



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2023-24

District	School Name	Grades Served
Kingston	J. Watson Bailey Middle School	5-8

Collaboratively Developed By:

Delete the red text upon completion.

The J. Watson Bailey Middle School SCEP Development Team

D. Fitzgerald, S. Heredia, M. Chiarieri, W. Lamb, T. Carbone, A. Longendye, B. Guido, P. Morrison, J. Augustine, J. Ponder, C. Chambers, L. Brotman, L. Polack, students: C. Weickel, A. Done, G. Gudmundsen, G. Boyd, G. Valera, C. Chambers, S. Wells, P. Bailey, J. Sanders

And in partnership with the staff, students, and families of J. Watson Bailey Middle School

Guidance for Teams

Template

Any part of the plan can be collapsed or expanded by clicking on the triangle next to the blue headings. You can also move through the sections of the plan by accessing the Navigation Pane in Microsoft Word.

Commitments

Prior to working on this document, school teams should be sure to complete the following activities:

- **Envision:** Explore its vision, values, and aspirations
- **Analyze:** Review and analyze internal and external data, including survey data, and reflect on systems and structures
- **Listen:** Conducting student interviews

Following those activities, school teams should complete the SCEP Planning Document to make connections between the activities above and consider potential next steps to prioritize in the upcoming year as the team considers **“What should we prioritize to support our students and work toward the school we wish to be?”**

The team should identify 2 to 4 Commitments for the 2023-24 school year. For each Commitment, the team will identify strategies that will advance these Commitments and benchmarks to determine if the school is on track with its implementation. **School teams will need to ensure that at least one commitment is aligned to teaching and learning.**

Success Criteria and Benchmark Targets

After school teams identify their Commitments, they should consider success criteria and benchmarks that will help them determine if they are making sufficient progress toward their Commitment throughout the year. Each Commitment will have at least one end-of-the-year goal, a mid-year benchmark, strategies that will allow the school to reach those goals and benchmarks, early progress milestones, and spring survey targets.

The plan template is designed with the intention the school teams will return to their plan throughout the year and make updates when necessary. As part of the Success Criteria for each Commitment, there is a section for the team to update during the year and input the data they ended up seeing next to the target they originally identified. Teams should keep this section blank when writing the plan and anticipate bringing the team back together throughout the upcoming year to gauge the success of the plan.

Strategies

In conjunction with identifying benchmarks, teams should consider strategies that will allow the school to reach these benchmarks and advance that commitment.

Resources for Team

NYSED Improvement Planning website: <http://www.nysed.gov/accountability/improvement-planning>

- [Assembling Your Improvement Planning Team](#)
- [Envision: Exploring Our Vision, Values and Aspirations](#)
- [Analyze: Internal and External Data](#)
- [Analyze: Survey Data](#)
- [Analyze: Tenet 1 Systems and Structures Inventory](#)

Guidance for Teams

- [Listen: Interviewing Students](#)
- [Putting it all Together: SCEP Planning Document](#)
- SCEP Sample: [Cohesive, Relevant Curriculum](#)
- SCEP Sample: [Deepening Connections](#)
- SCEP Sample: [Graduation Through Relationships](#)
- SCEP Sample: [Graduation and Success Beyond HS](#)

COMMITMENT I

Our Commitment

What is one Commitment we will promote for 2023-24?	We commit to offering valuable learning experiences that cater to the various learning styles and capacities of our students, while also embracing the cultural diversity of our student body.
Why are we making this Commitment? <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> How does this Commitment fit into what we envision for the school? How does this Commitment relate to what we heard when listening to others? How does this Commitment connect to what we observed through analysis? 	<p>We believe that providing common curricular experiences is essential to prepare our students for success in middle school. It is important that students highlight their knowledge and skills. Having students share their unique experiences is crucial to equip them for life beyond middle school.</p> <p>Therefore, we will strive to offer a diverse range of material that is relatable and relevant to their identities, ensuring that our students feel connected to their learning and the school community.</p> <p>According to student feedback on their classroom experiences, they felt a stronger sense of belonging when their teachers tried to establish a personal connection with them. They elaborated that this connection helped them feel more mentally prepared to tackle the day's assignments. When students can relate to the curriculum and establish meaningful connections with staff, peers, and the school community, it creates an environment that fosters genuine learning opportunities.</p>

Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete at the end of the year)
End-Of-The-Year Goals	I-Ready Diagnostic		
	NYS Assessment Data		
	Formal/Summative Assessments		

We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing (complete once Spring survey results are available)

Commitment 1

Student Survey	<p>My teacher understands me and supports me when I need it.</p> <p>I am exposed to the accomplishments of individuals who share similarities with me.</p> <p>I see diversity in people from different races, cultures, religions, and genders being represented in the materials and tools we use in school.</p>	80% will agree	
Staff Survey	<p>I am fortunate that I have the opportunity to learn from a diverse group of colleagues.</p> <p>I have access to the necessary tools and materials to connect the plan and subject matter to my educational program.</p>	80% will agree	
Family Survey	<p>The school places importance on recognizing and respecting the diverse backgrounds and identities within the school community.</p> <p>The staff at this school care about their students.</p>	80% will agree	

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (<i>complete when reviewing mid-year data</i>)
Mid-Year Benchmark(s)			

Commitment 1

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (<i>Identify Quantitative Data or Qualitative Descriptors in this space</i>)	What we ended up seeing (<i>complete six to ten weeks into the school year</i>)
Student Data			
Adult/Schoolwide Behaviors and Practices			
Student Behaviors and Practices			

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Strategic Scheduling	Quests will be scheduled with students and their classroom teacher. This includes ELL students w/their ELL teachers.	
New Consistent K-8 Curriculum w/I-Ready	Grades 5/6 will continue to use the Reading/Math Block for I-Ready in the classroom, however grades 7/8 will be introduced to the Phonics portion in their QUEST	
Continue w/Jevon Hunter for CRC work	Dr. Hunter will continue to work with our staff to develop culturally responsive lessons from the Cultural Response and Sustaining Framework	
Working with Gess LaBlanc for CRC work	Will work with the district to establish focus groups with parents/students/staff from each building to discuss and implement the changes we would like to see from the results from the Cultural and climate Survey done in February.	

Commitment 1

Teacher training on Executive Functioning Skills	Teachers will be given a toolbox of resources on how to deal with lack of E.F skills, such as impulse control, time management, self-regulating emotions and focusing. This will be done during faculty and grade level meetings.	
---	---	--

COMMITMENT 2

Our Commitment

What is one Commitment we will promote for 2023-24?	Our commitment is to expedite the academic progress of our black and Hispanic students in reading, writing and math while simultaneously maintaining the advancement of our white and Asian, ENL and multi-racial general education students.
Why are we making this Commitment? <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> • How does this Commitment fit into what we envision for the school? • How does this Commitment relate to what we heard when listening to others? • How does this Commitment connect to what we observed through analysis? 	<p>After analyzing our data from the 2021-2022, 2022-2023 school years and gathering input from the staff and students we have determined that a commitment to improving reading, writing and math skills is critical. We acknowledge that the ability to read and write fluently and comprehend written material is essential for academic and personal success, and we want to ensure that our students reach their full potential. Our entire teaching staff is dedicated to supporting this goal, as it provides a shared objective that allows us to collaboratively explore effective instructional practices to enhance student growth in reading, writing and math. Through careful reflection and root cause analysis, we have identified that reading, writing and math remain areas where our students need improvement.</p> <p>Our focus groups revealed that our students still find reading boring and are disengaged in it.</p>

Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete at the end of the year)
End-Of-The-Year Goals	I-Ready Diagnostic		
	NYS Assessment Data		
	Formal/Summative Assessments		

We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing (complete once Spring survey results are available)

Commitment 2

Student Survey	I am confident in my abilities to be successful in reading, writing and math.	80% will agree	
Staff Survey	My students are prepared to meet grade-level expectations in reading, writing and math with the I-Ready program.	80% will agree	
Family Survey	Do you agree that the reading, writing and math programs at JWB are effective in helping your child reach their academic potential?	80% will agree	

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete when reviewing mid-year data)</i>
Mid-Year Benchmark(s)			

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? <i>(Identify Quantitative Data or Qualitative Descriptors in this space)</i>	What we ended up seeing <i>(complete six to ten weeks into the school year)</i>
Student Data			
Adult/Schoolwide Behaviors and Practices			
Student Behaviors and Practices			

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are

Commitment 2

		necessary to support these strategies?
New Consistent K-8 Curriculum w/I-Ready	Grades 5/6 will continue to use the Reading/Math Block for I-Ready in the classroom, however grades 7/8 will be introduced to the Phonics portion in their QUEST	
Strategic Scheduling	Quests will be scheduled with students and their classroom teacher. This includes ELL students with their ELL teacher.	
Teacher training on Executive Functioning Skills	Teachers will be given a toolbox of resources on how to deal with lack of E.F skills, such as impulse control, time management, self-regulating emotions and focusing. This will be done during faculty and grade level meetings.	
Understand what reading is and build in time to the schedule for all students to read.	<ul style="list-style-type: none"> • More periodicals available, SI, ESPN • Make the library available more often • Access to new reading material for ELLs & Special Ed..such as Reading Eggs, Flocabulary. 	
Town halls	Students/Staff/Admin will meet monthly in a Townhall setting to discuss concerns and/or share ideas	
Assemblies	Assemblies will be on a quarterly basis for all grade levels. Topics will vary throughout the year, but the main purpose is to build community and belonging.	
Writing Lab	Students will have a portable writing lab with assistance to assist students in their QUESTS	
Mentoring	Career In touch – A mentoring program by one of our own KHS graduates. For at-risk students.	
Informational Family Events	<ul style="list-style-type: none"> • Book Festival, celebrating the students who accomplish their quarterly reading goals. • Tutorial on I-Ready (Early part of the year) • 	

COMMITMENT 3

This section can be deleted if the school does not have a third commitment.

Our Commitment

What is one Commitment we will promote for 2023-24?	
Why are we making this Commitment? <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> • How does this Commitment fit into what we envision for the school? • How does this Commitment relate to what we heard when listening to others? • How does this Commitment connect to what we observed through analysis? 	

Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete at the end of the year)
End-Of-The-Year Goals			

We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing (complete once Spring survey results are available)
Student Survey			
Staff Survey			

Commitment 3

Family Survey			
----------------------	--	--	--

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete when reviewing mid-year data)
Mid-Year Benchmark(s)			

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (Identify Quantitative Data or Qualitative Descriptors in this space)	What we ended up seeing (complete six to ten weeks into the school year)
Student Data			
Adult/Schoolwide Behaviors and Practices			
Student Behaviors and Practices			

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

Commitment 3

COMMITMENT 4

This section can be deleted if the school does not have a fourth commitment.

Our Commitment

What is one Commitment we will promote for 2023-24?	
Why are we making this Commitment? <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> • How does this Commitment fit into what we envision for the school? • How does this Commitment relate to what we heard when listening to others? • How does this Commitment connect to what we observed through analysis? 	

Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete at the end of the year)
End-Of-The-Year Goals			

We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing (complete once Spring survey results are available)
Student Survey			
Staff Survey			
Family Survey			

Commitment 4

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete when reviewing mid-year data)
Mid-Year Benchmark(s)			

We believe we will be on track to meet our Mid-Year Benchmark if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (Identify Quantitative Data or Qualitative Descriptors in this space)	What we ended up seeing (complete six to ten weeks into the school year)
Student Data			
Adult/Schoolwide Behaviors and Practices			
Student Behaviors and Practices			

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

Evidence-Based Intervention

All CSI and TSI schools must implement at least one evidence-based intervention as part of its SCEP. The intervention identified must meet the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA. More information can be found at: <http://www.nysed.gov/accountability/evidence-based-interventions>

Schools may choose **one of three options** for identifying their evidence-based intervention:

Option 1: Selecting a strategy from the **State-Supported Evidence Based Strategies** located at: <http://www.nysed.gov/accountability/state-supported-evidence-based-strategies>

Option 2: Selecting an evidence-based intervention **identified in one of three clearinghouses:** What Works Clearinghouse, Social Programs That Work, or Blueprints for Healthy Youth Development

Option 3: Reviewing research to identify its own evidence-based intervention that meets the criteria for ESSA evidence-based intervention Tier 1, Tier 2, or Tier 3 found at: <http://www.nysed.gov/accountability/evidence-based-interventions>

Directions: Place an "X" in the box next to the path the school has chosen for identifying its evidence-based intervention and follow the corresponding directions for that path.

☐ State-Supported Evidence Based Strategy

If "X" is marked above, provide responses to the prompts below to identify the strategy and the Commitment(s) it will support:

Evidence-Based Intervention Strategy Identified	
We envision that this Evidence-Based Intervention will support the following Commitment(s)	
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	

☐ Clearinghouse-Identified

If “X” is marked above, provide responses to the prompts below to identify the strategy, the Commitment(s) it will support, the Clearinghouse that supports this as an evidence-based intervention, and the rating that Clearinghouse gave that intervention:

Evidence-Based Intervention Strategy Identified	
We envision that this Evidence-Based Intervention will support the following Commitment(s)	
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	

Clearinghouse used and corresponding rating

- ☐ **What Works Clearinghouse**
 - ☐ Rating: Meets WWC Standards Without Reservations
 - ☐ Rating: Meets WWC Standards With Reservations
- ☐ **Social Programs That Work**
 - ☐ Rating: Top Tier
 - ☐ Rating: Near Top Tier
- ☐ **Blueprints for Healthy Youth Development**
 - ☐ Rating: Model Plus
 - ☐ Rating: Model
 - ☐ Rating: Promising

☐ School-Identified

If “X” is marked above, complete the prompts below to identify the strategy, the Commitment(s) it will support, and the research that supports this as an evidence-based intervention.

Evidence-Based Intervention Strategy Identified	
We envision that this Evidence-Based Intervention will support the following Commitment(s)	
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	
Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology)	

Our Team's Process

Background

NYSED requires that the SCEP is developed in consultation with parents and school staff, and in accordance with §100.11 of Commissioner's Regulations. All schools are expected to follow the guidelines outlined in the document "Assembling Your Improvement Planning Team" found at:

<https://www.nysed.gov/sites/default/files/programs/accountability/assembling-your-improvement-planning-team.pdf>. This section outlines how we worked together to develop our plan.

Team Members

Use the space below to identify the members of the SCEP team and their role (e.g., teacher, assistant principal, parent).

Name	Role

Our Team's Steps

Our plan is the result of collaborating to complete several distinct steps:

1. **Envision:** Exploring the Vision, Values and Aspirations for the school
2. **Analyze:** Analyzing Data
3. **Analyze:** Analyzing Survey Data
4. **Analyze:** Completing and Discussing the Tenet 1 Inventory
5. **Listen:** Interviewing Students
6. **Putting it all Together:** Completing the SCEP Planning Document
7. **Writing the Plan**

Meeting Dates

We completed the steps above across multiple meetings. Below is a list of dates we met as a team and what occurred during those meetings.

Meeting Date	Envision: Exploring the Vision, Values and Aspirations for the school	Analyze: Internal and External Data	Analyze: Survey Data	Analyze: Completing and Discussing the Tenet 1 Inventory	Listen: Interviewing Students	Putting it all Together: Completing the SCEP Planning Document	Writing the Plan
<i>Example: 4/6/21</i>				x	x		

Learning As A Team

Directions

After completing the previous sections, the team should complete the reflective prompt below.

Student Interviews

Describe how the Student Interview process informed the team's plan

Next Steps

Next Steps

1. **Sharing the Plan:**
 - a. **Schools in the CSI model:** As you develop your plan, please feel free to share the plan with your NYSED liaison for input when it would be helpful. When the SCEP team is satisfied with the plan, please indicate to your liaison that the school is ready to share its full plan for approval. Plans should be shared by July 15, 2023.
 - b. **Schools in the ATSI model and TSI model:** When your plan is ready for review, please share the plan with your District, which will approve your plan. Plans will need to be approved before the first day of the 2023-24 school year.
 - c. **All Schools:** Ensure that the District (Superintendent or designee) and local Board of Education have approved the plan and that the plan is posted on the district website.
2. **Implementing the Plan** (for all schools):
 - a. Ensure that the plan is implemented no later than the first day of school.
 - b. Monitor implementation closely and adjust as needed.
 - c. Ensure that there is professional development provided to support the strategic efforts described within this plan.
 - d. Work with the district in developing the 1003 Title I School Improvement Grant application designed to support the implementation of the activities identified in the school and district plan.