

District Comprehensive Improvement Plan

2026-2027

District	Superintendent
Yonkers Public Schools	Mr. Anibal Soler, Jr.

Section 1: Building a Shared Understanding for Teaching and Learning

Purpose: Ground the plan and support coherence and consistency by clarifying the district's shared understanding of what high-quality Tier 1 instruction looks like.

High-Quality, Tier 1 Instruction: *What is the District's definition for what we expect high-quality, equitable and adaptive Tier 1 instruction to look and feel like in every classroom?*	High-Quality Instruction ensures all students engage daily in rigorous, grade-level learning that is challenging, equitable, and culturally responsive. High-Quality Instruction in Yonkers is realized through: 1. Cognitively Demanding Tasks & Productive Struggle 2. Explanation of Thinking 3. Culturally Responsive Teaching 4. Equitable Access to Grade-Level Content 5. Standards-Aligned, Rigorous Instruction Across All Subjects Observable Student Indicators by Element (from the District's Shared Vision for High-Quality Instruction, May 2026): **Standards-Aligned, Rigorous Instruction Across All Subjects:** Learning is aligned to grade-level standards; students are reading, writing, and thinking in the discipline; tasks reflect the intent of the lesson. **Cognitively Demanding Tasks & Productive Struggle:** Students are doing the thinking; students engage in reasoning, problem-solving, or analysis; students demonstrate perseverance when faced with challenging tasks. **Explanation of Thinking:** Students explain why/how, not just answers; students communicate their thinking verbally or in writing; students build on or respond to others' ideas. **Culturally Responsive Teaching:** Students see themselves reflected in learning; multiple perspectives are present; students feel safe contributing. **Equitable Access to Grade-Level Content:** All students are engaged in grade-level work; supports are present without lowering expectations; multiple students are participating in learning. This vision applies to all students, including multilingual learners, students with disabilities, and students receiving interventions. Every student deserves access to the same rigorous, grade-level learning experiences with the support needed to succeed. The district monitors implementation of this vision using the Shared Vision for High-Quality Instruction framework (May 2026) as the foundation for classroom walkthroughs, structured feedback cycles, coaching conversations, and quarterly reviews. Walkthrough data is collected using the student indicators above and shared with school leadership teams to identify patterns and inform professional learning, aligned to Yonkers 2030 Advancement Priority 2.1.

Section 2: District Actions to Support Structures

Teacher Learning Core Structures

DISTRICT ACTION

What activity will we pursue?

Develop shared tools and protocols for collaborative planning, student work analysis, and coaching cycles.

The district will establish a coherent and standardized approach to Professional Learning Communities (PLCs) by defining clear structures, expectations, tools, and accountability systems to ensure impact on teaching and learning across all schools.

METHODS

What does this district level support/action entail? What will implementation look like in our district?

Professional Learning Communities (PLCs)
PLCs will serve as the district's primary structure for improving instruction through collaborative inquiry aligned to the High-Quality Instruction (HQI) framework.

Meeting Structures

- Congruence Meetings (once per 6-day cycle) will focus on instructional alignment, review of common assessments, lesson planning, and immediate student needs
- 8:05 Meetings (weekly): Data analysis, student work review, and cross-team alignment

Standardized Practices and Artifacts

The district will establish consistent PLC expectations through shared agendas, protocols, and required artifacts.
Agendas will include**:**

- Standards-aligned objectives
- Structured protocols for data and student work analysis
- Defined roles and time-bound segments
- Measurable action steps tied to instructional adjustments

Required artifacts:

- Completed agendas (with evidence of protocol use)
- Student work and data analysis documentation
- Action plans with identified students, strategies, outcomes, and timelines

PLCs must produce actionable outcomes that directly inform instruction.

Roles and Responsibilities

- Facilitator (Staff Trainer/Teacher Leader/ILT) Guides protocols, maintains focus, ensures equitable participation
- Recorder: Documents key decisions and action steps
- Timekeeper: Maintains pacing and agenda adherence
- Participants: Engage in analysis and implement agreed-upon actions

Cross-School Collaboration and Capacity Building

- Modeling and mentoring through high-functioning PLCs
- Inter-school collaboration through shared networks and content teams
- Inclusion of general education, special education, multilingual learner staff, interventionists, and content specialists

Master Scheduling and Protected Time

- Dedicated, protected PLC time in all schools
- Consistent scheduling of Congruence and 8:05 meetings
- Minimal disruptions to collaborative time

Principals will be held accountable for ensuring PLC time is preserved and prioritized.

Monitoring and Accountability

- Monthly review of PLC artifacts
- Quarterly PLC walkthroughs
- Use of coaching and survey data to assess implementation

Findings will inform support, professional learning, and scaling of effective practices.

Ensuring Measurable Impact

All PLC work must result in:

- Clear instructional actions
- Defined student groups and learning targets
- Measurable outcomes aligned to district common assessments
- Ongoing analysis of student progress and growth to determine effectiveness

PLCs are expected to demonstrate impact on teaching and learning.

District PLC Expectations (Non-Negotiables)

- PLCs will meet a minimum of once per 6-day cycle (Congruence meetings) and once per month (8:05 meetings), with protected time built into master schedules at every school.
- Meetings will be facilitated using district-approved protocols
- PLCs will focus on curriculum alignment, instructional planning, student work and common assessment analysis, focus on essential standards, identification of students needing additional support on essential standardss.
- Content-area coaching will be prioritized based on school need and monitored for equitable access
- Principals will be held accountable for implementation

SUCCESS CRITERIA

What is our goal for doing this? What data will we collect and review to determine if we are on track to meet this goal? What improvements do we hope to see if we have met this goal?

Goal: By June 2027, all schools will demonstrate consistent use of shared PLC protocols for collaborative planning, student work analysis, and coaching cycles, aligned to the district's High-Quality Instruction framework and the Yonkers 2030 Strategic Plan (Advancement Priority 2.4).

Data we will collect:

- PLC meeting logs and artifacts (agendas, protocols, action plans)
- Classroom observation and walkthrough data reflecting instructional shifts
- Common assessment data and evidence of instructional adjustments
- Teacher and principal feedback on collaboration quality
- Student performance data (iReady, HMH, NYS assessments and District Common Assessments)

Improvements we hope to see:

- More efficient, focused PLC meetings with clear outcomes
- Increased teacher engagement in collaborative planning and data analysis
- Greater instructional consistency across classrooms and schools
- Improved student performance on ELA, Math, and Science assessments, aligned to Yonkers 2030 scorecard targets
- Student growth in essential standards and foundational skills
- Improved school-based teaching and learning practices through strong PLC implementation and a shared commitment to high-quality instruction (HQI).

District-Level Implementation Metrics (monitored monthly and quarterly):

% of schools where 90%+ of PLCs are using shared district protocols (monthly artifact review)
% of teachers participating in at least one coaching cycle per semester (quarterly coaching log review)
Average score on District Common Assessments
% of MTSS teams meeting once per cycle with documented outcomes (quarterly fidelity observation data)

Section 2: District Actions to Support Structures

District will use quarterly implementation data to identify schools requiring additional support and adjust coaching, PD, and resource allocation accordingly (continuous improvement cycle).

Rigorous, Standards-Aligned Instruction

DISTRICT ACTION

What activity will we pursue?

Streamline & align central office supports to provide clear, accessible, and coherent guidance that enables schools to focus on High-Quality instruction without initiative overload.

METHODS

What does this district level support/action entail? What will implementation look like in our district?

Rigorous, Standards-Aligned Instruction

The district will operationalize a coherent instructional system by aligning curriculum, assessment, professional learning, and leadership structures to the High-Quality Instruction (HQI) framework.

Aligning professional learning to the District Professional Development Plan (PDP), with a focus on:

- High-Quality Instruction (HQI) indicators
- Data-driven PLC practices
- Tiered instruction and MTSS implementation
- Use of common assessments and essential standards
- Providing targeted content-area coaching (ELA, Math, Science) based on school need
- Strengthening leadership alignment through structured principal meetings and Coaching, Mentoring, and Modeling (CMM)

Key actions include:

- Prioritizing and streamlining initiatives to ensure coherence, eliminate redundancy, and reduce overload
- Ensuring consistent use of high-quality, standards-aligned instructional materials to strengthen Tier 1 core instruction

Instructional effectiveness will be monitored and continuously refined through aligned assessment practices and responsive instructional decision-making.

Alignment of Assessment and Instruction

The district will ensure:

- Essential standards are clearly defined and prioritized
- Common assessments are used consistently across teams
- PLCs use assessment data to identify students in need of support in Essential standards or foundational skills
- Data directly informs instructional adjustments and Tier 2 and Tier 3 interventions

Guiding Coalition (GC)

The Guiding Coalition (GC) is responsible for monitoring instructional coherence and MTSS implementation through data-driven decision-making.

Each school's GC will:

- Monitor schoolwide data across Tier 1, Tier 2, and Tier 3
- Ensure alignment between PLC practices and student outcomes
- Coordinate core instruction and intervention systems
- Support teachers through problem-solving and resource alignment
- Build collective responsibility for student learning

- Ensure equitable access to intervention, enrichment, and acceleration

District Monitoring and Accountability

The district will implement consistent monitoring structures to ensure effective GC practices and alignment to HQI.

Monitoring actions include:

- Review of school-submitted evidence (e.g., agendas, student work, task analysis, walkthrough data)
- Biannual calibration sessions with school teams to ensure consistent expectations for rigor and HQI

Use of data:

- Schools with higher rates of Tier 2 or Tier 3 support will receive targeted assistance to strengthen Tier 1 instruction
- Findings will inform professional learning, coaching assignments, and resource allocation on a quarterly basis
- Schools demonstrating low rigor or inconsistent curriculum implementation will receive targeted coaching and support

Equity Monitoring

The district will embed equity-focused analysis within GC routines to ensure all students have access to high-quality instruction.

- Data analysis will include subgroup performance (Multilingual Learners, Students with Disabilities, and historically underserved groups)
- Walkthrough and instructional data will be disaggregated to identify inequities in access to grade-level, cognitively demanding tasks

Findings will inform targeted supports to address instructional inconsistencies across student groups

SUCCESS CRITERIA

What is our goal for doing this? What data will we collect and review to determine if we are on track to meet this goal? What improvements do we hope to see if we have met this goal?

Goal: By June 2027, schools will consistently experience district priorities as coherent, focused, and actionable. All principals will be able to identify and implement the district's instructional priorities with fidelity, aligned to the Yonkers 2030 Strategic Plan (Advancement 2.1) and PDP Priority 1.

Data we will collect:

- Classroom observation data reflecting increased alignment to HQI Indicators (rigor, student discourse, and equitable access)
- Evidence that teachers are using district pacing guides and aligned instructional resources
- Common assessment data drives PLC conversations (evidenced through PLC artifacts)
- District common assessment data in ELA, Math, and Science show student growth toward scorecard targets
- Principal feedback on coherence and clarity of district guidance
- Number of active district initiatives tracked and reduced over time

Improvements we hope to see:

- Schools experience district direction as focused and manageable, reducing initiative fatigue
- Increased instructional consistency across classrooms and grade levels
- Stronger alignment between DCIP, PDP, and SCEP priorities across all schools

Every Student Thrives

DISTRICT ACTION

What activity will we pursue?

Continue to develop and support a districtwide MTSS framework and early intervention

METHODS

What does this district level support/action entail? What will implementation look like in our district?

Multi-Tiered System of Supports (MTSS)
The district will implement MTSS as the integrated framework for aligning instruction, assessment, social emotional and behavioral support, intervention, and decision-making across all schools, with a focus on strengthening Tier 1 core instruction and explicit teaching of SEL and behavioral skills.

Key actions include:

- Establish consistent MTSS structures across all schools with clearly defined roles and decision-making protocols
- Issue a districtwide MTSS Guidance Document (September 2026) defining Tier 1, Tier 2, and Tier 3 expectations
- Implement early identification systems using academic, attendance, and social-emotional data
- Use common assessments to identify needs, form intervention groups, and monitor progress
- Provide joint professional learning across Teaching and Learning and Student Support Services
- Deliver targeted training for Multilingual Learners and Students with Disabilities
- Conduct districtwide observations to monitor implementation fidelity

Fidelity and Support

- Administer MTSS self-assessments at the beginning and mid-year
- Conduct quarterly observations of MTSS team practices
- Provide targeted support plans for schools below fidelity thresholds, including coaching and progress review

Equity Monitoring

- Analyze disproportionality in Tier 2/3 placement, discipline, and attendance by subgroup
- Require schools with inequitable outcomes to implement targeted action plans
- Ensure equitable access to interventions across all schools

SUCCESS CRITERIA

What is our goal for doing this? What data will we collect and review to determine if we are on track to meet this goal? What improvements do we hope to see if we have met this goal?

Goal: By June 2027, all schools will demonstrate a functioning MTSS structure with defined roles, consistent protocols, and evidence of data-driven decision-making, aligned to the Yonkers 2030 Strategic Plan (Empowerment 1.5B, Advancement 2.2) and PDP Priority 3.

Success will be evidenced by the consistent implementation of aligned team structures, the use of data to drive decisions, and improved outcomes for students across Tier 1, Tier 2, and Tier 3 supports.

Data we will collect:

- School self-assessment survey on MTSS implementation fidelity
- Percentage of students meeting grade-level expectation through Tier 1 instruction (District Common Assessment Data and iReady Reading and Math Universal Screeners)
- District-targeted support observations of PLC, Guiding Coalition, and MTSS team meetings
- Referral and intervention data (Tier 2 and Tier 3)
- Chronic absenteeism rates by school and subgroup (Yonkers 2030 target: K–8 from 40% to 20% by 2030)

- Student academic performance data (District Common Assessment Data ,Ready, HMH, NYS assessments)

Improvements we hope to see:

- More efficient PLC and MTSS team meetings with clear roles and outcomes
- Increased teacher engagement in the MTSS process and early identification of student needs
- Reduction in behavioral incidents and disciplinary referrals as a result of stronger Tier 1 instruction, proactive supports, and increased student engagement.
- Growth in student-reported sense of belonging as reflected in survey data.
- Improved student academic performance across all subgroups
- Measurable progress on Yonkers 2030 chronic absenteeism and student achievement scorecard targets

Attendance

DISTRICT ACTION

What activity will we pursue?

Establish and support districtwide attendance response frameworks; and expectations for lateness, absences, and re-entry.

METHODS

What does this district level support/action entail? What will implementation look like in our district?

Attendance as an Early Warning System
Attendance will serve as an early warning indicator to identify disengagement and prevent chronic absenteeism. The district will implement a districtwide, tiered attendance framework aligned to Yonkers 2030 goals, integrating data monitoring, family engagement, and targeted supports.

Key Actions

- Develop and implement a districtwide attendance framework with clear expectations, tiered supports, and family engagement strategies
- Publish an Attendance Policy and Framework by September 2026, including definitions of short-term and long-term absences and intervention protocols
- Establish school-based Attendance Teams with defined roles, weekly meeting structures, and responsibility for monitoring data and coordinating interventions
- Provide mandatory parent workshops at district and school levels, including targeted PreK family engagement
- Differentiate attendance response protocols by grade span, with a focused strategy for high school disengagement
- Align grading and instructional policies to clarify expectations and reduce incentives for absenteeism
- Implement student engagement strategies to strengthen school connectedness
- Leverage Community Schools, McKinney-Vento supports, and mental health services to address attendance barriers

Districtwide Framework and Monitoring
Defined thresholds:

- Early Warning: 5% absence
- At Risk: 6–9% absence
- Chronic Absenteeism: 10%+ absence

Each tier will trigger specific intervention protocols, with clearly defined roles for Attendance Teams, counselors, family liaisons, and the District Attendance Committee.

Monitoring routines:

- Weekly attendance dashboards for principals and central office
- Monthly District Attendance Committee data reviews
- Quarterly reports to district leadership to inform resource allocation and targeted supports

Data will be disaggregated by school, grade, and student subgroup to identify trends and guide intervention.

Targeted Support and Accountability
Schools with elevated chronic absenteeism will receive targeted attendance coaching, enhanced family outreach, and cross-agency support. The district will co-develop school-specific improvement plans with clear benchmarks and timelines. Attendance data will directly inform district decisions related to resource allocation, intervention strategies, and school support.

Equity Focus
The district will monitor attendance data by student subgroup (Multilingual Learners, Students with Disabilities, students of color, and economically disadvantaged students) to identify disproportionality. Schools with inequitable patterns will be required to implement targeted action plans, with district oversight to ensure equitable access to interventions and supports.

SUCCESS CRITERIA

What is our goal for doing this? What data will we collect and review to determine if we are on track to meet this goal? What improvements do we hope to see if we have met this goal?

Goal: By June 2027, reduce chronic absenteeism rates at all grade levels through consistent implementation of the districtwide attendance framework, aligned to the Yonkers 2030 scorecard targets: K-8 from 40% to 20% by 2030; secondary 9-12 from 55% to 30% by 2030.

What data will we collect and review to determine if we are on track?

- Average daily attendance rates by school and grade level
- Collect and analyze parent workshop attendance rates by school
- Collect and analyze PreK attendance data from prior years for baseline pattern identification
- Monitor ongoing chronic absenteeism rates across grade levels and subgroups (Yonkers 2030 Scorecard, Indicator 3)
- Review intervention records to assess which supports are being implemented and their outcomes
- MBK Milestone 1 data: Chronic absenteeism for PK boys and young men of color (target: 61% to 38% by 2030)

What improvements do we hope to see if we have met this goal?

- Demonstrated reduction in chronic absenteeism across grade levels
- Reduction in extended absences through early identification and timely, targeted intervention for at-risk students.
- Increased student engagement and sense of belonging, as reflected in school-based indicators.
- Strengthened family partnerships and increased understanding of attendance expectations.
- Measurable progress toward Yonkers 2030 attendance scorecard benchmarks and MBK Milestone 1 goals.

Section 3: Addressing Inequities

Staffing Inequity

The district identified inequities in teacher absence rates across schools, with some schools exceeding the district average by more than five days. To address this, the district will establish a Districtwide Attendance Committee to analyze trends, identify root causes, and implement targeted supports.

Inequity		
Actions to reduce the Data Gap	**Person Responsible**	**When**
Establish a Districtwide Attendance Committee with representation from HR, building principals, and union leadership to analyze teacher absence data across schools and identify root causes.	Associate Superintendent for Accountability	September 2026
Develop and implement a districtwide teacher attendance monitoring protocol, including monthly data review and targeted outreach to schools with elevated absence rates.	Districtwide Attendance Committee	September-December 2026
Identify and address systemic factors contributing to higher teacher absences through school-level needs conversations and HR supports.	Districtwide Attendance Committee	On-going 2026-2027
Measurable Targets: Reduce the average teacher absence rate at identified schools to within 5 days of the district average by June 2027. Conduct quarterly data reviews of teacher absence rates by school. Schools with persistent elevated absence rates (5+ days above district average) will receive a targeted HR support plan reviewed by the Districtwide Attendance Committee every 60 days.	Districtwide Attendance Committee & HR	Quarterly, 2026-2027
Knowing that these gaps exist now, how will we provide additional support to the affected schools	**Person Responsible**	**When**
Principals of affected schools will present teacher attendance data to the Districtwide Attendance Committee quarterly to collaboratively problem-solve barriers and develop school-specific action steps.	Principal & Districtwide Attendance Committee	On-going 2026-2027
The Districtwide Attendance Committee will meet individually with principals of affected schools to review absence trends, share best practices from lower-absence schools, and co-develop targeted attendance improvement goals.	Principals & Districtwide Attendance Committee	On-going 2026-2027

Enrollment/Participation Inequity

An inequity exists in the Attendance Performance Index between identified and non-identified schools, with identified schools demonstrating higher rates of chronic absenteeism.

Inequity		
Actions to reduce the Data Gap	**Person Responsible**	**When**
Analyze Attendance Performance Index data across schools to identify trends, root causes, and contributing factors.	Attendance Committee	Ongoing 2026-2027
Develop and implement a consistent, tiered districtwide attendance response framework with clear protocols for early identification and intervention for chronically absent students. Tier 1: Universal supports Tier 2: Targeted interventions Tier 3: Intensive supports	Attendance Committee	Ongoing 2026-2027
Establish mandatory Attendance Teams at every school with defined roles, meeting structures, and accountability to the Districtwide Attendance Committee.	District Administration	Ongoing 2026-2027
Knowing that these gaps exist now, how will we provide additional support to the affected schools	**Person Responsible**	**When**
Principals of affected schools will present student attendance data to the Districtwide Attendance Committee quarterly to collaboratively identify barriers and develop school-specific action steps.	Principal & Attendance Committee	On-going 2026-2027
The Districtwide Attendance Committee will meet individually with principals of affected schools to review attendance trends, share best practices from higher-performing schools, and co-develop targeted improvement goals.	Principal & Attendance Committee	On-going 2026-2027