

GOALS

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**Western Suffolk BOCES
2014-15**

Executive Summary

In the 2014-15 school year this BOCES will continue to analyze the data gathered on student achievement so teachers can refine instructional practices. The ultimate goal across all disciplines and all programs is to help students reach higher learning standards. Additional staff development activities this year are being planned to help BOCES teachers and the teachers in participating districts understand how to gather meaningful data and then to use that information to target their instruction.

In Special Education we will continue our sharp focus on improving the students' reading skills with the knowledge that better reading skills impact every academic discipline as well as student behavior. Pre and post testing will be used extensively to help teachers plan lessons geared to areas where improvement is clearly needed. Regardless of which assessment a student must take in the NYS Testing Program or which nationally recognized certification exam that a CTE student prepares for, our overriding goal is to prepare each student with the confidence, skills and knowledge necessary for success. We will increase our efforts to enroll more students in Career and Technical Education and to provide those students with more opportunities to gain advanced standing or earn college credits while they are in high school.

We will continue to work with parents as partners on our students' journeys to independent lives. Administrators in Special Education, Career and Technical Education and in Instructional Support Services will work with local school districts to create or expand programs that meet the ever changing needs of different student populations from enhancing the use of technology in the classroom, expanding outdoor environmental education to providing appropriate instructional programs for recent immigrants. We will build programs and services that will be a solid foundation from which students can become college and career ready or prepared for independent living.

Western Suffolk BOCES Board

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Sr. Executive Director of Personnel & Instructional Support
Executive Director, Career & Technical Education
Executive Director, Special Education
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STUDENT ACHIEVEMENT

Goals

Special Education

- To have targeted autistic and multi-disabled students enrolled in JEA Elementary and JEA Jr/Sr High increase independence by 15%, as measured by the Structured Learning Educational Record (SLER), in the use of Expressive and Receptive Language. An increase of 5% in these areas is projected for targeted students in the ALC Program.
- To have 50% of the targeted students participating in the direct instruction SRA Language for Learning Program at JEA Elementary and JEA Jr/Sr High show 80% mastery of concepts and skills as measured by Language for Learning assessments.
- To have 40% of the targeted students in the direct Instruction SRA Corrective Reading Program at JEA Elementary, Brennan Middle, Manor Plains High and JEA Jr/Sr High increase phonemic awareness and fluency at the rate of 10 words read per minute as measured by pre and post-test readings of a selected SRA direct Instruction passage.
- To have a minimum of 70% of targeted students at JEA Alternative demonstrate an improvement in paragraph writing with 80% accuracy as identified on a rubric. Improvement will measure writing competencies, pertaining to: topic sentences, supporting details, closing sentences, fluency, usage and grammar.
- To have 50% of the students at JEA Elementary and Brennan Middle who participated in the ELA and Mathematics benchmark assessments improve their performance by two percentage points from the fall to winter assessments.
- To have 80% of students at JEA Elementary participate in AIMSweb Mathematics Test of Early Numeracy (TEN) and Computation assessments increase their accuracy by two in problems answered correctly as measured by fall and spring benchmarks.
- Students with Behavior Intervention Plans in the Cooperative Discipline Program at JEA Elementary will increase their use of Alternative/Adaptive Behaviors by 10% as measured by fall and spring analysis of behavioral data.
- To realize a 30% reduction in targeted task refusal from original baseline rates, as measured by observational Antecedent/Behavior/Consequence (ABC) data sheets for any students exhibiting task refusal at least once per day during baseline in JEA Elementary STRIVE Program.
- To integrate 95% of the ALC elementary students into their chronological (rather than functional) grade level mainstream classes.
- To have a 2015 graduation rate of 90% or greater for eligible students in Western Suffolk BOCES secondary programs.

Career & Technical Education

- To maintain a certification/registry/licensure pass rate of at least 75% in all adult Health Career Programs.
- To increase by 10% the number of students passing the Technical Endorsement exam in the Certified Personal Trainer and Medical Assisting programs.
- To increase the number of internship/work study placements by 10% throughout all of the CTE Clusters.
- To continue to increase by an additional 20%, the student enrollment in SkillsUSA at all campuses by creating additional activities for students at the building level.
- Increase Renaissance achievement at all campuses by 10%.

Instructional Support

To achieve the following for students in Regional Summer School 2015.

- To have a minimum of 58% of students who complete courses meet graduation requirements by passing the English Regents.
- To have a minimum of 58% of students who complete courses meet graduation requirements by passing the Math Regents (including Algebra and Geometry).
- To have a minimum of 85% of students who complete courses meet course requirements with a passing grade.

CURRICULUM

Goals

Special Education

- To departmentalize the core content area classes for the 8th grade ALC students who are not integrated into the host district's mainstream classes for these core subject classes.
- To have six teachers representing the Division of Special Education participate in a regional assessment project in ELA and mathematics at the elementary and intermediate level. The project will develop assessment materials and protocols to measure base performance and subsequent growth through pre and post assessments. The regional assessment team will measure skills at the most basic level, which extend well below the standard base levels measured by existing assessments, allowing the user to measure incremental growth in skills of students with significant cognitive deficits.
- To administer two benchmark assessments in both ELA and math at JEA Elementary, Brennan Middle and ALC programs to inform instruction and measure student performance with the goal of improving student performance on the NYS Grades 3-8 ELA and Math Assessments.
- To have a minimum of 31 teachers from JEA Elementary, Brennan Middle, JEA Jr /Sr High, JEA Alternative, and the Alternate Learning Centers collect student data

for monitoring reading performance to drive instruction using the assessment system AIMSweb.

- To have a minimum of 14 teachers from JEA Elementary, Brennan Middle and the Alternate Learning Centers implement the AIMSweb Assessment system for progress monitoring of math applications and computation skills to drive K-8 instruction.
- To have six teachers from JEA Elementary, JEA Jr /Sr High and Brennan Middle participate in a pilot program, SRA2Inform, for online progress monitoring of SRA Direct Instruction Language for Learning, Reading Mastery and Corrective Reading Programs to better monitor student progress to drive instruction.
- To have seven teachers at JEA Elementary utilize the formative assessment system VB MAPP for collecting and evaluating student performance within the developmental milestones of manding, tacting, intraverbal responding, listener responding, and echoic related to students who are on the Autism Spectrum.
- To train 15 teachers within the Division of Special Education in SMARTboard technology to enhance instructional practices in the classroom through interactive lesson development.
- To implement a student Nature Club at JEA Elementary as part of the Wellness Committee to promote healthy options in nutritional, physical and emotional development for all students. Two activities will be planned: planting and growing vegetables, herbs and flowers, and building a sensory garden.

Career & Technical Education

- To expand the full-time Medical Assisting program from 400 hours to 750 hours and obtain Title 4 funding for this program to those adults who qualify.
- To implement additional differentiated instruction techniques within smaller class size programs to accommodate varied student ability levels.
- To implement the new two-year curriculum in Physical Therapy Aide as submitted to NYSED for Technical Endorsement approval. In addition, continue to build a Technical Advisory committee for the program.
- To facilitate the development of the new two-year Employability Profiles to align with current graduation requirements and industry-specific curriculum/standards.
- To secure NATEF curriculum approval for the additional Automotive Technology offering, Light Maintenance and Repair.
- To continue to develop a college partnership with Dowling College so full-time adult students in Career and Technical Education have the opportunity to earn college credit along with their CTE credential.
- Create new Physical Science and Life Science curriculum to replace the current Applied Science course offering.

Instructional Support

To expand participation in the Outdoor Environmental Education Program.

- To create and provide a program for districts that incorporates the Common Core Learning Standards (CCLS) into elementary science.
- To design and implement new astronomy programming to support high school earth science classes in at least one district.
- To work with two other NYS BOCES Environmental Education Programs to create CCLS curriculum for our districts to effectively meet ELA and math goals via authentic field science programs.
- To continue collaboration with Avalon Park and Preserve to provide an annual Marine Science program for able but underserved students.
- To facilitate North Babylon students who will present their research projects at the statewide Science and Technology Entry Program annual conference in Albany.
- To provide a new environmental science program for at least one school district.
- To assist a total of 15-18 school districts in Nassau, Suffolk, Westchester, Putnam, and Dutchess counties in developing sustainable wellness policies and implementing programs to support these policies related to physical activity and nutrition under the NYSDOH Healthy Schools project.

To provide programs that enrich curriculum learning opportunities for regional students.

- To maintain district participation in the LI Mock Trial program at 2013-14 level, with at least 20 districts.
- To maintain district participation at the CSI Challenge at 2013-14 level, with at least 20 teams.
- To offer one workshop related to forensics for LI educators.
- To offer a new Law-Related conference for students and teachers

To provide curriculum planning, resources and support to regional schools.

- To assist four districts with the revision of their technology plans.
- To assist districts in obtaining print and electronic access to Engage NY Common Core ELA and math instructional resources.
- To help local districts meet the NYS agenda for reforming education by providing turnkey training and customized training on the Common Core ELA, math, data, teacher evaluation and principal evaluation.
- To work with districts on assessment literacy initiatives.
- To partner with at least five vendors on assessment, evaluation, and/or curriculum products for component districts.

STAFF DEVELOPMENT

Goals

Special Education

- To provide eight professional development workshops for teachers of NYS regular assessment students in the area of Common Core expectations in ELA and math at JEA Elementary.
- To have 30 staff members throughout the division trained in the use of SRA Direct Instruction Reading Programs.
- To have AIMSweb review sessions for a minimum of 28 teachers from JEA Elementary, JEA Jr /Sr High, JEA Alternative, Brennan Middle and the Alternate Learning Centers for accurately implementing the AIMSweb system for reading.
- To have AIMSweb review sessions for a minimum of 14 teachers from the JEA Elementary, JEA Alternative, Brennan Middle and the Alternate Learning Centers for accurately implementing of the AIMSweb assessment system for mathematics.
- To train 20 staff members throughout the division in a five-day Orton Gillingham I course on research-based reading strategies and methodologies for instruction of students of varying learning needs.
- To have eight STRIVE (Structured Teaching Reinforced in a Visual Environment) classes and one transitional STRIVE class at JEA Jr/Sr High participate in TEACCH (Treatment and Education of Autistic Children and Children with Other Handicaps) consultations to support the implementation of STRIVE methodologies and practices.
- To create building level data teams at the elementary and middle school level which meet on an ongoing basis to review assessment data and discuss strategies and staff development needs in effort to improve student performance on the NYS ELA and math assessments.
- To provide training in the 2010 Criterion Referenced Brigance student assessment as well as 2013 version of Brigance Inventory of Early Development student assessment to the 34 teachers at JEA Jr/Sr High to ensure accurate and age-appropriate assessment of student performance levels across all skill areas.
- To recertify five Level 1 Crisis Prevention Institute (CPI) instructors in order to meet the requirement necessary to maintain their instructor (teaching) certification. To train and certify a minimum of 100 professional and paraprofessional staff members in Level 1 Crisis Prevention and De-Escalation techniques throughout the center-based Special Education programs.
- To develop and provide one-day training to targeted professional and paraprofessional staff at JEA Elementary assigned to classes servicing the developmentally disabled population on techniques and strategies to address behaviors which negatively impact the learning environment.

- To develop and provide one-day training to targeted professional and paraprofessional staff at JEA Elementary on instructional strategies and behavioral techniques for students with Asperger's and High Functioning Autism.
- To provide staff training throughout the Special Education division to ensure that the components of the Dignity For All Students Act (DASA) are implemented consistently.

Career & Technical Education

- To continue to conduct, at a minimum, 12 hours of professional development activities for literacy and alternative instructors to master skills necessary for preparing students for the new TASC (formerly GED) examination.
- To offer the opportunity to complete a CEU program at every Practical Nursing, Surgical Technology, Diagnostic Medical Sonography and Medical Assisting faculty meeting.
- To provide multiple levels of Smartboard training in response to the existing and newly installed Smartboards on all Wilson Tech campuses.
- To continue to review and refine the Data Analysis portion of the Other Multiple Measures for APPR staff, by including at each monthly curriculum and/or faculty meeting.
- To continue with the successful paraprofessional staff workshops in order to collaborate, review instructional formats, and implement strategies to improve student learning across all of our programs.

Instructional Support

To participate in regional partnerships with higher education, other BOCES, and regional networks.

- To collaborate with partners on grant initiatives.
- The Suffolk's Edge Teacher Center will begin a new cohort of certificate extension programs in Students with Disabilities in collaboration with Brooklyn College and a new cohort for Educational Leadership in collaboration with SUNY Stony Brook.
- To collaborate with ESBOCES and Nassau BOCES to offer a full-day School Library System Institute for regional school library media specialists. This will be the first time such a regional event has been coordinated.

To provide professional development support for component districts.

- To offer 100 professional development workshops to LI educators.
- To increase our cadre of Model Schools and Professional Development specialists by three, and to offer regional workshops and in-district coaching.
- To provide a full-day professional development conference, and four meetings including professional development programs, for our school library media specialists.

- To offer a new school library media specialist Professional Circle that will meet for five three-hour sessions after the school day. These hours may be used for continuing education credit or professional development hours with the approval of the district.
- Suffolk's Edge Teacher Center will offer six workshops on the Common Core math and ELA Learning Standards as well as data-driven instruction and teaching students with disabilities.
- To provide a full-day Technology and Education Conference for Long Island educators.
- To provide professional development opportunities to school districts in the areas of student support services that promote students' physical, psycho-social and overall health and safety including the DASA (Dignity for All Students) certification training.
- To provide School Safety Network districts with three training sessions on updating school safety plan, updates related to Dignity for All Students Act and current psychological or social safety issues.
- To provide eight workshops on student wellness including: nutrition, mental health issues, suicide prevention, comprehensive health curricula, stress management and eating disorders.
- To offer seven workshops that provide an overview of issues for school nurses focusing on changing trends in delivery of health care in the school building.

To provide research-based, long range planning services for NY school districts

- To conduct demographic/enrollment studies for 30 districts
- To complete facility analyses for five districts
- To continue the use of Guide K-12 and other geographic information systems (GIS) software to expand our services.

To provide services to expand and support instruction with technology.

- To educate and assist at least 12 districts to create sustainable technology growth through multi-year projects and long-term planning.
- To hold three technology-based learning events and four webinars highlighting new technologies.
- To complete at least 200 instructional technology projects in 2014-15.
- To promote implementation of distance learning products and services.

To provide resources and support for school districts in student support services.

- To provide School Health Services resources and technical assistance to 30 districts including 15 component districts, Special Education and CTE.
- To assist at least five schools districts in each catchment area (Suffolk, Nassau and Westchester/Dutchess/Putnam) to provide needs assessment, develop and implement action plans and enforce policies and program strategies related to nutrition and physical activity.
- To build capacity of staff and initiate adoption of wellness policies in 10 schools targeted under the NYSDOH Healthy Schools New York (HSNY) Project and assist with implementation and sustainability of their policies.

COMMUNICATION

Goals

Central Administration

- To promote increased communication between BOCES Board members, local legislators, school districts, and parents by hosting a Legislative Brunch with at least 12 districts and six legislators.
- To increase awareness of and participation in BOCES programs and services by updating websites for www.wsboces.org and www.wilsontech.org.
- To facilitate regular updates of web pages by decentralizing web authoring.

Special Education

- To conduct two, seven week series of Systematic Training for Effective Parenting (STEP) workshops to assist parents at JEA Elementary and JEA Jr/Sr in increasing their understanding and effectiveness in parent/child relationships and developing a supportive relationship between the school and home by integrating the workshop and school experience.
- To increase SEPTA membership by 2% at the ALC programs, 2% at Jr/Sr High, and 2% at JEA Elementary.
- To have JEA Elementary SEPTA coordinate three evening activities for students and their families.
- To hold three SEPTA Council Executive Board meetings (to include SEPTA Executive Board members) and three SEPTA Council Meetings (to include principals, unit delegates, individual program SEPTA board members and the SEPTA Council's executive board) throughout the school year.
- To enhance the communication between school and families by utilizing the newly developed elementary report card, which will serve as a vehicle for communicating the expectations of the Common Core Learning Standards as well as students' progress in achieving these standards.
- To have all of the high school programs provide Quarterly Interim Progress reports on student performance and achievement to parents/guardians in Regents-based secondary programs to enhance communication between home and school.
- To facilitate a minimum of 20 home visitations to increase use of effective behavioral and instructional strategies for the parents of students diagnosed with autism enrolled in the JEA Elementary School's ABA program.
- To provide one Work-Study Fair at JEA Jr/Sr High for families and school districts to highlight community-based work experiences and one Transition Fair for the parents of secondary students to highlight transition services, special needs planning, wills, trusts, guardianships and post secondary placements.

Career & Technical Education

- To create redesigned website for Adult and Secondary programs which is responsive, meets the needs of our customers and constituents, promotes our services and is visitor friendly.
- To research and evaluate a student management system for secondary students to replace the COMPASS system currently utilized.
- To continue to host career fairs by CTE clusters to foster relationships with business and industry and give students opportunities to network with potential employers.
- To utilize the new paging and bell system at Wilson Tech's Dix Hills campus for internal communication and class schedule notifications.
- To utilize the new two-year Employability Profiles to better communicate our students' achievements to districts and potential students.

Instructional Support

- To create a video production studio at DISS for the creation of training videos, public relations and district support.
- To continue OEEP's role as co-chair of the statewide BOCES Science Representative Network.
- To have OEEP work with the NYS Science Education Consortium to support the SED with the adoption of the Next Generation Science Standards in NYS.
- To update Exploratory Enrichment website and Facebook site to show expanded program offerings.

COMPONENT DISTRICT RELATIONS

Goals

Central Administration

- To promote greater awareness of the scope of BOCES programs and services and the impact they have on student achievement.
- To host a PTA Night with Suffolk Region PTA for at least 120 PTA members. A post-survey will indicate that 90% of attendees learned something new about at least one program or service.
- To give a presentation for at least two local Boards of Education about BOCES programs and services.
- This BOCES will publish at least three newsletters for local school board members to learn more about opportunities for students and district employees.
- To provide leadership that will help local districts to implement the Common Core Learning Standards and Assessments in a meaningful and effective way.
- To develop a message to convey the impact the tax cap is continuing to have both in their own districts and across the region.

- To explore new opportunities for at least one new shared service.
- To assist at least one district in the search for a new Superintendent of Schools.

Special Education

- The Special Education Executive Director will schedule a minimum of six meetings with Pupil Personnel Service/Special Education Directors to share pertinent information, discuss issues of importance and review any new changes to the NYSED guidelines and mandates regarding special education services.
- To invite newly appointed Pupil Personnel Service/Special Education Directors in Western Suffolk BOCES to the center-based programs to familiarize themselves with the student populations and program offerings at each site.
- To host regional Reading Committee meetings for component school districts and Western Suffolk BOCES programs to share research-based programs and practices used as part of Response to Intervention (RtI).
- To develop a guidance document articulating Health and Safety precautions for students with disabilities in the educational setting including addressing students who are elopement risks.
- To develop a committee of district representatives from a cross section of the 18 Western Suffolk BOCES districts to determine specific areas of need related to the hard-to-place students demonstrating severe conduct disorders and other related issues (truancy, substance abuse, gang involvement and/or psychiatric diagnoses). This committee will meet to explore strategies and resources to meet these unique student needs within the JEA Alternative School.
- To provide five full-day Regional Training Institutes and facilitate a minimum of six, half-day Regional Training and Technical Support Collegial Review Sessions on the new Common Core NYSAA testing protocols to approximately 300 teachers and administrators in the 18 component school districts, local private schools, and Western Suffolk BOCES programs on the protocols for administering and collegial reviewing the NYSAA.

Career & Technical Education

- Continue to offer Wilson Tech informational sessions at SEPTA/PTA meetings within component school districts.
- To offer the new two-year Employability Profiles as a tool for use by the component districts in credentialing students.
- To disseminate Wilson Tech promotional materials including Guidance Handbook, Orientation Guides (including a Spanish version and a smaller class size version) to middle school pupil personnel staff to facilitate knowledge of Wilson Tech's programs and services.

Instructional Support

- To facilitate seven meetings of Assistant Superintendents for Curriculum & Instruction.

- To facilitate bi-monthly meetings of Model Schools Coordinators, and three network meetings for science, math, ELA, and social studies coordinators.
- To facilitate a new World Languages network with three meetings per year.
- To collaborate with component districts focusing on sharing Exploratory Enrichment Programs.
- To provide districts with technical support and guidance in completing all Race-to-the-Top reports and budgets.
- To facilitate three School Health Services and School Safety Network sessions and two Health and Physical Education Consortium trainings.
- To establish a Long Island School Practitioners Network of trained mental health professionals to assist with crisis support to local districts.
- To establish an online Union catalog to encourage interlibrary loans and the sharing of resources among our component district libraries.

FACILITIES

Goals

BOCES-Wide

- To evaluate and enhance security in our facilities including the addition of school safety personnel in each school.
- To meet local police requests for their recommended safety measures.

Special Education

- To continue to analyze student enrollment trends to ensure that there is appropriate space at each center-based site to facilitate instruction.
- To continue the implementation of the multi-phase project to install video surveillance and door security throughout all special education facilities.
- To continue the multi-phase asbestos abatement project in the JEA Elementary and JEA Jr/Sr High facilities.

Career & Technical Education

- To complete all the Fire Alarm and PA projects at each Wilson Tech campus.
- To complete projects to bring all CTE facilities (buildings and bathrooms) into compliance with findings of our Civil Rights Compliance Review.

Instructional Support

- To meet with NYS Parks three times annually in regard to facility planning for our Outdoor Education Learning Labs.
- Replace the brick walkways, exterior doors and small roof at Caleb Smith OLL.
- To explore the feasibility of a comprehensive renovation of Sunken Meadow OLL.

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