



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Mexico Central School	Dr. Donna Runner

2024-25 Summary of Priorities

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

1	Increase NYS 3-8 and NYS Regents scores.
2	Deliver high-impact instructional strategies that are aligned to priority standards.
3	Implement a comprehensive multi-tiered system of behavioral and academic support K-12.

PRIORITY I

Our Priority

What will we prioritize to extend success in 2024-25?	Increase NYS 3-8 and NYS Regents scores.
<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>This priority is aligned with the district's mission statement to "Educate and motivate our students to be successful, responsible students."</p> <p>Analysis of student achievement data reveals that the proficiency rate for the NYS 3-8 ELA assessment for the 2022-2023 school year was 28% (the state average is 48%), and the proficiency rate for the 3-8 Mathematics assessment for the 2022-2023 school year was 31% (the state average is 52%). In addition, the overall proficiency rate for the NYS ELA Regents exam was 68%, with the mastery rate being 39%, and the NYS Algebra 1 Regents exam proficiency rate was 73%, with the mastery rate being 39%.</p> <p>Student survey results reveal that only 39% of students in the middle school report that students in their school are motivated to learn. In addition, only 78% of students and parents believe that the school sets high expectations for students.</p> <p>This priority is also listed as a priority in the Mexico Academy & Central Schools Strategic Plan 2023-2026.</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?

Priority 1

Implement data-driven instruction.	<p>Implement monthly meetings to analyze student achievement data, with an emphasis on formative and benchmark assessments.</p> <p>Implement consistent data discussion and analysis protocols after tri-annual benchmark assessments in iReady and Aimsweb to target specific interventions and acceleration based on student needs.</p>	Time to review student achievement data, money for stipends or substitutes as needed, money for consultant if necessary, space for data meetings.
Complete and implement common formative, summative, and benchmark assessments aligned to state standards and assessments for all content areas.	<p>The Assistant Superintendent and Director of Curriculum will review all submitted assessments within Scope and Sequence documents.</p> <p>Teachers will continue to create, update, and implement common formative, summative, and benchmark assessments aligned to state standards and assessments for all content areas based on feedback from district leadership.</p>	Time for designing assessments, money for stipends or substitutes as needed, templates and curriculum and assessment resources.
Complete and implement scope and sequence for all content areas.	<p>The Assistant Superintendent and Director of Curriculum will review all submitted Scope and Sequence documents to ensure a guaranteed and viable curriculum by grade level and course.</p> <p>Teachers will continue to create, update, and implement scope and sequence lessons aligned to state standards and assessments for all content areas based on feedback from district leadership.</p>	Time for completing scope and sequence, money for stipends, templates and curriculum resources.
Continue work with instructional coaches to support implementation of scope and sequence and common assessments aligned to state standards and assessments.	<p>Middle School Principal will meet weekly with building instructional coaches to ascertain levels of implementation of approved scope and sequence across the building.</p> <p>Assistant Superintendent will meet monthly with coaches to plan additional training/coaching support based on teacher needs.</p>	Time and space for teachers to work with instructional coaches, money to pay instructional coaches.
Use instructional coaches to build staff capacity in iReady diagnostic prerequisite(math) and reading comprehension reports(ELA).	Middle School Principal will meet weekly with building instructional coaches to ascertain levels of implementation of iReady diagnostic reports.	Time and space for teachers to work with instructional coaches, money to pay instructional coaches and iReady consultants and reports.

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.

NYS 3-8 student assessment proficiency scores will increase by 5% in both ELA and Mathematics when compared to the 2023-2024 results.

NYS Regents proficiency rates will increase by 3% when compared to the 2023-2024 results. Mastery rates will also increase by 3%.

Student survey results pertaining to motivation to learn will increase by 5%.

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 <i>(complete after the date listed in the preceding column)</i>
We will review Regents assessment data as well as other student achievement data.	End of school year 2024-2025.	
We will review 3-8 assessment data as well as other student achievement data.	End of school year 2024-2025.	
Monthly data meetings will result in teachers having a better understanding of student gaps in understanding.	End of school year 2024-2025.	

PRIORITY 2

Our Priority

What will we prioritize to extend success in 2024-25?	Deliver high-impact instructional strategies that are aligned to priority standards.
<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>This priority is aligned with the district's mission statement to "Educate and motivate our students to be successful, responsible students."</p> <p>During the course of student interviews, students reported that there are not adequate opportunities to engage in meaningful, hands-on, collaborative learning experiences.</p> <p>In district surveys, although 63% of teachers reported that they believe that their students enjoy learning, only 23% of their students reported that they enjoy learning.</p> <p>The <i>How Learning Happens</i> document states that in order to learn every child should be engaged in meaningful, relevant learning on a consistent basis. https://www.nysed.gov/sites/default/files/programs/accountability/how-learning-happens-messaging-framework.pdf</p> <p>This priority is also listed as a priority in the Mexico Academy & Central Schools Strategic Plan 2023-2026.</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?
Continue professional development in Foundational Five: Differentiated Instruction and Checks for Understanding	Ongoing PK-12 professional learning on Foundational Five strategies. Focus for 24-25 will be strategies for differentiating instruction.	Money for facilitators, time and space for training.

Priority 2

	Half-day staff sessions on 3 Superintendent Conference Days as well as bi-monthly departmental cohort coaching and grade level PLC trainings.	
Continue to implement and evaluate use of Foundational Five: Student Ownership of Learning Targets, Student Engagement, and Higher Order Thinking Skills	<p>Administrators will use collaboratively created Microsoft Form to capture implementation of key elements of Foundational Five strategies through weekly learning walks.</p> <p>Administrators will conduct 10 learning walks p/week.</p> <p>At monthly Administrative Council meetings, data will be analyzed and reviewed to target specific needs to optimize implementation by building.</p>	Money for facilitators, time and space for training.
Provide professional development in the Gradual Release of Responsibility.	Work with consultant to provide initial professional development on the Gradual Release of Responsibility in the classroom for all staff.	Money for facilitators, time and space for training.
Continue work with instructional coaches to support implementation of Foundational Five and Gradual Release of Responsibility.	<p>Middle School Principal will meet weekly with building instructional coaches to ascertain levels of implementation of Foundational Five and Gradual Release across the building.</p> <p>Assistant Superintendent will meet monthly with coaches to plan additional training/coaching support based on teacher needs.</p>	Time and space for teachers to work with instructional coaches, money to pay instructional coaches.
Continue work on 7-12 Writing Strategies with consultant and instructional coaches.	Grades 7-12 will work with a consultant on consistent implementation of Writing Next strategies	

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.

Priority 2

In a district survey, students who report that they enjoy learning and are motivated to learn will improve by 5% over the baseline data.

Principals will observe and document increased use of Foundational Five strategies and Gradual Release of Responsibility.

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 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>
Student survey data will show that students who report that they enjoy learning and are motivated to learn will increase from the baseline survey data.	End of 2024-2025 school year	
Teacher observations and principal led learning walks and will show an increased use of the Foundational Five In the classroom.	End of 2024-2025 school year	
Teacher observations and principal led learning walks will show an increased use of the Gradual Release of Responsibility in the classroom.	End of 2025-2026 school year	
Teacher observations and principal led learning walks will show an increased use of the Middle Level Writing Strategies in the classroom.	End of 2024-2025 school year	

PRIORITY 3

Our Priority

What will we prioritize to extend success in 2024-25?	Implement a comprehensive multi-tiered system of behavioral and academic support K-12.
<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>This priority is aligned with the district's mission statement to "Educate and motivate our students to be successful, responsible students."</p> <p>During student interviews, students reported that there is ample evidence of bullying and racism in their school and that these things worry them and have an impact on their wellbeing and sense of belonging.</p> <p>Analysis of student achievement data reveals that the proficiency rate for the NYS 3-8 ELA assessment for the 2022-2023 school year was 28% (the state average is 48%), and the proficiency rate for the 3-8 Mathematics assessment for the 2022-2023 school year was 31% (the state average is 52%). In addition, the overall proficiency rate for the NYS ELA Regents exam was 68%, with the mastery rate being 39%, and the NYS Algebra 1 Regents exam proficiency rate was 73%, with the mastery rate being 39%.</p> <p>The chronic absentee rate was 36%.</p> <p>Student survey data reveals that only 68% of students feel they belong at their school.</p> <p>The <i>How Learning Happens</i> document states that in order to learn every child needs to feel safe, respected, supported, and a true sense of belonging.</p> <p>https://www.nysed.gov/sites/default/files/programs/accountability/how-learning-happens-messaging-framework.pdf</p> <p>This priority is also listed as a priority in the Mexico Academy & Central Schools Strategic Plan 2023-2026.</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,

Priority 3

		Individuals) are necessary to support these strategies?
Analyze student data to design individualized instruction targeting student growth.	See Priority 2 for academic information. Continue to work with SUNY Oswego Team Sheldon to convert the current RTI plan into a comprehensive MTSS plan.	Time and space for tutoring and other student interventions, money to pay tutors or other intervention specialists, money for materials and student incentives.
Decrease course failure and dropout rates.	Work with the Director of Curriculum and student services team to identify students at risk on a monthly basis. Create individualized student success plans for identified students,	Time and space for tutoring and other student interventions, money to pay tutors or other intervention specialists, money for materials and student incentives.
Decrease chronic absenteeism.	Continue to hold student attendance committee meetings to analyze attendance data and formulate individual student plans.	Time and space for attendance meetings, money for materials and student incentives.
Assess and support student mental health	Administer BIMAS instrument to all students grades 5-8 to measure social and emotional well-being. Work with the student services team to provide additional support for students in need through target mini-lessons. Make permanent the additional positions of one guidance counselor, one social worker, and one district behavior specialist.	Time to administer assessment, training in how to deliver and analyze results, money to purchase assessment and affiliated training.
Increase support structures for diversity, equity, and inclusion.	DEI Steering Committee will continue to meet bi-monthly to identify action steps to ensure inclusivity in our schools.	Time and space for meetings, money for any speakers or facilitators as needed.
Continue to to work with behavior specialist to build systemic staff knowledge in Therapeutic Crisis Intervention for Schools.	Continue to train staff in TCIS on a regular basis. Continue to implement TCIS de-escalation strategies in classrooms district-wide.	Time to participate in training, money to purchase training and pay for substitutes or stipends as needed.
Continue to partner with community agencies that	Continue to work with Farnham Family Services to support students in recovery.	Time and space to work with community partners, money for follow-up materials and resources.

Priority 3

support student health and well-being.	<p>Connex Care Center to support our students overall physical and mental health.</p> <p>Continue to work with Liberty Resources Counseling services to support our students' mental health and well being.</p>	
Develop a student leadership team to focus on addressing bullying and harassment in our schools.	Conduct monthly learning experiences and activities to promote positive and healthy climate and culture and directly address bullying and harassment.	Time and space to work with students, money for follow-up materials and resources, money for facilitators and student incentives as needed.

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 chronic absenteeism rate will decrease by 3%.

Student survey responses for "I belong at my school" will show a positive increase of 5%.

Course failure rates and drop-out rates will each decrease by 3%.

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)
Attendance data will improve by 3%.	End of 2024-2025 school year.	
Suspension and referral data will decrease by 3%.	End of 2024-2025 school year.	
BIMAS data shows decrease in mental health behavior and adaptive skills concerns.	End of 2024-2025 school year.	

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)
Laurie Hedges	Facilitator/Consultant	N/A
Colleen Root	Assistant Superintendent of Curriculum and Instruction	District
Candace Fitzgerald	Director of Technology, Data and Innovation	District
Christopher Soluri	Principal	Mexico High School
Patrick Dunham	Principal	Mexico Middle School
Laurie Nohle	Assistant Principal	Mexico Middle School
Tamie Searles	Teacher	Palermo Elementary
Jennifer Lallier	Parent	Elementary
Andrea Searles	RTI Teacher	New Haven Elementary
Melissa Stevenson	Teacher	New Haven Elementary
Kathy Fischer	Teacher	Mexico Elementary
Catherine Clark	Teacher	Mexico Elementary
Karly Babcock	Parent	Elementary
Wendy Page	Special Education Teacher	Mexico Elementary
Gabriella Schultz	School Social Worker	Mexico Elementary
Bradley Gorham	Teacher	Mexico Middle School
Kristen Burdick	Teacher	Mexico Middle School

Sarah Shen	School Psychologist	Mexico Middle School
Julie Whiteside	ELA Instructional Coach	Mexico Middle School
Tinalee Spriggs	Teaching Assistant	Mexico High School
Bethany Sweeting	Teacher-Math Department Coordinator	Mexico High School
Shannon Bigelow	Teacher-English Department Coordinator	Mexico High School
Matthew McGiff	Teacher-Special Education Department Leader	Mexico High School
Christopher Herrick	Teacher-Blended Learning Leader	Mexico High School
Laura Hyde	Guidance Counselor-Student Services Department Coordinator	Mexico High School
Melissa Terzulli	School Social Worker	Mexico High School

Meeting Dates

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

Meeting Date	Location
March 11th- All Staff ESSA Accountability Overview	Middle School Auditorium
April 4th- Data Review and Analysis-DCIP Committee	HS Pierce Library
May 21, 2024- Student Interviews	District Office Board Room
May 22, 2024 -Student Interviews and DCIP Committee	HS Pierce Library

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	N/A

Stakeholder Participation

Parents with children from each identified subgroup	N/A
Secondary Schools: Students from each identified subgroup	N/A

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).