



New York State
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

District Comprehensive Improvement Plan (DCIP)

District	Superintendent
City of Yonkers	Mr. Aníbal Soler, Jr.

2024-25 Summary of Priorities

In the space below, input the three to five District priorities for 2024-25 identified in this plan.

1	Reduction of Chronic Absenteeism: Continue to identify and address barriers (medical, behavioral, emotional/family financial) for staff and student attendance.
2	Teaching and Learning: Review data to evaluate and inform instructional practices that align with the district vision of creating a foundation of success for all.
3	Student Achievement: Strengthen progress monitoring by analyzing various data and increasing the use of communication tools.
4	Inclusive and Supportive Environment: Recognize and value diversity, equity, inclusion and belonging through active engagement and the integration of feedback for continuous improvement.

PRIORITY I

Our Priority

<p>What will we prioritize to extend success in 2024-25?</p>	<p>Reduction of Chronic Absenteeism: Continue to identify and address barriers to attendance for staff and students.</p>
<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 Priority 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 Priority to pursue?</i> • <i>How does this fit into other Priorities and the District's long-term plans?</i> <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> • <i>In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?</i> • <i>In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</i> 	<p>For any of the district priorities to become realities, we will need consistent and regular attendance of both our students and employees. Yonkers Public Schools is a model community for My Brother's Keeper in which we have committees that address all 6 milestones. Reducing chronic absenteeism is crucial to educational readiness, literacy graduation and post-secondary success.</p> <p>In 2023 –2024 academic year, 39.5% of elementary & middle school students were chronically absent and 55.1% of high school students were chronically absent.</p> <p>Consistent attendance is directly linked to better academic performance. Regular school attendance helps to enhance the effectiveness of teaching, supports continuous and engaging learning and ultimately leads to improved student achievement.</p> <p>Continued implementation of a comprehensive approach that includes early identification of at-risk students, targeted interventions, and engaging strategies to address barriers to attendance, while fostering strong partnerships with families and community resources.</p> <p>A low percentage of our students feel connected to the adults at school, and we want to increase our family's perception that their children enjoy going to school. It was also analyzed in our districtwide survey:</p> <p>64% of students in Grades 3-5 had a favorable perception of the overall social and learning climate of their school</p>

Priority 1

	<p>42% of students in Grades 6 -12 had a favorable perception of the overall social and learning climate of their school.</p> <p>We will continue to uncover root causes for this discrepancy and implement strategies to address these concerns.</p> <p>When we address absenteeism, we will collaborate with students and families to strengthen the relationship between the school and families, creating supportive networks that benefit students.</p>
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Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Review, monitor and support each school's comprehensive education plan (SCEP) focusing on Commitment 1: Chronic Absenteeism	The district offices will receive copies of each school's SCEP to review the strategies identified and support the school in their success in their initiative. Shared best practices and areas in need of support will be discussed at regular Principal meetings.	<p>The Office of Inter-Governmental Relations, Professional Learning and Accountability will provide documents in a shared one drive. The Offices of:</p> <p>Student Support Services</p> <p>School Leadership and Engagement</p> <p>School Leadership and Equity</p> <p>School Administrators</p> <p>Creation of SCEP at-a-glance for each school.</p> <p>Community Resources</p>
Review Code of Conduct training and alignment	Engage stakeholders in a review of the Code of Conduct	
Weekly emails attendance data, YTD percentage, and chronic absenteeism data for students and staff.	<p>Emailing weekly attendance by school and the district to all building and district level administrators.</p> <p>Regular discussion to review school and district progress by comparing numbers week to week.</p>	<p>The Office of Inter-Governmental Relations, Professional Learning and Accountability</p> <p>Human Relations</p> <p>School Principals</p> <p>Attendance Clerks</p>

Priority 1

		Level 2 Reports and Enterprise Reports
Professional development for staff using district level reports.	Provide awareness and training to enterprise reports available in PowerSchool to all administrators in August; clerks on how and when to take attendance; support staff in absentee outreach protocol. Establish early warning protocols for students who are chronically absent.	Office of Inter-Governmental Relations, Professional Learning and Accountability Office of Management, Administration, Planning and Operations Members of Student Information System will lead trainings and we will record to be placed in Schoology for refresher courses. Review of Code of Conduct protocol for effectiveness.
Utilization of a Multi-Tiered System of Support (MTSS) to identify students support based on level of need.	Schools will share their MTSS structure and document feedback regarding academic and behavioral support. Clear MTSS, Pupil Support and Log Entries or other method of documentation.	The Office of Student Support Services School Administrators School-based MTSS teams
Continued Family and Staff Engagement	Increase school presence on social media and encourage increased school and district wide events. Increase awareness and use of parent portal.	The Offices of: Student Support Services School Leadership and Engagement School Leadership and Equity Communications Office District wide events calendar, implementation of new school website platform. School administration PTSA collaboration
My Brother's Keeper and My Sister's Keeper (MBK and MSK) will initiate four different focus groups throughout the 2024-2025 school year with YMOC to discover what is causing students to be absent from school and how to increase their attendance (Milestone 3 alignment).	The district team conducts four focus groups at four high schools during each marking period. After reviewing school attendance data and noticing trends and patterns, questions will be asked during the focus group to discover why students are chronically absent from school. The qualitative data captured would lead to a plan of action to best support our YBOC academically, socially, and emotionally.	Office of School Leadership, Engagement and Equity. MBK Executive Director High School Principals Multiple stakeholders' input will create the questionnaire used for the focus study. A quiet and safe space in four different high schools where a district representative can pose questions to students to gather rich qualitative data.

Priority 1

Create parent focus groups specifically to develop strategies the needs of Young Men of Color (YMOC) in Pre-K and Kindergarten.	In collaboration with PreK-5/6/8 schools, parents will be surveyed and asked to participate in a focus group to discuss barrier to attendance.	The Offices of: Student Support Services School Leadership and Engagement School Leadership and Equity MBK Executive Director
Identify and monitor attendance for McKinney-Vento students	Regularly review the needs of our McKinney-Vento Students	The Office of Student Support Services
Conduct one-on-one meetings with chronically absent students in school or at their homes (Milestone 3 alignment).	Our district representative will play a pivotal role in conducting one-on-one meetings with students who are chronically absent. These meetings, whether held at the students' school during their lunch period or at their home for those with severe absenteeism, will provide a supportive environment for the students to share their experiences. The qualitative data we gather from these meetings will guide us in developing a plan to best support our YMOC attendance.	Office of School Leadership, Engagement and Equity MBK Executive Director A location at the school to have a confidential and safe conversation with the student
Identify community-based organizations to provide specific supports to address barriers that deter students to attend school	Create a community asset map of community-based organizations and how they can support students and families.	The Offices of: Student Support Services School Leadership and Engagement School Leadership and Equity Inter-Governmental, Professional Learning and Accountability
Support schools in creating a more welcoming environment and creating a culture of trust.	Individual conversations with building principals and collection of evidence in the following domains in MPPR: <ul style="list-style-type: none"> • 2 – School Culture and Instructional Program: Culture • 3 – Safe, Efficient, Effective Learning Environment: Culture 	The Offices of: School Leadership and Engagement School Leadership, Engagement and Equity Inter-Governmental, Professional Learning and Accountability

Priority 1

	<ul style="list-style-type: none"> • 4 – Community: Culture and Sustainability • 5 – Integrity, Fairness and Ethics: Culture • 6 – Political, Social, Economic, Legal and Cultural Context: Culture 	MPPR Data Collection
Active Student Governments	Ensure all schools with grades 5-12 have an active student government as evidenced by agendas and minutes.	Office of Inter-Governmental Relations, Professional Learning and Accountability Office of Teaching and Learning Office of School Leadership and Engagement Guidelines for Student Government Support from Unified Yonkers Student Leadership Council (UYSLC)
Broaden the scope of the Unified Yonkers Student Leadership Council (UYSLC) to include Student Board Members and Superintendent Student Advisors (SSA)	<p>Student members of the Board will provide regular and direct communication between the Board and High School students. The student representatives shall be 12th grade students at the District's High Schools and shall apply and be appointed after an application process includes interviewing with the Superintendent and the BOE trustees.</p> <p>Superintendent's Student Advisors (SSA) will be charged with providing student voice and information from the student perspective to help inform decision-making about current and future programs and initiatives in our schools.</p> <p>The SSA will meet four times throughout the year.</p>	Office of Inter-Governmental, Professional Learning and Accountability UYSLC Director Board of Trustees Superintendent Application process and calendar quarterly meetings with the Superintendent. Director of Transportation Development of agendas that address student concerns and evaluate proposed district initiatives.
Standardize and implement transportation protocols	Review protocols and create a district-wide transportation protocol handbook	The Offices of: Management, Administration, Planning and Operations Student Support Services School Leadership and Engagement

Priority 1

		School Leadership, Engagement and Equity
Investigate additional resources to provide transportation to all students	Engage in conversations on how to provide free public transportation to our student	The Offices of: Management, Administration, Planning and Operations Office of Inter-Governmental, Professional Learning and Accountability

Measuring Success

END OF THE YEAR

What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2024-25 school year.

By June 2025, we will reduce chronic absenteeism by 3%. Elementary/Middle from 39% to 36% and High School from 55% to 52%.

Progress on MBK milestones.

Utilization of MTSS framework at 100% of schools with effective progress monitoring procedures.

Progress on all school SCEPs for Commitment 1: Chronic Absenteeism.

In the 2023-2024 School Year, 15% of the teaching staff had been absent 9 or more times (8% between 9-11 absences – Developing and 7% with 12 or more absences-Ineffective) as evidenced by our APPR indicator 6.4 B – Manages Time and Attendance. In June 2025, we will have 10% of the teaching staff with 9 or more absences; a decrease of 5%.

Creation of District-Wide Transportation Protocol Handbook

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look for during the year to

Priority 1

know that we are on track to meet the end-of-the-year success criteria listed above? Consider both implementation milestones and improved outcomes.

Success Criteria (What data will we review and what improvements to do we hope to see when reviewing that data?)	When we would want to achieve that success criteria	What we ended up seeing <i>(complete after the date listed in the preceding column)</i>
Schools will meet their Early Progress Milestones, Mid-Year Benchmarks and End of Year Progress for Commitment 1 in the SCEP: Chronic Absenteeism.	October January June	
State Level District-Wide Chronic Absenteeism (CA) Report (L2) will decrease in the chronically absent category. Success to be determined quarterly	November January March June	
Professional Development evaluation surveys regarding training and the usage of enterprise reporting in PowerSchool.	September	
Parent Portal usage analytics	January	
Cycle checks on Teacher Annual Performance Review for Indicator 6.4 B – Manages Time and Attendance	November January April June	
Creation of Superintendent Student Advisors	November	

PRIORITY 2

Our Priority

<p>What will we prioritize to extend success in 2024-25?</p>	<p>Teaching and Learning: Review data to evaluate and inform instructional practices that align with the district vision of creating a foundation of success for all.</p>
<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 Priority 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 Priority to pursue?</i> • <i>How does this fit into other Priorities and the District's long-term plans?</i> <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> • <i>In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?</i> • <i>In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</i> 	<p>The district's core values include anchoring every decision to student achievement, developing the whole child, understanding and affirming the cultural assets that students bring, and support every educator in the pursuit of on-going professional growth. All students, including students with disabilities and multilingual learners, are entitled to receive academic and social emotional support, based on how ready they are for such support. By integrating MBK milestones we can create a more equitable environment that promotes success for all students.</p> <p>Some students' academic and/or behavioral needs will not be completely addressed through universal interventions. These children will require more intensive support, at a Tier II or Tier III level to meet their goals.</p> <p>Offering, improving and monitoring meaningful professional learning will contribute to successful outcomes for all students. These efforts contribute to a more effective and responsive educational environment, ultimately enhancing student success and preparing them for the future.</p> <p>A closer look at the teacher and principal observations showed a lack of focus in our expectations.</p> <p>Fostering transparency and meaningful professional development for instructional leaders and teachers in analyzing data can help support student needs, improve learning outcomes and decrease chronic absenteeism.</p>

Key Strategies and Resources

What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Review, monitor and support each school's comprehensive education plan (SCEP) focusing on Commitment 2: Teaching and Learning	The district office will receive copies of each school's SCEP to review the strategies identified and support the school in their success in their initiative. Sharing best practices and areas in need of support will be discussed at regular Principal meetings.	<p>The Offices of:</p> <ul style="list-style-type: none"> Student Support Services Teaching and Learning School Leadership and Engagement School Leadership and Equity <p>The Office of Inter-Governmental, Professional Learning and Accountability will provide documents in a shared one drive. Creation of SCEP at-a-glance for each school.</p>
Train administrators and teachers using Key Performance Indicators (KPI's) for APPR and MPPR evaluation tools to provide actionable feedback for professional growth.	<p>Use Key Performance Indicators that are the most impactful when conducting teacher and principal observations and support the use of actionable feedback.</p> <p>Share with teachers and administrators and monitor progress through professional conversations and Cycle evaluations.</p>	<p>Office of Inter-Governmental Relations, Professional Learning and Accountability</p> <p>The Offices of:</p> <ul style="list-style-type: none"> Student Support Services Teaching and Learning School Leadership and Engagement School Leadership and Equity <p>KPI's for each Cycle and associated "look fors". Professional development will be ongoing. Review of StaffTrac to monitor progress (repository for teacher evaluation data)</p>
Continue to leverage Data Liaisons and Department Representatives in each school to review data to	Build data literacy, collaborative inquiry knowledge and skills through analysis of benchmark common assessments, data and state	Office of Inter-Governmental Relations, Professional Learning and Accountability – Division of Research, Accountability and Reporting

Priority 2

evaluate and inform daily instruction.	assessments (aggregated, disaggregated; strand item, and student work). Training on evidence-based instructional strategies and encourage sharing of best practices	Office of Teaching and Learning Research analysts will lead a virtual monthly professional development series for data liaisons on developing collaborative inquiry teams
Professional Learning Communities (PLCs) for content area teachers and administrators focusing on MTSS for academics and behavior and alignment to Next Generation Standards.	Facilitate collaboration and cross-learning throughout the district encouraging educators to establish norms and feedback mechanisms for increased student outcomes, share effective strategies and resources, enhancing instructional practices	Office of Teaching and Learning Office of Student Support Services Executive Directors for content areas
Develop SMART goals on the instructional achievement of Multilingual Learners in collaboration with content area Executive Directors and Department Liaisons.	Comprehensive after-school program to focus on growth across all four language modalities. Collaborate with NYSSB PLC Committee to utilize resources to ensure all eligible candidates are applying and completing seal of biliteracy requirements. Provide teachers with professional development that will focus on reading and writing strategies to best address the needs of their students. Organize and implement a professional development series focused on effective literacy instruction strategies for multi-lingual learners	Office of School Leadership, Engagement and Equity. Office of Teaching and Learning Executive Director for Multilingual Learners and English as a New Language.

Priority 2

Active Student Governments	Ensure all schools with grades 5-12 have an active student government as evidenced by agendas and minutes.	Office of Inter-Governmental Relations, Professional Learning and Accountability Office of Teaching and Learning Office of School Leadership and Engagement Guidelines for Student Government Support from Unified Yonkers Student Leadership Council (UYSLC)
Continued training for Electronic Gradebook for staff in grades 7-12	Continue with negotiated timeline where all teachers will be using the Electronic Gradebook by January 2025	Office of Inter-Governmental Relations, Professional Learning and Accountability Office of Teaching and Learning Office of School Leadership and Engagement Office of Management, Administration, Planning and Operations
Continue training in the awareness and use of instructional technology platforms that support teaching and learning	Ongoing training from Executive Directors based on needs and feedback	Office of Teaching and Learning Executive Director of Science and Instructional Technology
Ongoing professional development as it relates to teaching and learning	Ongoing training from Executive Directors based on needs and feedback	Office of Teaching and Learning Office of Inter-Governmental Relations, Professional Learning and Accountability
Amplify and Expand MBK/MSK Initiatives	Continue the work with MBK/MSK Milestones and expand to increase active chapters across the district	Office of School Leadership, Engagement and Equity Communications Office
Standardize and implement transportation protocols	Engage in conversations on how to provide free public transportation to our student	The Offices of: Management, Administration, Planning and Operations Office of Inter-Governmental, Professional Learning and Accountability
Creation of Evaluation Review Committees in partnership with YFT and	Establish a committee of teachers and administrators to refine evaluation measures and ensure alignment to NYS	Office of Inter-Governmental Relations, Professional Learning and Accountability

Priority 2

YCA for APPR and MPPR as we plan for regulatory changes outlined in 3012(e)	Ed law 3012(e) and other regulatory changes.	Office of Teaching and Learning Office of School Leadership and Engagement Representatives from Teacher and Administrator unions, timeline and agendas with minutes.
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Measuring Success

END OF THE YEAR

What will success look like for this Priority at the end of the year?

All schools will meet their success criteria for their SCEP commitment 2: Teaching and Learning. The district will have established clear expectations for teacher APPR and principal MPPR for the upcoming school year and a Strategic Plan for Yonkers 2030 will be developed.

Increased use of parent portal analytics for high school families to 75% to ensure progress monitoring on the electronic gradebook

Progress as evidenced by reaching goals of MBK Milestones

Increased percentage of teachers receiving “Effective” on KPI’s with actionable feedback from evaluators.

Creation of a District-Wide Transportation Protocol Handbook

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look for during the year to know that we are on track to meet the end-of-the-year success criteria listed above? Consider both implementation milestones and improved outcomes.

Success Criteria (What data will we review and what improvements to do we hope to see when reviewing that data?)	When we would want to achieve that success criteria	What we ended up seeing (complete after the date listed in the preceding column)
90% of Schools will meet their Early Progress Milestones, Mid-Year Benchmarks and End of	October	

Priority 2

Year Progress for <u>Commitment 2 in the SCEP: Teaching and Learning.</u>	January June	
Student Achievement Gains: At least a 10% increase in student proficiency rates on standardized tests and assessments within the academic year.	January/February June August	
Data Utilization: Evidence that 90% of instructional decisions are informed by student performance data, with documented adjustments to interventions (MTSS).	December-February June	
Professional Development Impact: Positive evaluations from 80% of educators on professional development sessions, with at least 75% reporting improved teaching practices as a result.	January June	
Increased Effective ratings for KPI's	November January April June	
Committee Outcomes: Development of a review and update of evaluation measures by the committee, with documented evidence of alignment with best practices and regulatory requirements.	June	
Clear and documented targeted interventions driven by the multi-tiered system of support (MTSS) from 85% of schools in the district.	Ongoing	
Collaborative Planning Results: Evidence of shared instructional strategies and resources leading to a 10% improvement in overall instructional quality on the Panorama survey.	November January June	
Increased Parent Portal Usage to 75% for High School families.	January June	
Implementation of After-School programs and Saturday Academy for MLL's	November	

PRIORITY 3

Our Priority

<p>What will we prioritize to extend success in 2024-25?</p>	<p>Student Achievement: Strengthen progress monitoring by analyzing various data and increasing the use of communication tools.</p>
<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"> • How does this Priority fit into the District's vision, values and aspirations? • Why did this emerge as something to prioritize? • What makes this the right Priority to pursue? • How does this fit into other Priorities and the District's long-term plans? <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> • In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports? • In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports? 	<p>One of our five goals in our Strategic Plan is: Data-Driven culture in which we create a school-wide culture based on high expectations and accountability using qualitative and quantitative data to support decision-making and address inequities for each student. Aligning efforts with MBK milestones, we can create a more inclusive and effective learning environment.</p> <p>The objective is that administrators and teachers in all Yonkers Public Schools will use data to inform instruction and guide practice with input from school-based Data Liaisons.</p> <p>PDSA cycles were identified as our data analysis protocol and used over the last 3 years, however, as we plan for the next district strategic plan, we will review our successes and identify our opportunities for improvement. In addition, we are revising the role and responsibility of the data liaison by supporting schools and providing professional development regularly and as needed.</p> <p>Data-informed instruction district-wide is anchored in assessments such as Measure of Academic Performance (MAP), Benchmark, Data Mate, iReady, and practice Regents tests. However, assessments alone do not tell the full story. As part of the ongoing improvement planning process, the district will continue to gather qualitative measurements related to accountability by administering the Panorama Climate survey and connecting regularly with other stakeholders such as the Parent Teacher Association (PTA) and community partners and vendors.</p>

Priority 3

Moreover, school communities will continue to provide students and parents equitable access and time to grading practices and achievement data to engage students with their own learning progress.

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Review, monitor and support each school's comprehensive education plan (SCEP) focusing on Commitment 3: Student Achievement	The district office will receive copies of each school's SCEP to review the strategies identified and support the school in their success in their initiative. Sharing best practices and areas in need of support will be discussed at regular Principal meetings.	The Office of Inter-Governmental Relations, Professional Learning and Accountability will provide documents in a shared one drive. The Offices of: Student Support Services School Leadership and Engagement School Leadership Engagement and Equity Teaching and Learning Regular Creation of SCEP at-a-glance for each school.
Establish a district-wide comprehensive assessment calendar for staff that includes assessment windows and expectations for school-based professional development	Systematically identify baseline data, mid-year progress, and end of year outcomes to inform targeted interventions and professional development Baseline MAP data for ELA and iReady data for mathematics to identify standards and skills in need of improvement.	The Offices of: Student Support Services School Leadership and Engagement School Leadership and Equity Inter-Governmental Relations, Professional Learning and Accountability

Priority 3

	<p>Progress monitoring using Data Mate for ELA and Math</p> <p>Using the data process of collaborative inquiry to identify areas of need, verify the causes, generate solutions, and implement/monitor/achieve results</p> <p>Baseline data to identify standards that were identified as areas of challenge for students; building leadership, teachers and support staff will then make data informed decisions to push student academic growth.</p> <p>June:</p> <p>Focus will be to identify areas of teacher support for the following academic year</p>	<p>Teaching and Learning</p> <p>Executive Director for Accountability and Reporting.</p> <p>NWEA MAP</p> <p>iReady</p> <p><i>Data Mate</i></p> <p>Executive Director Research Accountability and Reporting</p> <p>Data Liaisons</p> <p>Half day professional developments</p>
Professional Development on knowledge of available data reports, analysis techniques, identifying interventions, and fosters the integration among content areas	Determine instructional areas of strength and challenges; identify students who may need intensive support; and monitor student progress towards grade level proficiency.	<p>The Offices of:</p> <p>Student Support Services</p> <p>School Leadership and Engagement</p> <p>School Leadership, Engagement and Equity</p> <p>Inter-Governmental, Professional Learning and Accountability</p> <p>Teaching and Learning</p> <p>Executive Director for Accountability and Reporting.</p> <p>Data Liaisons</p> <p>MAP, iReady, Data Mate, Regents Tracker and other reports.</p>
Continue to leverage Data Liaisons in each school	<p>Research analysts will lead a virtual monthly professional development series for data liaisons on developing collaborative inquiry teams</p> <p>Build data literacy, collaborative inquiry knowledge and skills through analysis of</p>	<p>The Office of:</p> <p>Student Support Services</p> <p>School Leadership and Engagement</p> <p>School Leadership, Engagement and Equity</p>

Priority 3

	<p>benchmark common assessments, data and state assessments (aggregated, disaggregated; strand item, and student work).</p> <p>Offer training on evidence-based instructional strategies and encourage and sharing of best practices</p>	<p>Inter-Governmental, Professional Learning and Accountability</p> <p>Teaching and Learning</p> <p>Executive Director for Accountability and Reporting.</p>
Professional Learning Communities (PLCs) for content area teachers and administrators	Facilitate collaboration and cross-learning throughout the district encouraging educators to share effective strategies and resources, enhancing instructional practices.	Office of Teaching and Learning Executive Directors for content areas to establish norms and feedback mechanisms for increased student outcomes.
Professional Development on data-driven and differentiated instruction	Monthly professional development using the data process of collaborate inquiry	<p>The Offices of:</p> <p>Student Support Services</p> <p>School Leadership and Engagement</p> <p>School Leadership, Engagement and Equity</p> <p>Inter-Governmental, Professional Learning and Accountability</p> <p>Teaching and Learning</p>
Continued Training for Electronic Gradebook for staff in grades 7-12	<p>Training in September, October and November based on our Gradebook Committee expectations and timeline.</p> <p>Gradebook Committee members to reconvene, trainers re-identified and progress monitoring using Forms.</p>	<p>Office of Inter-Governmental Relations, Professional Learning and Accountability.</p> <p>Office of Teaching and Learning</p> <p>Office of School Leadership and Engagement</p> <p>Office of School Leadership, Engagement, and Equity.</p> <p>Gradebook Committee</p>
Enrollment in the parent portal and the PowerSchool application will be incorporated into the registration process.	As students register for Yonkers Public Schools, they will be informed about our Parent Portal and be provided with information on how to access their child's information.	<p>Office of Management, Administration, Planning and Operations</p> <p>Registration</p> <p>School usage and parent workshops</p>

Priority 3

		Collaboration with PTSA and Student Governments.
All schools will maintain a website with current events, a calendar for families, and active social media sites.	Website managers to ensure information is up to date and share regularly with district liaison.	Office of School Leadership and Engagement Office of School Leadership, Engagement and Equity Executive Director for Instructional Technology Website managers Communication Officer Principals District liaisons and Associate Superintendents.
Continued use of ConnectEd Blackboard messaging system in multiple languages.	All administrators having access and communicate school wide events	Office of School Leadership and Engagement Office of School Leadership, Engagement and Equity Communication Officer
All schools will use the data from the Panorama survey to increase engagement and use the feedback to adjust as needed.	Access to panorama data and refresher training. Support administrators in sharing data and ensuring that the feedback is considered when making plans throughout the year. Review of all survey data points in each school's 2024-2025 SCEP for support and alignment.	Executive Director for Research, Accountability and Reporting All principals accessing Panorama data SCEPs and SCEP at-a-glance
Continued Family and Staff Engagement	Increase school presence on social media and encourage increased school and district wide events. Provide communication using multiple languages.	Office of School Leadership and Engagement Office of School Leadership, Engagement and Equity Office of Management, Administration, Planning and Operations.

Priority 3

	<p>Increase awareness and use of parent portal.</p> <p>Provide information to parents that will allow them to be the best advocates for their children.</p>	<p>Communications Office</p> <p>District wide events calendar, implementation of new school website platform.</p> <p>YCPTA</p>
<p>MBK/MSK will conduct two one-on-one meetings with seniors with no plans to attend college or post-secondary education. (Milestone 4 alignment).</p>	<p>The meetings will be held at the beginning and near the end of the school year.</p> <p>Create opportunities that would provide information on the value of attending college or post-secondary education that can leave an impact later in their lives.</p> <p>Identify Colleges/post-secondary training sites who would be willing to meet the students to share more information on offerings.</p>	<p>Office of School Leadership, Engagement and Equity</p> <p>Office of Student Support Services</p> <p>Director School Counseling</p> <p>Identified students</p>
<p>MBK/MSK to launch a quarterly Career Future Speaker Series for the district (Milestone 5).</p>	<p>Create a lineup of professionals to speak during a panel discussion to our MBK YBOC and YMOC about their childhood experiences that ultimately led them to their profession; workshops where students can attend to learn more about the profession.</p>	<p>Office of School Leadership, Engagement and Equity</p> <p>MBK Executive Director</p> <p>A diverse group of professionals</p>
<p>Active Student Governments</p>	<p>Each school with grades 5-12 establishes a student government as evidenced by meeting dates and minutes that inform shared decision-making team.</p>	<p>Office of School Leadership and Engagement</p> <p>Office of School Leadership, Engagement and Equity</p> <p>School Principals</p> <p>Unified Yonkers Leadership Student Council</p>

Priority 3

Creation of Superintendent Student Advisors (SSA)	Representatives from Unified Yonkers Leadership Council to complete applications for Superintendent's council	<p>Superintendent</p> <p>Office of Inter-Governmental Relations, Professional Learning and Accountability</p> <p>Unified Yonkers Leadership Student Council</p> <p>Calendar</p> <p>Agendas</p>
Implementation of Supplemental Instructional programs	SIFE/Newcomers Academy and Saturday SIFE Academy at Justice Sonia Sotomayor Community School	<p>Office of School Leadership, Engagement and Equity.</p> <p>Principal and staff at Justice Sonia Sotomayor Community School.</p>

Measuring Success

END OF THE YEAR

What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2024-25 school year.

- The percentage of 3-8 students who are proficient in NYSED assessments for ELA and Math will meet or exceed 42% for ELA and 45% in Mathematics.
- Multilingual learners:
 - Grades 3-8: will demonstrate growth on the NYSED assessments for English Language Arts (ELA) and math, so that the proportion of students who score at Levels 3 and 4 will meet or exceed 17% in ELA and mathematics.
 - Grades 9-12: will demonstrate growth on the NYSED Regents assessments for ELA and Math, so that the proportion of students who score at Levels 4 and 5 will meet or exceed 10% in 9th grade algebra, and 15% in 11th grade ELA.
 - Graduating cohort: Additional distinctions will meet or exceed 53%
- Students with disabilities:
 - Grades 3-8: will demonstrate growth on the NYSED assessments for English Language Arts (ELA) and math, so that the proportion of students who score at Levels 3 and 4 will meet or exceed 20% in ELA and mathematics.
 - Grades 9-12: will demonstrate growth on the NYSED Regents assessments for ELA and Math, so that the proportion of students who score at Levels 4 and 5 will meet or exceed 10% in 9th grade Algebra, and 30% in 11th grade ELA.
 - Graduating Cohort: Additional distinctions will meet or exceed 33%
- The percentage of all students passing the ELA Regents exam will meet or exceed 75% and 45% for the Algebra I Regents.
- Our graduation rate will meet or exceed 93% or 71% of the 2021 cohort will graduate with distinctions of College, Career & Civic Readiness.
- 98% of our students with an associated Parent Portal account and 60% of parents respond to our Panorama Climate Survey.
- Active Student Governments at 90% of schools
- Progress on all MBK Milestones
- Progress on SCEPs for Commitment 3: Student Achievement

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look for during the year to

Priority 3

know that we are on track to meet the end-of-the-year success criteria listed above? Consider both implementation milestones and improved outcomes.

Success Criteria (What data will we review and what improvements to do we hope to see when reviewing that data?)	When we would want to achieve that success criteria	What we ended up seeing (complete after the date listed in the preceding column)
90% of Schools will meet their Early Progress Milestones, Mid-Year Benchmarks and End of Year Progress for <u>Commitment 3 in the SCEP: Student Achievement</u> .	October January June	
Student Achievement Gains: Increase in student proficiency rates on standardized tests and assessments within the academic year.	January/February June August	
Data Utilization: Evidence that 90% of instructional decisions are informed by student performance data, with documented adjustments to interventions (MTSS).	December-February June	
Clear and documented targeted interventions driven by the multi-tiered system of support (MTSS) from 85% of schools in the district.	Ongoing	
Electronic Gradebook usage by all staff in grades 7-12	January	
Increased Parent Portal usage to 75% for High School families.	January June	
Creation of Superintendent's Advisory Council	November	

PRIORITY 4

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

Our Priority

<p>What will we prioritize to extend success in 2024-25?</p>	<p>Inclusive and Supportive Learning Environment: Recognize and value diversity, equity, inclusion, and belonging through active engagement and integration of feedback for continuous improvement.</p>
<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 Priority 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 Priority to pursue?</i> • <i>How does this fit into other Priorities and the District's long-term plans?</i> <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> • <i>In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?</i> • <i>In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</i> 	<p>Yonkers Public Schools is committed to creating a culturally responsive and sustaining environment that ensures all learners in our school community are equitably prepared with critical thinking skills, able to lead, inspire, and succeed in the world of today and tomorrow. Our core values include, practicing mutual respect for all including those with experiences that are different from one's own, commit to understanding and affirming cultural assets that children bring, connect the school, home, and community in all activities and engage community members in student success.</p> <p>We continue to reaffirm our commitment to create an inclusive climate that embraces diversity. However, despite the progress that has been made district-wide, we still face barriers in advancing student achievement and test scores, especially among students with disabilities and multilingual learners, two large groups of students, considering over 46% of our students speak a second language in their homes.</p> <p>Integrating MBK milestones into these efforts not only addresses specific needs but also promotes continuous improvement and a culture of respect and equity.</p>

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Support each school to analyze data to inform continuous improvement.	Review of 2024-2025 SCEP and baseline assessments.	<p>The Offices of:</p> <ul style="list-style-type: none"> Student Support Services School Leadership and Engagement School Leadership, Engagement and Equity Inter-Governmental, Professional Learning and Accountability Teaching and Learning Executive Director Research Accountability and Reporting Data liaisons Access to reports Executive Directors and Directors
Professional Development on knowledge of available data reports, analysis techniques, identifying interventions, and fosters the integration among content areas	Determine instructional areas of strength and challenges; identify students who may need intensive support; and monitor student progress towards grade level proficiency.	<p>The Offices of:</p> <ul style="list-style-type: none"> Student Support Services School Leadership and Engagement School Leadership, Engagement and Equity Inter-Governmental, Professional Learning and Accountability Teaching and Learning Executive Director for content areas Executive Director Research Accountability and Reporting Data Liaisons MAP reports, iReady, Data Mate, Regents Tracker and other reports that are available.

Priority 4

Monitor progress of school action plans in the SCEP	Review of 2024-2025 SCEP and the early progress milestones, mid-year benchmarks and End of	Office of School Leadership and Engagement Office of School Leadership, Engagement and Equity Office of Teaching and Learning SCEPs and SCEP at-a-glance Executive Directors Directors and data-liaisons Shared Decision-Making Teams
Encourage and expand recognition of diversity through community, district and school-based events.	Calendared events and communication to all families.	Office of School Leadership, Engagement and Equity. Office of School Leadership and Engagement Communications Office
Professional Learning Communities (PLCs) for content area teachers and administrators	Facilitate collaboration and cross-learning throughout the district to share effective strategies and resources.	Office of Teaching and Learning Executive Directors for content areas
Ongoing professional development as it relates to diversity, equity, inclusion and belonging.	Ongoing training from Executive Directors based on needs and feedback	Office of Teaching and Learning Executive Directors for content areas Inter-Governmental, Professional Learning and Accountability
School based MTSS teams will maintain systems for on-going monitoring of all tiered interventions.	Sharing of each school MTSS members, meeting dates and minutes, as well as current MTSS structure/framework.	Office of Student Support Services
Collaborate with the PTA/PTSA/YSEPTA to ensure active chapters at all schools	Meet monthly with district PTSA to review status Collaborate on developing Parent Workshops.	Office of School Leadership, Engagement and Equity. Office of School Leadership and Engagement Communication Office School Administrators Yonkers Council of PTA (YCPTA)
Regular collaboration with stakeholders and community organizations to enhance the body of diversity to ensure all	Expand the Shared Decision-Making Team and begin planning for the next 3-5 years	Offices of Inter-Governmental Relations, Professional Learning and Accountability. Teaching and Learning Student Support Services

Priority 4

voices are captured as we develop the next strategic plan.		School Leadership, Engagement and Equity Office of School Leadership and Engagement
Every school will identify students and family members to participate on the Shared Decision-Making (SDM) Team and School Comprehensive Education Plan (SCEP) development teams.	Ensure that all schools are aware of the SDM regulations and have student and family participation. SCEP review and development for 2025-2026 District to frame commitments for cohesion. Submission of meeting dates and minutes	Office of Inter-Governmental Relations, Professional Learning and Accountability. Office of School Leadership, Engagement and Equity. Office of School Leadership and Engagement
All schools will use the data from the Panorama survey to increase engagement and use the feedback to adjust as needed.	Access to panorama data and refresher training. Support administrators in sharing data and ensuring feedback is considered when making plans throughout the year. Review of all survey data points in each school's 2024-2025 SCEP for support and alignment. Communicating the opening of the Panorama survey for 2025.	Office of Inter-Governmental Relations, Professional Learning and Accountability. Office of School Leadership, Engagement and Equity. Office of School Leadership and Engagement All principals accessing Panorama data. SCEPs and SCEP at-a-glance
Continued Family and Staff Engagement	Increase school presence on social media and encourage increased school and district wide events. Increase awareness and use of parent portal.	Office of School Leadership, Engagement and Equity School administration Communications Office YCPTA District wide events calendar, Implementation of new school website platform.
Increase opportunities and share resources that support diverse needs of schools and communities	Identify resources and point of contacts throughout Yonkers and share with administrators	Offices of: Student Support Services Teaching and Learning Inter-Governmental Relations, Professional Learning and Accountability Office of School Leadership, Engagement and Equity

Priority 4

Active Student Governments	Each school with grades 5-12 establishes a student government as evidenced by meeting dates and minutes that inform shared decision-making team.	Office of School Leadership and Engagement Office of School Leadership, Engagement and Equity School Principals Unified Yonkers Leadership Student Council
Conduct MBK & Yonkers Police Department (YPD) Community Affairs Empowerment Assemblies (Milestone 6 alignment)	Visit nearly every school in the district to provide students with empowerment assemblies aligned to what the school principal feels would benefit their students. Scheduling Empowerment Assemblies with the school.	Office of School Leadership, Engagement and Equity MBK Executive Director Yonkers Police Department Work on planning and communicating closely with the YPD Community Affairs department.
Continue our work as a My Brother's Keeper Model Community by implementing initiatives for all 6 milestones.	Continue to work with the Obama Foundation and Milestone Committees. Regular meetings to discuss progress and next steps.	Office of School Leadership, Engagement and Equity MBK Executive Director MBK Milestones Committees
Creation of Superintendent Student Advisors (SSA)	Representatives from Unified Yonkers Leadership Council to complete applications for Superintendent's council	Superintendent Office of Inter-Governmental Relations, Professional Learning and Accountability. Unified Yonkers Leadership Student Council Calendar Agendas

Measuring Success

END OF THE YEAR

What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2024-25 school year.

Parent Portal: 98% of our students with an associated Parent Portal account will use the platform as evidenced by analytics.

Panorama Survey:

- 60% of parents respond to our Panorama Climate Survey.
- 95% of families will report feeling welcome to participate in their child's school

In the 2023-2024 School Year, 14% of the teaching staff received a Developing as evidenced by our APPR indicator 3.4 A – Differentiates Instruction. In June 2025, we will have decreased our percentage of teachers earning developing to 9%.

PTA/PTSA/YSEPTA: All schools will have active chapters.

Shared-Decision Making Teams: All schools will have regular shared-decision making meetings and develop a school-wide education plan that supports all stakeholders

Active Student Governments at 90% of schools

Progress on MBK Milestones

Progress on SCEPs for all Commitments

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look for during the year to

Priority 4

know that we are on track to meet the end-of-the-year success criteria listed above? Consider both implementation milestones and improved outcomes.

Success Criteria (What data will we review and what improvements to do we hope to see when reviewing that data?)	When we would want to achieve that success criteria	What we ended up seeing <i>(complete after the date listed in the preceding column)</i>
Schools will meet their Early Progress Milestones, Mid-Year Benchmarks and End of Year Progress for all commitments within the SCEP	October January June	
Professional Development evaluation surveys	Ongoing	
Creation of Superintendent Student Advisors	November	
Parent Portal usage analytics	January	
Student Achievement Gains: At least a 10% increase in student proficiency rates on standardized tests and assessments within the academic year.	January/February June August	
Data Utilization: Evidence that 90% of instructional decisions are informed by student performance data, with documented adjustments to interventions (MTSS).	December-February June	
Professional Development Impact: Positive evaluations from 80% of educators on professional development sessions, with at least 75% reporting improved teaching practices as a result.	January June	
Progress on all 6 MBK Milestones	On-going	
Cycle checks on Teacher Annual Performance Review for Indicator 3.4 A	November January April June	

Priority5

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)
Michelle Yazurlo	Associate Superintendent	
Sabree Webb	Executive Director for Research Evaluation and Reporting	
Michael McDonald	Executive Director for Mathematics	
Alyssa Colon-Garica	Executive Director for ELA	
Samantha Rosado-Ciriello	YFT President	
Stephen Murphy	YCA Representation	
Elda Mejia-Perez	YCA Representation	
Joane Lasky	PTSA Representation	
Matthew Hurtig	CSEA Representative	
Akilah Radcliff	Parent	
Jason Martinez	Student	

Meeting Dates

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

Meeting Date	Location
April 2024	ZOOM

Stakeholder Participation

June 26, 2024	ZOOM
July 22, 2024	District Office
July 23, 2024	District Office
July 24, 2024	District Office
July 29, 2024	District Office and Email
July 31, 2024	District Office and Email

Districts with Schools Identified for TSI/ATSI Support 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	
Parents with children from each identified subgroup	
Secondary Schools: Students from each identified subgroup	

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 July 31, 2024, 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).