Western Suffolk
BOCES

GOALS

2013–2014
Executive Summary

In the 2013-14 school year this BOCES will take many avenues to help students improve learning. Staff development activities throughout the 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 have a sharp focus on improving the students’ reading skills or use of visual schedules. Pre and post testing will be used extensively with the goal of having students well-prepared for the appropriate state assessment. We will continue to fine-tune our curriculum to help prepare our students with multiple disabilities for independent lives. BOCES teachers will also help students prepare to meet the Common Core Standards and become eligible to earn a high school diploma. Regardless of the students’ disabilities, BOCES instruction will be focused on moving the performance bar higher.

- In Career and Technical Education, we are strengthening our curriculum to improve preparation for employment. From greater use of ipads to help students visualize the complexities of chemical reactions in hair coloring to increased exposure to aircraft structures and systems for our aviation flight students, Wilson Tech will help students develop the workplace skills that today’s workplace demands.

- In Instructional Support Services we are taking a leadership role in helping districts understand and plan to meet the Common Core Standards and APPR. We will help districts unravel the complex technology platforms and develop plans that will bring instruction alive and engage students so they can achieve at higher levels.

As our teachers and administrators focus on what happens in the classroom, we will also help them address the Dignity for All Students Act to ensure that students feel they can learn in a safe and supportive environment. We will also help our legislators better understand the complexities of providing a world class education under the serious limitations of the NYS tax cap. It will be an exciting and productive year!

Western Suffolk BOCES Board

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Special Education

- To increase independence by 20%, as measured by the Structured Learning Educational Record (SLER), in the use of work stations and visual schedules for targeted autistic and multi-disabled students enrolled in JEA Elementary and JEA Jr/Sr High. An increase of 5% in these areas is projected for targeted students in the ALC Program.

- To increase by 20% the participation of ALC students in grades 6-12 in extra curricular activities/clubs offered by the host school districts.

- To have at least 40% of the targeted students at JEA Jr/Sr High increase fluency skills at a rate of ten words per minute as measured by SRA Corrective Reading Individual Reading Checkouts.

- 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 30% of the targeted students in the Direct Instruction SRA Reading Mastery Levels 2-4 and Corrective Reading Programs at JEA Elementary increase in phonemic awareness and fluency skills at the rate of 25 words read per minute as measured by pre and post test readings of a selected SRA reading passage.

- To have 80% of the students at the JEA Elementary who participate in the ELA and Mathematics benchmark assessments improve their performance by two percentage points from the fall to winter assessments.

- To have a minimum of 70% of the targeted students at JEA Alternative participating in the READ 180 program:
  - Demonstrate 75% accuracy on weekly reading performance-based assessments.
  - Demonstrate mastery on comprehension skills lessons with 80% accuracy through weekly selected passages and quizzes.

- To have 90% or more of eligible students in Western Suffolk BOCES secondary programs graduate in June 2013.
Career & Technical Education

- To increase post-test rate and student performance of Adult Literacy students from 67% to 70% on 11 federal NRS levels by dedicating time for student/teacher goal setting conferences.

- To reduce attrition at off-site literacy locations by 5% through case management and career counseling support.

- To increase the Technical Endorsement pass rate at least 25% for the Medical Assisting and Medical Laboratory programs by curriculum review and revised mapping.

- To increase by 20% student enrollment in Skills USA at the Manor Plains campus by creating additional activities for students at the building level.

- To continue to increase the student pass rate on the secondary Nurse Assisting NYS board exam by 5% by adding additional clinical support to each program.

Instructional Support

- To achieve the following for students in Regional Summer School 2013.
  - To have a minimum of 55% of students who complete courses meet graduation requirements by passing the English Regents.
  - To have a minimum of 55% of students who complete courses meet graduation requirements by passing the Math Regents (including Algebra and Geometry).
  - To have a minimum of 55% of students who complete courses pass all NYS exams.

Special Education

- To provide targeted, research-based reading interventions, including the SRA Direct Instruction Program, to 100% of the students diagnosed with pervasive developmental disorders and autism that are educated in the ALC ABA class.

- To have all classroom teachers within the Special Education Division implement the newly developed Western Suffolk BOCES Common Core State Standards ELA Curriculum for K-8 students that participate in the NYS Regular Assessments.
• To have 40 teachers from JEA Elementary, JEA Jr/Sr High, Brennan Middle School, JEA Alternative and ALC programs collect student data for monitoring reading performance using the assessment system AIMSweb.

• To administer three benchmark assessments in both ELA and Math at the JEA Elementary and Brennan Middle Schools 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 four teachers at JEA Elementary implement the AIMSweb assessment system for monitoring the progress of math applications and computation skills K - 6.

• To have four teachers at JEA Elementary utilize the formative assessment system VB MAPP for collecting and evaluating student performance within the developmental milestones of manding, tactual, intraverbal responding, listener responding, and rachoices.

• To have 45 secondary level teachers from Brennan High, JEA Alternative, Manor Plains High School and the ALC programs attend Curriculum Consultant Meetings to focus on the scope and sequence of the newly adopted NYS Common Core Learning Standards in ELA, Social Studies and Math and to learn specific instructional strategies in Living Environment and Earth Science to improve students’ preparedness for Regents and RCT exams.

• To have six teachers representing the Division of Special Education participate in the development of Curriculum-Based Assessment of Written Language. Assessment materials and protocols will be created and administered to students. The data related to student performance on the written expression continuum will be used to inform instruction and capture evidence of student growth in minute increments, enabling the measurement of growth at any level. The Western Suffolk BOCES District-Developed Curriculum-Based Assessment of Written Language would be benchmarked two times per year (fall and spring) to enable students with significant deficits in written expression to demonstrate growth and improvement in written language skills.

• 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.

**Career & Technical Education**

- To integrate Airframe and Powerplant curriculum modules into the existing secondary Aviation Science/Flight program increasing student exposure to aircraft structures and systems.

- To implement additional differentiated instruction techniques within smaller class size programs to accommodate varied student ability levels.

- To pilot National Automotive Technicians Education Foundation’s Light Maintenance Repair curriculum in Northport’s secondary Automotive Technology program improving preparation for employment in the auto industry.

- To revise Applied Math and Science curriculums to include an online component.

- To complete the installation of the solar energy system at the Dix Hills campus by students in the Construction Cluster.

- 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 with their CTE credential.

- To implement the new high school equivalency curriculum for the revised test scheduled for January 2014.

**Instructional Support**

- To expand participation in the Outdoor Environmental Education Program.
  - The OEEP will assume operations of the Longwood Planetarium and create and provide integrated, high quality programs aligned with the Next Generation Science Standards.
  - A new grant-supported Science Research program will be provided for underserved students.
  - Special Service programs will be expanded within one existing school district.
  - OEEP will continue collaboration with Avalon Park and Preserve to provide an annual Marine Science program for able but underserved students.
North Babylon students will present their research projects at the Statewide Science and Technology Entry Program annual conference in Albany.

A new environmental science grade-wide program will be provided for at least one school district.

- To assist 15-18 school districts in Nassau, Suffolk and Westchester/Putnam/Dutchess counties in developing policies and implementing programs to support these policies related to physical activity and nutrition under the NYSDOH Healthy Schools New York project.

- To maintain district participation in the LI Mock Trial program at 2012-13 level, with at least 20 districts.

- To maintain district participation at the CSI Challenge at 2012-13 level, with at least 25 teams.

- To offer two workshops related to forensics for LI educators.

- 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 partner with at least five vendors on Assessment, Evaluation, and/or Curriculum products for component districts.

- To participate in a statewide BOCES initiative to create formative assessment questions based on Common Core Modules

**STAFF DEVELOPMENT**

**Goals**

**Special Education**

- To train and certify a minimum of 75 professional and paraprofessional staff members in Level 1 Crisis Prevention and De-Escalation techniques.

- To train 15 staff members at JEA Jr/Sr High in the use of Structured Teaching
Reinforced in a Visual Environment (STRIVE) methodologies and implementation.

- To have seven STRIVE 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 provide an ELA consultant to conduct one day of training on implementation procedures of the ELA Common Core State Standards and the newly created Western Suffolk BOCES ELA Common Core Curriculum Map for all teachers of students participating in the NYS Regular Assessments.

- To train three special education teachers in JEA Alternative in the comprehensive READ 180 Reading Program so they can use technology to individualize instruction for student achievement.

- To train a minimum of nine teachers at JEA Elementary in AIMSweb benchmark progress monitoring assessments to collect student data for monitoring improvement in basic reading skills and math computation, concepts and applications.

- To have a minimum of 12 teachers from JEA Elementary participate in four school-based Instructional Support Team (IST) meetings in order to collaborate with support professionals, review instructional data, and determine appropriate reading intervention strategies to implement within the classroom to improve student learning across the content areas.

- To have five Special Education program administrators work with a data expert who specializes in analyzing NYS Regular Assessment Data to identify areas for instructional improvement in ELA and Math. A minimum of 35 scheduled sessions will take place among the various programs/grade levels.

- To have a nationally recognized Applied Verbal Behavioral (AVB) specialist from the Verbal Behavior Network provide eight days of staff development training at the JEA Elementary on the assessment and instruction for students with autism.

- To have all classroom teachers of ELA and social studies from Brennan High, JEA Alternative, Manor Plains High School and the ALC high school programs trained on the newly adopted NYS Common Core Learning Standards in those content areas.
• To have at least five teachers from Brennan High, JEA Alternative, Manor Plains High School and the ALC programs develop a scope and sequence in Algebra aligned to the newly adopted NYS Common Core Learning Standards.

• To train 40 classroom teachers from Brennan High, ALC, Manor Plains High School and JEA Alternative on the implementation of the newly adopted ELA Curriculum Map in grades 11 and 12.

• To develop a teacher evaluation system which will incorporate a framework of evidence-based observations and the collection of related data to support the Annual Professional Performance Review process in the Division of Special Education. All administrative and instructional staff members within the Division of Special Education will be trained to ensure fidelity and consistency in the observation process.

Career & Technical Education
• To conduct at the minimum, twelve hours of professional development activities for literacy and alternative instructors to master skills necessary for preparing students for the new high school equivalency examination to be rolled out in January 2014.

• To offer secondary staff development during Unit 1 curriculum meetings on the district’s APPR plan including the other Multiple Measures components- data management, lesson planning and documentation of student artifacts.

• To conduct staff development training at the Northport campus in the use of IPADS/Apple TV and associated applications.

• To conduct paraprofessional staff workshops at the Manor Plains campus in order to collaborate, review instructional formats, and implement strategies to improve student learning across the smaller class size programs.

Instructional Support
• To participate in regional partnerships with higher education, other BOCES, and regional networks.
  o To collaborate with partners on grant initiatives.
  o 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 SED-vetted vendors to develop ELA/Math coaches.

• To provide professional development support for component districts.
  o To offer 100 professional development workshops to LI educators.
  o To increase by at least five our cadre of Model Schools and Professional Development consultants to offer regional workshops and in-district coaching.
  o To provide two full-day staff development events for 150 school library media specialists.
  o Suffolk’s Edge Teacher Center will offer workshops on the Common Core Math and ELA learning Standards as well as data-driven instruction and teaching Students with Disabilities.
  o To provide a full-day Technology Conference for Long Island educators.
  o To provide a Long Island Digital Learning Day event for educators.

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

• To educate and influence at least 10 districts to create sustainable technology growth through multi-year projects and long-term planning.
  o To hold five technology-based learning events and four webinars highlighting new technologies.
  o To complete at least 115 technology projects in 2013-14.

• 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.
  o To provide School Safety Network districts with three training sessions on school safety, violence prevention and updates related to Dignity for All Students Act.
  o To provide 10 workshops on student wellness topics including: Nutrition, Mental Health issues, Suicide Prevention, Social and Emotional Learning, Comprehensive Health curricula, Stress Management and Common Core.
  o To offer five workshops that provide an overview of issues for school nurses.
  o To provide School Health Services resources and technical assistance to 30 districts including 15 component districts, Special Education and CTE.
  o To assist at least five schools districts in each county (Suffolk, Nassau and Westchester/Dutchess/Putnam) to provide needs assessment, development and implementation of 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.

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 have 20% more parents attend the ALC monthly ABA Parent Training sessions.

- 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 ALC programs, 3% at Jr/Sr, and 2% at JEA Elementary.

- To provide a Work-Study Fair at JEA Jr/Sr for families and school districts to highlight community-based work experiences.

- To provide a Transition Fair for the parents of secondary students to highlight transition services, special needs planning, wills, trusts, guardianships and post secondary placements.

- To host a minimum of five parent training workshops at JEA Elementary to increase use of effective behavioral and instructional strategies for children diagnosed with autism.

- To have JEA Elementary SEPTA coordinate three evening activities for students and their families.
• To conduct one parent workshop at JEA Elementary to provide parents with information on the NYS Assessments.

• To 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.

**Career & Technical Education**

• Expand the use of the showcases and bulletin boards throughout the campuses to further highlight Tech programs, services and accomplishments.

• Increase work study and internship opportunities for senior students by 20% utilizing current Technical Advisory Council members as local business and industry placements.

• Host an Automotive and Aviation industry career fair to foster relationships with business and industry and give students opportunities to network with potential employers.

• Expand the automated attendance program to include Spanish speaking message for daily calls to students’ homes.

**Instructional Support**

• To promote implementation of Distance Learning products and services.

• To create a statewide BOCES Science Representative Network to communicate and collaborate on issues in science education in NYS.

• To increase awareness of and participation in BOCES programs and services by updating information and resources at http://www.wsboces.org/ and our wiki site http://www.westernsuffolkboces.wikispaces.net/

**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.
  
  o Western Suffolk BOCES will 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.

- This BOCES will give a presentation before at least two local Board of Education meetings.
- This BOCES will publish at least four newsletters for local school board members to learn more about opportunities for students and district employees.

- To provide leadership that will help local districts
  - Meet the NYS agenda for reforming education including the Annual Professional Performance Reviews. BOCES will provide training and/or support to assist districts in meeting APPR requirements.
  - Develop a message to convey the impact the tax cap will 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**

- To host a Regional Reading Committee Meeting for component school districts and Western Suffolk BOCES programs to share research-based programs and practices used as a part of Response to Intervention.

- To train a minimum of 25 professional and paraprofessional staff from component school districts in Level 1 Crisis Prevention and De-Escalation techniques.

- To invite newly appointed Pupil Personnel Services and Special Education Directors in the Western Suffolk BOCES region to JEA Elementary, JEA Jr/Sr, Brennan Middle/High, JEA Alternative and Manor Plains High School.

- To provide five full-day Regional Training Institutes to approximately 300 teachers and administrators from the 18 component school districts, Western Suffolk BOCES schools and local private schools on the protocols for administering NYS Alternate Assessment (NYSAA).

- To schedule a minimum of six meetings with Pupil Personnel/Special Education Directors to share information and discuss issues related to providing services to special needs students.
• To offer workshops to component school districts on Superintendent’s Conference Day and throughout the school year on topics including Crisis Prevention Institute training, NYSAA training and Collegial Review Sessions.

• To continue our practice of sharing curriculum materials developed by the Division of Special Education with our component school districts.

**Career & Technical Education**

• Offer Wilson Tech informational sessions at SEPTA/PTA meetings within component school districts.

• To invite newly appointed High School Administrators, Pupil Personnel and Special Education staff members to the New Administrator/Counselor Workshop held in November 2013.

• Disseminate Wilson Tech promotional material (Guidance Handbook, Mainstream/Smaller Class Size Program Booklets and Surf Tech Brochures) 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, bi-monthly meetings of Model Schools Coordinators, and three network meetings for Science, Mathematics, ELA, and Social Studies coordinators.

• 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 and two Health and Physical Education Consortium trainings.

**FACILITIES**

**Goals**

**BOCES-Wide**

• To evaluate and enhance security in our facilities

**Special Education**

• To continue multi-year asbestos abatement plan in our Special Education facilities.
Career & Technical Education

- To design and implement a computer lab for adult Aviation instruction at the Republic campus.

- To bring all the CTE facilities (buildings and parking areas) into compliance with the findings of our Civil Rights Compliance Review.

Instructional Support

- To establish a committee to prioritize facility goals within the budget of the current agreement with the NYS Parks for the three Outdoor Learning Labs