

**Eastern Suffolk BOCES**

**Strategic Action Plan I.A: Improving the Educational Outcomes of Eastern Suffolk BOCES Students**

**ADDRESSES BOCES GOAL(S):**

- I. High Standards for Student Achievement
- II. Staff Development
- III. Shared Services
- IV. Program and Services Availability
- V. Cost-Effectiveness, Quality Management, and Operational Efficiency
- VI. Technology
- VII. Strategic Planning
- VIII. Health, Safety, Security, and Space
- IX. Public Information
- X. Internal Communications
- XI. Human Resources
- XII. Research, Program Improvement, and Regional Advocacy

**RESPONSIBLE ADMINISTRATOR:**

Associate Superintendent, Educational Services

**COLLABORATOR(S):**

Director, Special Education  
 Director, Career, Technical and Adult Education  
 Director, Communication, Research & Recruitment  
 Director, Educational Support Services  
 Director, Planning and Program Improvement  
 Building/Program Administrators

**STRATEGIC PLANNING STRATEGY:** By July 2016, there will be a measurable improvement in the educational outcomes of Eastern Suffolk BOCES special and career education students as measured by state and industry assessments, honors and specialized diplomas, community service, cultural competence activities, attendance, suspension trends, and appropriate post graduate outcomes (college, work, training, community participation).

<b>ACTIVITIES</b>	<b>Target Date for Completion</b>	<b>Responsible Person/Group</b>	<b>Status/Outcome</b> <i>(include dates - mm/dd/yy)</i>
1. Working with staff to improve use of data to improve instruction.	June 2010 ongoing	Assoc. Supt., Educational Services Dir., Special Education Director, Career, Tech & Adult Ed. Director, Educational Support Serv Building/Program Administrators	
2. Ongoing review of curriculum in CTE.	June 2010 ongoing	Director, Career, Tech & Adult Ed. Building/Program Administrators	
3. Ongoing work in CTE on lesson plan development – cluster meetings.	June 2010 ongoing	Director, Career, Tech & Adult Ed. Building/Program Administrators	
4. Ongoing work on curriculum with K-12 curriculum committees and CTE clusters.	June 2010 ongoing	Director, Special Education Director, Career, Tech & Adult Ed. Director, Educational Support Serv Building/Program Administrators	

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<b>ACTIVITIES</b>	<b>Target Date for Completion</b>	<b>Responsible Person/Group</b>	<b>Status/Outcome</b> <i>(include dates - mm/dd/yy)</i>
5. Develop activities to improve student attendance for school and state assessments.	June 2010 ongoing	Assoc. Supt., Educational Services Dir., Special Education Director, Career, Tech & Adult Ed. Director, Educational Support Serv Building/Program Administrators	
6. Create incentives to improve membership in Skills USA and participation in competitions.	June 2011 ongoing	Director, Career, Tech & Adult Ed. Building/Program Administrators	
7. Evaluate criteria for students to be eligible for industry assessments and technical endorsement on diploma	June 2010	Director, Career, Tech & Adult Ed. Building/Program Administrators	
8. Develop a method to obtain valid post graduate outcomes	June 2011 ongoing	Assoc. Supt., Educational Services Dir., Special Education Director, Career, Tech & Adult Ed. Director, Comm., Research & Recruitment Director, Educational Support Serv Director, Planning & Program Impr Building/Program Administrators	
9. Formalize the role of the CTE Advisory Boards for obtaining information about post school outcomes and Community Service activities	Sept. 2010 ongoing	Assoc. Supt., Educational Services Director, Career, Tech & Adult Ed. Building/Program Administrators	
10. Incorporating CDOS activities into classroom curriculum to improve Community Service activities	June 2011 ongoing	Director, Special Education Director, Educational Support Serv Building/Program Administrators Director, Career, Tech & Adult Ed.	
11. Explore alternatives to out of school suspensions and implement alternative responses to behavioral issues	June 2011 Ongoing	Assoc. Supt., Educational Services Dir., Special Education Director, Career, Tech & Adult Ed. Director, Educational Support Serv Building/Program Administrators	

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#### RESOURCES REQUIRED:

Personnel, staff development, equipment and technology, classroom space, collaboration with component districts, higher education, business partners.

#### POSSIBLE SOURCES OF FUNDING:

- Instructional programs budget
- Administrative services budget (real estate)
- Grants

#### BASELINE DATA:

##### 1) Measurement A. NY State Assessments

**NYS English Language Arts Assessment** percentage by Level for students in ESBOCES instructional programs.

Baseline Year: 2007-2008

Baseline Data:

Baseline Data	Level 1	Level 2	Level 3	Level 4
3 <sup>rd</sup> Grade	41.38 %	37.93 %	20.69 %	0.00 %
4 <sup>th</sup> Grade	46.67 %	37.78 %	15.56 %	0.00 %
5 <sup>th</sup> Grade	21.15 %	57.69 %	21.15 %	0.00 %
6 <sup>th</sup> Grade	40.91 %	45.45 %	13.64 %	0.00 %
7 <sup>th</sup> Grade	30.99 %	50.70 %	18.31 %	0.00 %
8 <sup>th</sup> Grade	53.57 %	40.48 %	4.76 %	1.19 %

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2016 Projection:

- The number of students scoring at level 2, 3 or 4 on the NYS ELA Assessment will increase by the following percentages:

Grade Level	Projected increase by 2016
3 <sup>rd</sup> Grade	24%
4 <sup>th</sup> Grade	28%
5 <sup>th</sup> Grade	29%
6 <sup>th</sup> Grade	15%
7 <sup>th</sup> Grade	12%
8 <sup>th</sup> Grade	4%

**NYS Math Assessment** percentage by Level for students in ESBOCES instructional programs.

Baseline Year: 2007-2008

Baseline Data:

Baseline Data	Level 1	Level 2	Level 3	Level 4
3 <sup>rd</sup> Grade	31.03 %	34.48 %	34.48 %	0.00 %
4 <sup>th</sup> Grade	48.89 %	31.11 %	20.00 %	0.00 %
5 <sup>th</sup> Grade	62.00 %	24.00 %	12.00 %	2.00 %
6 <sup>th</sup> Grade	67.35 %	20.41 %	12.41 %	0.00 %
7 <sup>th</sup> Grade	56.76 %	32.43 %	10.81 %	0.00 %
8 <sup>th</sup> Grade	76.14 %	20.45 %	3.41 %	0.00 %

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2016 Projection:

- The number of students scoring at level 2, 3 or 4 on the NYS Math Assessment will increase by the following percentages:

<b>Grade Level</b>	<b>Projected increase by 2016</b>
3 <sup>rd</sup> Grade	25%
4 <sup>th</sup> Grade	30%
5 <sup>th</sup> Grade	9%
6 <sup>th</sup> Grade	16%
7 <sup>th</sup> Grade	13%
8 <sup>th</sup> Grade	5%

**NYS Science Assessment** percentage by Level for students in ESBOCES instructional programs.

Baseline Year: 2006-2007

<b>Baseline Data</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
4 <sup>th</sup> Grade	20.93 %	25.58 %	46.51 %	6.98 %
8 <sup>th</sup> Grade	51.72 %	27.59 %	17.24 %	3.45 %

2016 Projection:

- The number of students scoring at level 2, 3, or 4 on the NYS Science Assessment will increase by the following percentages:

<b>Grade Level</b>	<b>Projected increase by 2016</b>
4 <sup>th</sup> Grade	11%
8 <sup>th</sup> Grade	6%

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**NYS Social Studies Assessment** percentage by Level for students in ESBOCES instructional programs.

Baseline Year: 2006-2007

<b>Baseline Data</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
5 <sup>th</sup> Grade	75.00 %	4.55 %	20.45 %	0.00 %
8 <sup>th</sup> Grade	44.19 %	45.35 %	10.47 %	0.00 %

2016 Projection:

- The number of students scoring at level 2, 3, or 4 on the NYS Social Studies Assessment will increase by the following percentages:

<b>Grade Level</b>	<b>Projected increase by 2016</b>
5 <sup>th</sup> Grade	12%
8 <sup>th</sup> Grade	6%

**NYS Alternate Assessment in English Language Arts** percentage by Level for students in ESBOCES instructional programs.

Baseline Year: 2006-2007

<b>Baseline Data</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
3 <sup>rd</sup> Grade	0%	19%	25%	56%
4 <sup>th</sup> Grade	0%	18%	42%	40%
5 <sup>th</sup> Grade	0%	0%	38%	62%
6 <sup>th</sup> Grade	0%	3%	36%	61%
8 <sup>th</sup> Grade	0%	20%	39%	41%
High School	0%	1%	56%	43%

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2016 Projection:

- The percentage of students moving to a higher level on the NYSAA ELA will increase by the following percentages:

<b>Grade Level</b>	<b>Projected increase by 2016</b>
3 <sup>rd</sup> Grade	19%
4 <sup>th</sup> Grade	18%
5 <sup>th</sup> Grade	5%
6 <sup>th</sup> Grade	5%
7 <sup>th</sup> Grade	13%
8 <sup>th</sup> Grade	20%
High School	5%

**NYS Alternate Assessment in Math** percentage by Level for students in ESBOCES instructional programs.

Baseline Year: 2006-2007

<b>Baseline Data</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
3 <sup>rd</sup> Grade	0%	3%	36%	61%
4 <sup>th</sup> Grade	0%	9%	19%	72%
5 <sup>th</sup> Grade	2%	23%	17%	58%
6 <sup>th</sup> Grade	0%	21%	27%	52%
7 <sup>th</sup> Grade	0%	15%	18%	67%
8 <sup>th</sup> Grade	0%	34%	30%	36%
High School	1%	37%	23%	39%

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2016 Projection:

- The percentage of students moving to a higher level on the NYSAA in Math will increase by the following percentages:

<b>Grade Level</b>	<b>Projected increase by 2016</b>
3 <sup>rd</sup> Grade	5%
4 <sup>th</sup> Grade	9%
5 <sup>th</sup> Grade	25%
6 <sup>th</sup> Grade	21%
7 <sup>th</sup> Grade	15%
8 <sup>th</sup> Grade	25%
High School	25%

**NYS Alternate Assessment in Social Studies** percentage by Level for students in ESBOCES instructional programs.

Baseline Year: 2006-2007

<b>Baseline Data</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
5 <sup>th</sup> Grade	0%	32%	32%	36%
8 <sup>th</sup> Grade	0%	32%	27%	41%
High School	0%	25%	31%	44%

2016 Projection:

- The percentage of students moving to a higher level on the NYSAA in Social Studies will increase by the following percentages:

<b>Grade Level</b>	<b>Projected increase by 2016</b>
5 <sup>th</sup> Grade	25%
8 <sup>th</sup> Grade	25%
High School	20%

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**NYS Alternate Assessment in Science** percentage by Level for students in ESBOCES instructional programs.

Baseline Year: 2006-2007

Baseline Data	Level 1	Level 2	Level 3	Level 4
4 <sup>th</sup> Grade	0%	13%	34%	53%
8 <sup>th</sup> Grade	0%	25%	36%	39%
High School	0%	29%	28%	43%

2016 Projection:

- The percentage of students moving to a higher level on the NYSAA in Science will increase by the following percentages:

Grade Level	Projected increase by 2016
4 <sup>th</sup> Grade	13%
8 <sup>th</sup> Grade	20%
High School	25%

**NYS Regents Physical Setting/Earth Science** percentage by score range for students in ESBOCES instructional programs.

Baseline Year: 2007-2008

Baseline Data	0-54	55-64	65-84	85-100	Total
Percentage	43%	21%	26%	10%	100%

2016 Projection:

- The number of students reaching the low passing option (55-64) or passing (65 or higher) the NYS Regents in Physical Setting/Earth Science will increase by 15%

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**NYS Regents Comprehensive English** percentage by score range for students in ESBOCES instructional programs.

Baseline Year: 2007-2008

Baseline Data	0-54	55-64	65-84	85-100	Total
Percentage	50%	26%	24%	0%	100%

2016 Projection:

- The number of students reaching the low passing option (55-64) or passing (65 or higher) the NYS Regents Comprehensive English will increase by 5%

**NYS Regents Global History and Geography** percentage by score range for students in ESBOCES instructional programs.

Baseline Year: 2006-2007

Baseline Data	0-54	55-64	65-84	85-100	Total
Percentage	70%	13%	15%	3%	100%

2016 Projection:

- The number of students reaching the low passing option (55-64) or passing (65 or higher) the NYS Regents in Global History and Geography will increase by 8%

**NYS Regents Living Environment** percentage by score range for students in ESBOCES instructional programs.

Baseline Year: 2007-2008

Baseline Data	0-54	55-64	65-84	85-100	Total
Percentage	35%	15%	44%	6%	100%

2016 Projection:

- The number of students reaching the low passing option (55-64) or passing (65 or higher) the NYS Regents in Living Environment will increase by 13%

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**NYS Regents Mathematics A** percentage by score range for students in ESBOCES instructional programs.

Baseline Year: 2007-2008

Baseline Data	0-54	55-64	65-84	85-100	Total
Percentage	48%	32%	17%	3%	100%

2016 Projection:

- The number of students reaching the low passing option (55-64) or passing (65 or higher) the NYS Regents in Mathematics A will increase by 15%

**NYS Regents Mathematics B** percentage by score range for students in ESBOCES instructional programs.

Baseline Year: 2007-2008 (\* total number of students 4)

Baseline Data	0-54	55-64	65-84	85-100	Total
Percentage	25%	0%	75%	0%	100% *

2016 Projection:

- The number of students reaching the low passing option (55-64) or passing (65 or higher) the NYS Regents in Mathematics B will increase by 5%

**NYS Regents Integrated Algebra** percentage by score range for students in ESBOCES instructional programs.

Baseline Year: 2007-2008

Baseline Data	0-54	55-64	65-84	85-100	Total
Percentage	55%	12%	33%	0%	100%

2016 Projection:

- The number of students reaching the low passing option (55-64) or passing (65 or higher) the NYS Regents in Integrated Algebra will increase by 17%

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**NYS Regents US History and Government** percentage by score range for students in ESBOCES instructional programs.

Baseline Year: 2006-2007

Baseline Data	0-54	55-64	65-84	85-100	Total
Percentage	46%	13%	26%	15%	100%

2016 Projection:

- The number of students reaching the low passing option (55-64) or passing (65 or higher) the NYS Regents in US History and Government will increase by 6%

#### 2) Measurement B. CTE Industry Assessments

Baseline Year: 2007-2008

Total enrollment: 2411

	Students Eligible to take assessment	Students Passing of those taking assessment
Number	1035	968
Percentage	43%	40%
2016 Projection	75%	65%

#### CTE Industry Certifications

Baseline Year: 2007-2008

Total Enrollment: 2411

	Students Receiving Industry Certifications
Number	968
Percentage	40%
2016 Projection	54%

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**3) Measurement C. Honors and Specialized Diplomas**

**CTE Membership in National Technical Honor Society**

Baseline Year: 2007-2008  
 Total Enrollment: 2411

	<b>Students Inducted into NTHS</b>
Number	185
Percentage	8%
2016 Projection	24%

**Diploma Status**

Baseline Year: 2007-2008  
Baseline Data and 2016 Projection:

	<b>2007-2008</b>	<b>2016 Projection</b>
Special Education students recommended for graduation	144	95%
Special Education students receiving a Regents or Local Diploma	65.5%	75%
Special Education students receiving an Advanced Regents Diploma	.7%	4%
Special Education students receiving an IEP Diploma	33%	20%
Special Education students receiving a High School Equivalency Diploma	1.3%	1%
Career and Technical Education student completers	2129 (total # of completers)	95%
Career and Technical Education student completers with Technical Endorsement	41%	55%
Special Career Education student completers	420	95%

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**Diplomas –Technical Endorsement on diploma**

Baseline Year: 2007-2008  
Data and 2016 Projection:  
 Total enrollment: 2339

	<b>Technical Endorsement</b>
Number	820
Percentage	35%
2016 Projection	50%

**Skills USA and membership participation**

Baseline Year: 2007-2008  
Data and 2016 Projection:  
 Total enrollment: 2411

	<b>Skills USA Membership</b>
Number	1410
Percentage	58%
2016 Projection	68%

**4) Measurement D. Community Service**

**Community Involvement Career and Technical Education Program**

Baseline Year: 2007-2008  
Data and 2016 Projection:

	<b>Projects Completed</b>
Number	60
2016 Projection	84

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**5) Measurement E. Cultural Competence Activities**

Baseline Year: 2007-2008

Data and 2016 Projection:

<b>Activity</b>	<b>Baseline Data</b>	<b>2016 Projection</b>
Presentations Provided	28 hours per year	40 hours per year
Societal Issues Course Enrollment	52 students	80 students
Character Education Course Enrollment	87 students	120 students
Arts And Education Programs	10 programs provided	20 programs provided

**6) Measurement F. Attendance**

**Enrollment:** (in relation to the total high school population in the region)  
 Career and Technical Education

Baseline Year: 2007-2008

- Enrollment- 2,339 out of a regional total of approx. 25,912 or 9% of all eligible students

2016 Projection:

- 15% of all eligible students

**Special Career Education**

Baseline Year: 2007-2008

- Enrollment- 10/07- 544 out of a regional total of approx. 6645 special education students in our region or 8% of all Special Education Students enrolled in high school programs in our region

2016 Projection:

- 15% of all eligible students

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**Attendance**

Baseline Year: 2007-2008

Baseline Data:

<b>Program type</b>	<b>07-08 Attendance Rate</b>
Elementary Academic	90.58%
Secondary Academic	79.29
Developmental	89.14%
CTE	85.71%
SCE	77.69%

2016 Projection:

- Increase attendance in each area by 9%

**7) Measurement F. Suspension Trends**

**Student Management: Out of School Suspensions/VADIR Incidents**

Baseline Year: 2007-2008

Baseline Data: \*

<b>Program Type</b>	<b>Out of School Suspensions</b>	<b>VADIR Incidents</b>
Elementary Academic	37	3
Secondary Academic	962	154
Developmental	45	1
CTE	26	6
SCE	20	9

\*The 2007-2008 Suspension/VADIR Data has not yet undergone the traditional administrative review. These numbers could be modified somewhat when that is complete.

2016 Projection:

- Decrease Out of School Suspensions and Reportable VADIR incidents by 25%

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#### 8) Measurement G. Post Graduate Outcomes (college, work, training, community participation)

##### **Work Experience Opportunities:**

Defined as opportunities outside of the classroom that are consistent with the career goal of the student involved and are associated with his/her field of study at BOCES.

CTE: data available Spring 2008-2009 school year

Baseline Year: 2008-2009

2016 Projection:

- 90% of all students

SCE: data available Spring 2008-2009 school year

Baseline Year: 2008-2009

2016 Projection:

- 60% if all students

Special Education: data available Spring 2008-2009 school year

Baseline Year: 2008-2009

2016 Projection:

- 50% of all students

##### **Post Graduation Indicators:**

College and Trade School Articulations

Baseline Year: 2007-2008

- # of articulations - 90

2016 Projection:

- 126 articulations

Baseline Year: 2007-2008

- Average 2.7 agreements per course

2016 Projection:

- 5 agreements per course

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Scholarships money awarded

Baseline Year: 2007-2008

- Amount awarded- \$ 958,000

2016 Projection:

- \$1,500,000

**Post Secondary Outcomes**

Baseline Year: 2007-2008

Baseline Data:

<b>Special Education Graduates Entering</b>		<b>2016 Projection</b>
Employment	19%	25%
2 Year College	18%	25%
4 Year College	3%	10%
Unknown	20%	5%
Other	14%	5%
Adult Services	26%	30%

<b>CTE Completers Entering</b>		<b>2016 Projection</b>
Related Employment	10%	25%
Unrelated Employment	34.5%	14%
Military	1%	1%
2 Year College	18%	25%
4 Year College	9.5%	20%
Trade School	3%	10%
Unknown	24%	5%

**RESULTS:** See 2016 Projection above.