



**YONKERS**  
PUBLIC SCHOOLS

**EQUITY AND ACCESS  
FOR ALL CHILDREN**  
Transform Learning – Transform Lives

**3 YEAR STRATEGIC PLAN  
2019-2022**

## **2019-2020 Yonkers Public School Instructional Steering Committee**

Dr. Edwin M. Quezada, Superintendent of Schools  
Dr. Andrea S. Coddett, Deputy Superintendent, Equity and Access - Curriculum, Instruction, School Supervision  
Roseanne Collins-Judon, Assistant Superintendent, Secondary Administration  
Lissette Colón-Collins, Assistant Superintendent, Language Acquisition, Funded Programs, School Counseling and The Arts  
Dr. Corey W. Reynolds, Assistant Superintendent, Early Childhood and Elementary Administration  
Dr. Luis Rodriguez, Assistant Superintendent, Special Education and Pupil Support Services  
Elaine Shine, Executive Director, School Improvement and Innovation  
Dr. Christopher Macaluso, Executive Director, Professional Development  
Dr. Rachel Cole, Executive Director, Research, Evaluation and Reporting  
Stephanie McCaskill, Executive Director, Special Education  
Jordan Gonzalez, Director, Language Acquisition  
Carmela Valente, Director, Literacy and Title I  
Dawn Bartz, Director, Social Studies  
Dr. Cheriase Pemberton, Director, Mathematics  
Gina Bell, Director, Library Services  
Deborah Mason, Director, Special Education  
Dr. Tanya Long, Director, Grants Development  
James Anderson, Director, Research, Evaluation and Reporting  
Giannina Frino, Director, Research, Evaluation and Reporting  
James Rose, Director, Physical Education, Health, Interscholastic Sports

## **2018-2019 Districtwide Strategic Plan Committee Members**

Dr. Andrea Coddett, Deputy Superintendent of Schools  
Elaine Shine, Executive Director, School Improvement  
Dr. Valencia Brown-Wyatt, Principal  
Anthony Cioffi, Principal  
Dr. Miriam Digneo, Principal  
Dr. Fred Hernandez, Principal  
Gail Joyner-White, Principal  
Patricia Langan, Principal  
Sylvia Branchcomb, Assistant Principal  
Jonathan Cartica, Assistant Principal  
Dr. Alexandria Connally, Assistant Principal  
Dr. Sandy Hattar, Assistant Principal  
Dr. Vanessa Vasquez, Assistant Principal



**YONKERS**  
PUBLIC SCHOOLS

## **Equity and Access for All Children**

### *Transform Learning – Transform Lives*

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

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





## **YONKERS MISSION, CORE VALUES AND DISTRICT GOALS**

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**Mission:** The Yonkers Public School district is committed to preparing all learners for the opportunities of today and tomorrow in a culture of inquiry. All are encouraged to take initiative for their own development, think critically, actively listen, participate fully and acquire decision making and leadership skills.

### **Core Values: Everyone in Yonkers Public Schools will:**

- Treat all with dignity and respect
- Make every decision guided by student achievement
- Develop the 'whole child'
- Support every educator in the pursuit of learning for professional growth
- Connect the school, home, and community in all activities
- Involve all in student success

### **District Goals:**

#### **Goal 1 – Student Achievement**

Provide curricula that fosters high levels of student achievement that embed 21st Century Skills.

#### **Goal 2 – Professional Development**

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

#### **Goal 3 – Data Driven Culture**

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

#### **Goal 4 – Student Needs**

Establish a community that supports students with diverse social and emotional needs for student growth and development.

#### **Goal 5 – Stakeholder Involvement/Engagement**

Develop the family and the community infrastructure to support student success.

## YONKERS STRATEGIES & TARGETS

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

### ★ Strategy 2: Manage Performance

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

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





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

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

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

### **Strategy 1 Targets: Indicators of Success**

To develop the indicators of success, we studied our baseline data and the measures of interim progress (MIPs) that NYS set for our district. We then turned these into success indicators that reflect our priorities, while balancing the need for goals to be both rigorous and achievable. All indicators are in alignment with New York State's growth expectations for District performance.

#### **Indicator 1: Mastery in ELA by Grade 3**

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

#### **Indicator 2: Mastery in ELA and Mathematics in Grade 6**

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

# Strategy 1

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## **Indicator 3: Mastery in ELA and Mathematics in Grade 8**

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

## **Indicator 4: Social-Emotional Learning (SEL)**

**By June 2022**, the District will lower chronic absenteeism levels to 18.2% of elementary/middle school students or 15.0% of high school students.

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

## **Indicator 5: College, Career, and Civic Ready**

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

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

**By June 2022**, 62.5% of students with disabilities in the 2018 cohort will graduate.

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

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





## **Strategy 2: Manage Performance**

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

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





## Strategy 2 Targets: Pillars of Professional Practice

Teaching leadership & organizational practices

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

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

### Teachers

Besides parents/guardians, teachers have the greatest influence on children's academic success and their social and emotional well-being. A considerable amount of a child's life is in the classroom. Therefore, when students are in school, Yonkers teachers adjust pedagogical and instructional practices to meet the needs of diverse learners. To improve student outcomes, teachers employ the Continuous Learning Cycle, use culturally authentic materials that are on grade level and aligned to the Next Generation Learning Standards, use different ways to teach a skill or topic so students can understand the lesson, integrate technology, plan lessons with each other, and use what they know about individual students and their linguistic needs to adjust lessons and materials. Yonkers teachers are expected to communicate with students, parents/guardians and school administrators to explore different ways to motivate students and to engage and inform them how the child is doing in class and what is needed to perform better. Through collegial support, professional development and 21st century materials, Yonkers teachers can and will teach and reach all students.



### **School Leaders – Principals and Assistant Principals**

Strong principals turn visions into plans for success for all students and create a climate where students succeed, teachers innovate and families are welcome. Yonkers principals are expected to model and provide opportunities for staff to plan for effective teaching and learning. Principals are expected to be visible, engage in shared decision-making, effectively communicate with the school community regarding decisions or events that affect them, promote a safe and secure learning environment, as well as celebrate the successes of students, teacher, families and the community. Utilizing the Professional Learning Community model, targeted professional development and clear expectations for student success, Yonkers principals can successfully lead their diverse learning community.



### **District Leaders – Central Office Leadership and Content Specialists**

District leaders implement the Trustees and Superintendent of Schools shared vision and plan for the success of all students and staff. Their work, based on the Continuous Learning Cycle, will ensure that highly qualified teachers and school leaders are teaching and leading schools. Through the Professional Learning Communities model, continuous school visits and communication with students, teachers, school administrators and families District leaders ensure that the standards-based curricula are taught aligned to the Next Generation Learning Standards and school leaders implement with fidelity federal and New York State Education Department mandates. In addition, they support, evaluate and verify that schools provide safe learning environments, decisions made are culturally responsive and shared with all members of the schools learning communities, and that students, teachers and school administrators are continuously learning, thereby, evidence of growth is observed at many different levels. District leaders continuously analyze data to inform decision-making. With support from the community, district leaders share successes and challenges, and work together with all members of the learning community to ensure and celebrate progress.



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