coaching and scheduling Assessments/surveys
Evaluate the impact and outcomes of the NSI/Bank Street inquiry teams	Identifying staff to conduct analysis of PDSA data Collecting data for analysis Reflect/discuss/analyze data to inform decision about expansion or adoption	Teams are performing in accordance with tasks Data is collected, analyzed, shared and published Students responses to/feedback on instructional practices	Bank Street funding NSI School Teams Staff identified Materials Schedule/ Calendar Surveys Bank St. evaluation committee

Priority 2

			District Asst. Supt. and Executive Director of Math
Develop a culture of collaborative, ongoing analysis of student data	Content expertise identified to participate in PLCs Analyzing instructional core activities Evaluating positive impact/desired instructional outcomes Create data analysis tools Provide assistance and Professional Development for those who express a need for understanding data	Team tasks are conducted/observed Evaluations analyzed and revisions made as needed Student responses to instructional practices show increased engagement Adjustments in SCEPs and school practices based on data Data analysis reports Data organized by subgroups PD evaluations Review School calendar	Title IIA, Human resources Data Teams Curriculum materials/assessments District content specialists School administration Teacher leads

Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.

Curriculum and instruction will be more culturally diverse and inclusive; classroom observation will show evidence of a culturally responsive instruction; instructional/support staff will be more representative of student population; opportunities will be provided for students to express their cultural identities and engage in cultural activities; student artwork will reflect elements of culture, additional clubs in school, expanded cultural activities in schools, students report a connection to adults who look like them in their respective schools

District administration will use data collected from survey feedback and assessments that support district goal projections.

Availability of data in multiple formats to assist with decision making.

This process will be evidenced by school-wide Professional Development agendas, UChicago 5 Essentials diagnostic survey results/student check-in protocols, empathy interviews, and teacher-team meetings looking at student work in all subjects, including the arts. as evidenced by team meeting schedules and adjustments made to School Comprehensive Education Plans (SCEP) and as evidenced by PLC meeting notes and instructional adjustments observable in the schools.

A data informed decision will be made in regard to the NSI/Bank Street work.

PRIORITY 3

Our Priority

What will we prioritize to extend success in 2023-24?

Why is this a priority?

Things to potentially take into consideration when crafting this response:

- *How does this commitment fit into the District's vision, values and aspirations?*
- *Why did this emerge as something to prioritize?*
- *What makes this the right commitment to pursue?*
- *How does this fit into other commitments and the district's long-term plans?*
- *For Districts with identified schools:*
 - *In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*
 - *In what ways does this support the SCEP commitments of your identified school(s)?*

Create a school wide culture based on high expectations and accountability.

Equity and access for all children are the foundation of the District's vision and mission. Ensuring that all students achieve their highest potential now and, in the future, requires that all schools and staff provide the highest quality instructional program. When a team of professionals meets regularly to analyze student data, to reflect on student progress, and to create action plans, decisions are intentional and data driven. The District is aware that data should be used to drive strategic planning, but should also be considered part of a learning orientation of discovery, documentation and interventions.

This work is a component of all priorities. Practices and structures should be in place in order for this critical work to occur well.

Priority 3

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Content formative assessments are administered to 97% of the students	<p>Consistency and commitment by all staff across all grade levels in regard to administering MAP, Benchmark, i-Ready, DataMate and Castle Learning assessments.</p> <p>Consistency and commitment on the part of all staff across targeted grade levels to complete practice assessments with DataMate and Castle Learning.</p> <p>All formative/practice assessment materials are made available to all schools in a timely manner.</p> <p>District-wide schedules for all testing be created, published and conducted as planned.</p> <p>Training be conducted for all teachers in preparing students for all assessments as needed.</p>	<p>Reports of K – 8 students who completed Fall and Spring MAP Assessments in ELA & Mathematics</p> <p>Results of administration to 3-8 students of the DataMate practice assessments in ELA & Mathematics</p> <p>Results of NYSESLAT assessment</p> <p>Analysis of results of K – 6 students who completed Benchmark Unit assessments</p> <p>Results of K – 8 i-Ready Mathematics assessments.</p> <p>Results of Castle Learning practice Regents to grade 8-12 students</p> <p>School attendance reports indicating student attendance during testing.</p>	<p>District-wide assessment calendar published. Test materials ordered and delivered in a timely manner.</p> <p>PD scheduled as needed.</p> <p>Attendance reports</p> <p>Data analysis</p> <p>Funding for training sessions</p> <p>Techs available to assist schools</p> <p>Professional learning aligned with data analysis</p>

Priority 3

	<p>Parents/caregivers be informed of all assessments students will take and when in order to prepare their children to attend school.</p> <p>Training for all school testing coordinators</p> <p>Training for all new school administration on testing protocols and expectations in the District</p>		
Data Liaison PLC will be operationalized.	<p>Identification of a Data Liaison from all 39 schools whose primary goal is to identify key Street Data sets that inform instructional practices aligned with PDSA Cycle of Inquiry, individual school CEPs and Professional Development Plans.</p> <p>The YPS Data Dashboard and Protocols will be examined, at minimum, by this PLC quarterly or by trimester whose focus is to identify students who are on track/cohort and those who need additional supports to prepare them for the next grade level, high school and post-secondary completion.</p>	<p>Scheduled meeting calendars published and attendance reports collected.</p> <p>Collected, published and shared results of meeting outcomes demonstrating alignment.</p> <p>Measured goals indicated herein are met.</p>	<p>List of identified Data Liaisons</p> <p>Funding sources utilized to provide compensation</p> <p>Data dashboards and protocols available PowerSchool/data systems utilized to track student assessment records</p> <p>District coordinator</p> <p>Additional copies of Street Data for Liaisons and new APs</p>

Priority 3

	Convene 6 Data Liaison PLC Meetings to frame expectations including		
Leverage the 5 Essentials Survey as a key data source for guiding SCEP plans as well as the Data Liaison PDSA Cycle of Inquiry.	School administrators will ensure that at least 50% of all constituencies complete annual 5Essentials Survey; All school administrators will post 5E Survey results on the school webpage; school administrators will host town meetings with constituencies supported by their Data Liaison to examine survey results; All schools will identify at least 1 key metric from the 5E Survey that requires school improvement and include it in the 2024-2025 SCEP.	Published/posted results on websites. SCEPs reflect that data collected from surveys informed plans. Town meetings were scheduled and conducted; attendance reported.	Surveys and SCEPs District survey coordinator Funding to purchase UChicago surveys including training and reports Funding sources identified/accessed Meeting time/place made available

Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.

- Data Liaisons in each school
- Increase use of District acquired assessment tools
- Data references on agendas, formal and informal conversations, school plans
- Consistent practices around data districtwide
- Improvement in 5Essentials results by school
- Increase participation in the 5Essentials survey
- Participation rates for assessments

PRIORITY 4

This section can be deleted if the District does not have a fourth priority.

Our Priority

What will we prioritize to extend success in 2023-24?	Establish a community that supports students with diverse social and emotional needs for student growth and development
<p>Why is this a priority?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the District's vision, values and aspirations?</i> • <i>Why did this emerge as something to prioritize?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the district's long-term plans?</i> • <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<p>The District's vision and values continue to be driven by a commitment to equity and access for all children. A significant body of professional literature supports the principle that tiered supports, both academic and behavioral, is an effective means of addressing all student's growth and development needs. This approach acknowledges that students develop at their own individual pace, based on various factors, including physical, mental and linguistic maturity and readiness.</p> <p>Achieving proficiency and beyond in regard to cognitive challenges requires not merely culturally responsive and sustaining curricula, but also assessment systems that provide for multiple means of demonstrating mastery and ways of knowing. This will promote both equity of opportunity and equity of outcomes.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
All District schools will create an MTSS Team	District schools will conduct regular MTSS Team meetings (minimally in 6-week cycles), monitoring universal interventions and supports.	Team calendars, agendas, minutes Outcomes of identified interventions Suspension data Attendance data Formative assessment data	District coordinator Funding for team meetings after the school day
Develop an intervention graphic	Utilizing student data and related sources, MTSS Teams will develop an intervention pyramid defining the components of each tier, as evidenced by MTSS Team data analysis results and meeting schedules.	Schedules of meetings published Meeting attendance Published MTSS team task outcomes: intervention pyramid tier components resulting from data analysis District- approved indicators published and utilized to monitor/assess intervention effectiveness	MTSS staff Funding sources identified Student data sources

Priority 4

<p>All schools will implement a system for on-going monitoring of Tier I interventions, and for making course corrections, where indicated.</p>	<p>Schools will consistently utilize the MTSS decision-making process to demonstrate movement of students, both up and down the MTSS academic and behavioral continuum</p> <p>Purchase a Math Intervention Program to address the needs of at risk learners based on assessment data, individualized needs, diverse learning styles to be used as a Tier 2 and 3 intervention.</p> <p>Purchase Scholastic Education Guided Reading Nonfiction Sets specifically chosen to create a sense of belonging, forging a connection between home and school environments, and across cultures and to be used as a Tier I intervention.</p>	<p>MTSS Team meeting minutes, PLC data meeting notes and parent notifications.</p> <p>Student formative assessment results</p> <p>Student report card grades</p>	<p>MTSS Team</p> <p>School administration</p> <p>District coordinator</p> <p>Assessment Results</p> <p>District data</p> <p>Funding to purchase Math Intervention Program</p> <p>Funding to purchase Scholastic Education Guided Reading Nonfiction Sets.</p>
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Priority 4

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.

Various methods to demonstrate mastery in the classrooms.

Classroom observations will show evidence of increased use of culturally responsive materials and strategies and will also record student levels of engagement and responsiveness.

5Essentials Surveys will show evidence of improvement in supportive environment and social/emotional issues.

Improved data for students receiving interventions

PRIORITY 5

This section can be deleted if the District does not have a fifth priority.

Our Priority

<p>What will we prioritize to extend success in 2023-24?</p>	<p>Develop the family and the community infrastructure to support student success.</p>
<p>Why is this a priority? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the District's vision, values and aspirations?</i> • <i>Why did this emerge as something to prioritize?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the district's long-term plans?</i> • <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<p>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.</p> <p>Communication with families was extremely critical throughout the pandemic. The need for messages in multiple languages and methods became apparent through surveys, training feedback and the results of the Equity Self-Reflection. Structures and systems must be in place in every school to increase parent involvement and engagement. Community organizations should work in concert with the District to assist with sharing the message with stakeholders.</p> <p>The District recognizes the need now to continue to expand school requirements for multiple opportunities for parent voice in order to move forward with educating the whole child for success.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Increase communication with families utilizing multiple methods to reach all families	<p>Parent Portal and Power School app. training for staff and families.</p> <p>Parent Trainings on the Portal at PTA meetings, Open House and parent/teacher conferences.</p> <p>Establish team to create parent training materials</p> <p>Parent portal trainings for staff during 8:05 meetings</p> <p>Assign parent navigators to assist schools with the lowest number of parent registration in the portal</p>	<p>Parent Portal registration reports</p> <p>Parent Portal usage reports</p> <p>Parent Training calendars, agendas, sign-ins</p> <p>Open House PowerPoint/handout content</p> <p>Mention on school website</p>	<p>Funding for parent trainers</p> <p>Power School rep. to set up accounts</p>
All families will feel welcome to participate in their child's school	<p>All schools will host two schoolwide events/activities for families.</p> <p>All schools will establish a space for parent conferences with informational materials.</p>	<p>Results of a Districtwide parent survey</p> <p>Central Office administration school visit notes</p> <p>Results of 5E Survey</p> <p>Notes from Parent/Student Focus Groups</p> <p>Parent sign ins from events</p>	<p>Translators</p> <p>Resources and materials for parents</p> <p>Funding for committee refreshments</p> <p>Meeting materials</p>

Priority 5

	<p>Welcome signs in languages representing student population.</p> <p>All school greeters will be informed of expectations of that role.</p> <p>All schools will include parents/family representatives on all decision-making committees such as SDMT, SCEP and Data.</p> <p>All schools will include student representatives' grades 7 and up on the SCEP and SDMT.</p>	<p>School Team member lists</p>	<p>Funding for staff attendance at meetings after the school day</p>
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Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.

Increased parent involvement and engagement from the Fall to the Spring at the District and School levels
Increased parent attendance in the parent workshops
All school websites display current information.
Increase in data reports on school site visits from Fall to Spring
Registration and usage reports for the Parent Portal will show an increase from the 22-23 school year
Improvement in survey results for relevant questions from the previous years

Stakeholder Participation

Background

The DCIP must be developed in consultation with parents, school staff, and others in accordance with §100.11 of Commissioner's Regulations.

Team Members

Use the space below to identify the members of the DCIP team, their role (e.g. principal, teacher, parent), and, when applicable, the school the individual represents.

Name	Role	School (if applicable)
Lisette Colón-Collins	Asst. Supt.	YCSD
Dr. Michelle Yazurlo	Asst. Supt.	YCSD
Elaine Shine	Executive Director	YCSD
Susan Natale	Executive Director	YCSD
Kylwana Gallman	Parent	Scholastic Academy
Joanne Lasky	Parent	PEARLS
Jane Wermuth	Principal, Yonkers Council of Administrators (YCA), President	Montessori School 31
Samantha Rosado-Ciriello	Yonkers Federation of Teachers (YFT), President	
Maribel DeJesus	Civil Service Employee Association (CSEA), Executive Board Member	

Meeting Dates

Use the table below to identify the dates and locations of DCIP planning meetings.

Meeting Date	Location
February 10, 2023	ZOOM
April 13, 2023	ZOOM
July 31, 2023	Central Office

Districts with TSI Schools Only

Identify how the perspectives of stakeholders associated with the identified subgroup(s) have been incorporated.

Stakeholder group	How the perspectives of this group have been incorporated into the DCIP?
Teachers responsible for teaching each identified subgroup	Input into Priority 2 and Priority 3 – PLC and Inquiry Teams
Parents with children from each identified subgroup	Input into each Priority #1, #4 and #5
Secondary Schools: Students from each identified subgroup	Input into communication with parents, ELT and college exposure

Submission Assurances

Directions

Place an "X" in the box next to each item prior to submission.

1. ☒ The District Comprehensive Improvement Plan (DCIP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
2. ☒ The DCIP will be implemented no later than the beginning of the first day of regular student attendance.
3. ☒ Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
4. ☒ The DCIP will be made widely available through public means, such as posting on the Internet, distribution through the media, and distribution through public agencies.
5. ☒ A comprehensive systems approach will be established to recruit, develop, retain, and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education Law §3012(c) and §3012(d).
6. ☒ Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

Submission Instructions

All Districts: Submit to DCIP@nysed.gov by August 1, 2023, the following documents:

1. DCIP Planning Document
2. DCIP

The final plan must be approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee).