Eastern Suffolk BOCES

Strategic Plan

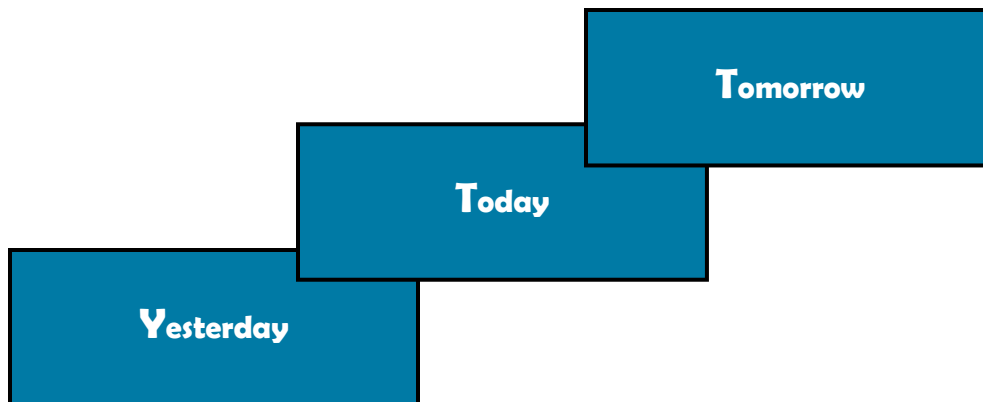# 2012 – 2013

Tomorrow

Today

Yesterday

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Introduction: The ESBOCES Journey

"Yesterday, Today, Tomorrow"

As we begin the fourth year (2012-13) of our long-range strategic plan for 2009-16, and continue our renewed seven-year accreditation period from the Middle States Association of Colleges and Schools (MSA), it is important to remember the framework upon which the work is based.

In 1998, the Board of Eastern Suffolk BOCES embarked on an unprecedented journey that was destined to lead our agency into a new millennium of change and improvement. Now in the 2012-13 year we are continuing our strategies, based on new challenges in an ever-changing environment. For those of us who have traveled the strategic planning path initiated by a forward-thinking Board, this document represents past challenges overcome, current strategies being implemented, and future visions to be realized. For those readers who have remained at the periphery of this initiative, or for whom this is their first introduction, this document stands as a testament to the power of community effort guided by strong leadership. Within its pages, the reader will find an exposition of how our agency enacts its vision:

Educational Services That Transform Lives

The "ESBOCES Journey" is a story about "where we're going and how we're going to get there." The **destination of our ESBOCES journey is summarized in our Agency Mission Statement and the Missions of our various service areas**. Our Journey's itinerary is **specified through a set of twelve Agency Goals** that have been re-established to frame our work based on a two year analysis of our accomplishments and the region's continuing needs. In the following pages, you will learn that our first and most important goal is to assure that all students in our regional area meet or exceed high standards. In order to reach this ultimate destination, the Eastern Suffolk BOCES community has established eleven additional goals seen as necessary to achieving that primary goal, including:

➢ promotion of staff development, shared services, use of technology, public information and internal communications;
➢ practice of cost effectiveness, quality management principles, operational efficiencies, and strategic planning;
➢ availability of programs and healthy, safe, secure and sufficient program space; and
➢ enhancement of staff recruitment/retention and capacity for research, program improvement, and advocacy.

Staff effort and commitment is the vehicle that takes us on our journey. Through outstanding classroom and leadership practices, cutting edge instructional and management practices, and excellent governance, our BOCES family exhibits dedication and service that is unsurpassed by any organization, public or private, educational or other. Without a

doubt, those who have chosen to make the ESBOCES journey have special qualities **fueled by an agency climate and practices that are described by our Agency Beliefs and circumscribed by our Agency Parameters**.

Finally, **this document will lead you along the path of our journey through a roadmap of action plans and performance objectives.** This 2012 Edition of the Strategic Plan provides a comprehensive review of our progress to date through a listing of completed action plans and milestones met during the implementation of ongoing plans. In terms of the journey, **the completed action plans and milestones can be considered landmarks that we've passed on the way to our destination.**

We are convinced that the planning and work that has been done, and that remains to be done, through the ESBOCES Journey is valuable and important. Our confidence has been re-confirmed by an external validation conducted by the Middle States Association. In May 2009, Eastern Suffolk BOCES became the first educational service agency to be re-accredited at the agency level by the regional accrediting body. This distinction was preceded by other firsts – in May 2000, ESBOCES was the first educational services agency in the nation to be accredited by MSA; in October 2001 our Divisions were accredited; and again in 2003-04 when seventeen instructional program sites were recommended for accreditation. The agency and the fourteen existing program service sites had their successful Middle States Mid-Point Review visits in 2005-06 and 2006-07. For the 2009-2016 period, Eastern Suffolk BOCES and Middle States will follow an integrated, single agency-wide accreditation protocol geared to educational services agencies.

Like most trips, ours has had some unexpected twists and turns…but overall, we have maintained the course. We are proud of our accomplishments and excited by our possibilities. We extend our invitation to you to travel along with us on this wonderful adventure that is the ESBOCES Journey.

July 2012

Mission of Eastern Suffolk BOCES

Eastern Suffolk BOCES, an educational cooperative of 51 Long Island school districts, provides educational leadership, direct instruction, management and support through quality, cost-effective instructional programs and shared services. These programs and services maximize educational and career opportunities for Long Island's diverse community of lifelong learners, both children and adults, and enhance the operational effectiveness of its schools.

Amended by the Board 10/04

Vision Statement

Eastern Suffolk BOCES: Educational Services That Transform Lives

Adopted by the Board 10/23/01

AGENCY BELIEFS

We believe that …

- we are a diverse community of reflective, lifelong learners, both children and adults

- our community of children and adult learners is a valuable resource entitled to the highest quality instruction and equitable service

- respect, honesty, and trust are essential in all our interactions

- integrity, continuous assessment, high standards, and innovation are the foundation of organizational success

- the integrity and high standards of our educational programs are reflected in our students and provide them with the skills they need to become responsible citizens and useful members of society

- successful organizations create effective operational systems and depend upon individuals who take responsibility for their actions, are accountable for the programs and services they deliver, and use all their energies to fulfill the expectations of those who count on them

- effective communication of accurate information within the agency and to all our stakeholders enhances involvement and reduces conflict

- production of quality outcomes depends on the collective effort of a well-trained, motivated and healthy workforce who are encouraged to express their opinions

- everyone has the right to a safe, healthy and caring environment which fosters respect and high expectations, maximizes potential, motivates interest and enthusiasm, and encourages the pursuit of happiness

As amended by Board, 11/21/00

EASTERN SUFFOLK BOCES
GOALS 2009-16

In order to continue providing cost-effective programs and services that address the needs of our component districts and support the success of all students in the supervisory district, Eastern Suffolk BOCES has established the following goals for the 2009-16 period:

I.   HIGH STANDARDS FOR STUDENT ACHIEVEMENT
Eastern Suffolk BOCES will ensure that every student who is educated in an Eastern Suffolk BOCES program meets or exceeds the learning standards or alternative provisions set by the New York State Board of Regents.

II.   STAFF DEVELOPMENT
Eastern Suffolk BOCES will promote the continued professional growth of current and future teachers, administrators, and support staff by providing a coordinated program of affordable, needs-based staff development internally and externally.

III.   SHARED SERVICES
Eastern Suffolk BOCES will offer a wide array of relevant shared services to school districts within the region, promote sharing amongst school districts, and facilitate partnerships between school districts, municipalities, and institutions of higher education.

IV.   PROGRAM AND SERVICES AVAILABILITY
Eastern Suffolk BOCES will ensure availability of its programs and services and other resources throughout the region and efficiently bring learners to programs/services and programs/services to learners.

V.   COST-EFFECTIVENESS, QUALITY MANAGEMENT, AND OPERATIONAL EFFICIENCY
Eastern Suffolk BOCES will operate with optimum efficiency consistent with the delivery of high-quality, cost-effective programs and services, will utilize best management practices, and will actively seek new funding sources to aid in accomplishing its goals.

VI.   TECHNOLOGY
Eastern Suffolk BOCES will continuously use an integrated system of technology to improve communication and research, enhance operational and instructional effectiveness and efficiency, and foster increased student achievement for all members of the educational community.

VII. STRATEGIC PLANNING

Eastern Suffolk BOCES will continuously identify and prioritize its major goals and objectives and align appropriate resources on an annual basis by utilizing proactive, flexible strategic planning and budgetary processes which provide opportunity for stakeholder input and regular communication to all stakeholders about the status of these processes.

VIII. HEALTH, SAFETY, SECURITY, AND SPACE

Eastern Suffolk BOCES will ensure that sufficient, appropriate space is available for all its programs and services throughout the Eastern Suffolk BOCES region on a continuing basis and that all students and staff have a safe, secure, healthy and stable environment in which to learn and work.

IX. PUBLIC INFORMATION

Eastern Suffolk BOCES will ensure that all students, parents, school boards, administrators and staff of component districts and their communities are knowledgeable about the full range of Eastern Suffolk BOCES programs and services and are aware of their academic, financial and career benefits.

X. INTERNAL COMMUNICATIONS

Eastern Suffolk BOCES will ensure that all staff are fully informed in a timely manner and knowledgeable about programs, services and strategic planning progress/activities.

XI. HUMAN RESOURCES

Eastern Suffolk BOCES will recruit and retain a highly-qualified and diversified staff and serve as a regional resource, providing support in personnel administration to its component school districts.

XII. RESEARCH, PROGRAM IMPROVEMENT, AND REGIONAL ADVOCACY

Eastern Suffolk BOCES will ensure that its programs continue to meet the present and future needs of its students and districts through research, program improvement, and regional advocacy.

Approved by the Board 5/08

EASTERN SUFFOLK BOCES
PARAMETERS

Eastern Suffolk BOCES will always be visionary in planning for the future while operating within the following parameters which have been established by the Board:

Eastern Suffolk BOCES will only provide programs and services that conform to our mission.

Eastern Suffolk BOCES will always follow all established policies, laws, rules and regulations governing our agency.

Eastern Suffolk BOCES will always abide by negotiated agreements with all employees and will follow all applicable labor laws, rules, regulations, and guidelines.

Eastern Suffolk BOCES will always engage in business practices that conform with laws, rules, and regulations and that follow applicable guidelines, including standard accounting practices.

Eastern Suffolk BOCES will not tolerate discriminatory practices, prejudice or harassment of any kind.

Eastern Suffolk BOCES will always use respectful interpersonal interactions and peaceful methods of conflict resolution in its daily operations and will never tolerate speech or actions which compromise the dignity of the individual.

Eastern Suffolk BOCES will always be truthful.

Eastern Suffolk BOCES will always expect the highest level of performance from our staff and the highest level of achievement from our students and will provide a supportive environment for their work.

Eastern Suffolk BOCES will always maintain a safe, secure, and healthy environment for our students and staff.

Eastern Suffolk BOCES and its staff will never use partisan politics or personal gain as a basis for decision-making or actions, and will disclose all potential conflicts of interest.

Eastern Suffolk BOCES will always use a participatory management approach which relies upon total quality principles and practices.

Adopted by the Board 11/30/99

Divisional and Human Resources Mission Statements

Educational Services Mission Statement

Eastern Suffolk BOCES Educational Services Division, in partnership with the community, is dedicated to meeting the needs of diverse lifelong learners by providing a full spectrum of cost-effective educational and career learning programs and services. These services include those that empower school districts and other educational providers to build capacity for teaching and learning, ensure equitable access to the best education for all students and achieve excellence. The programs enrich life and maximize potential within the community and work force. We are committed to quality, communication, research, respect, safety and attention to our continually changing world.

Management Services Mission Statement

Eastern Suffolk BOCES Management Services Division addresses the diverse needs of our educational community. The Division is a unique regional and internal resource dedicated to continuing its proven history of innovation, expertise and a deep commitment to quality. The Division designs, provides, and facilitates services and specialized information in the areas of administration, technology, support, and management. Through the delivery of these effective services, the Division assists BOCES programs and Long Island school districts in accomplishing their respective missions.

Human Resources Department Mission Statement

The Eastern Suffolk BOCES Human Resources Department advances the region's pursuit of excellence by fostering expertise and best practices in development of the agency's most valuable resources – high-performing people and quality programs. Through a collaborative effort, the Department provides a range of services that promote staff development, recruitment, communications, and research that capitalize on the diverse backgrounds and experiences of the agency's staff. Together, these efforts allow the Department to support the growth of services and programs that build capacity for teaching and learning throughout the region. *(Revised August 2009)*

STRATEGIC ACTION PLANS FOR IMPROVED STUDENT PERFORMANCE AND ORGANIZATIONAL GROWTH

Title	Addresses Agency Goal(s)	Start Date	Strategy Statement	Responsible Administrator	Status
I.A Improving the Educational Outcomes of Eastern Suffolk BOCES Students	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	7/09	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).	Lutz	In Progress

RELATED OPERATIONAL ACTION PLANS

Title	Addresses Agency Goal(s)	Start Date	Strategy Statement	Responsible Administrator	Status
I.B Implementation of Curriculum and Assessment	I. High Standards for Student Achievement II. Staff Development VI. Technology XII. Research, Program Improvement, and Regional Advocacy	7/09	By June 2016, the Educational Services Division will develop a process for the evaluation, revision, and implementation of assessment procedures and curricula.	Lutz / Becker / Arnold / Adsitt	In Progress
I.C Improving Student Transition Planning and Practices	I. High Standards for Student Achievement II. Staff Development *(continued on next page)*	7/09	By June 2016, there will be a documented increase in available curriculum, activities, practices, and instruction regarding student Transition Services as a K-12 division-wide endeavor. It is expected that the outcome of these efforts will be a multi-year focus on new or enhanced	Lutz / Becker / Arnold / Adsitt	In Progress

Title	Addresses Agency Goal(s)		Start Date	Strategy Statement	Responsible Administrator	Status
	XII.	Research, Program Improvement, and Regional Advocacy		transition services to students, parents and BOCES Programs throughout the continuum, as well as services to districts to support their instruction of an ever-increasing included population in our region.		
I.D Student Data Analysis and Program Effectiveness Measures	I. II. VI. XII.	High Standards for Student Achievement Staff Development Technology Research, Program Improvement, and Regional Advocacy	7/09	By June 2016, the Educational Services Division will develop and implement a process for continuous improvement based on analysis of student data and program effectiveness measures.	Lutz / Becker / Arnold / Adsitt	In Progress
I.E Improving Cultural Competence for Agency Staff and Students	I. II.	High Standards for Student Achievement Staff Development	3/06	By July 2012, there will be a measurable increase in Cultural Competence programs available to Eastern Suffolk BOCES students and staff.	Adsitt	In Progress
I.F Improving Participation in Service Learning and Co-Curricular Activities	I. II. IV. XII.	High Standards for Student Achievement Staff Development Program and Services Availability Research, Program Improvement, and Regional Advocacy	7/09	By June 2016, the Educational Services Division will implement strategies to increase participation of students in the various service learning opportunities offered through our student leadership organizations and our CTE/SCE programs.	Lutz / Becker / Arnold	In Progress

STRATEGIC ACTION PLANS FOR IMPROVED STUDENT PERFORMANCE AND ORGANIZATIONAL GROWTH

Title	Addresses Agency Goal(s)	Start Date	Strategy Statement	Responsible Administrator	Status
II.A Assuring Eastern Suffolk BOCES Facilities Services and Regional Leadership for School Facilities Management	I. High Standards for Student Achievement 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 X. Internal Communications	7/09	By July 2016, there will be a measurable improvement in facilities services to Eastern Suffolk BOCES students, staff, and regional school district operations and maintenance departments by: 1) ensuring the health, safety, and security of all Eastern Suffolk BOCES facility occupants; and 2) becoming a regional leader in the area of school facilities management.	Salatto	In Progress

RELATED OPERATIONAL ACTION PLANS

Title	Addresses Agency Goal(s)	Start Date	Strategy Statement	Responsible Administrator	Status
II.B Space Utilization and Facilities Assessment	I. High Standards for Student Achievement V. Cost-Effectiveness, Quality Management, and Operational Efficiency VIII. Health, Safety, Security, and Space	7/09	By July 2016, there will be measureable improvement in facilities services to Eastern Suffolk BOCES students, staff by 1) ensuring Healthy and Safe building structures and operations; and 2) Cost effective and efficient building service operations.	Salatto / Anderson / Lipponer	Ongoing
II.C Security, Health and Safety *(Previously II.D)*	I. High Standards for Student Achievement VIII. Health, Safety, Security, and Space	7/09	By July 2016, there will be a measurable improvement in the safety and security of all Eastern Suffolk BOCES facility occupants. The improvements will occur by addressing items identified in the agency's December 2007 Security Audit Findings.	Salatto / Nelsen / Anderson	Ongoing

STRATEGIC ACTION PLANS FOR IMPROVED STUDENT PERFORMANCE AND ORGANIZATIONAL GROWTH

Title	Addresses Agency Goal(s)	Start Date	Strategy Statement	Responsible Administrator	Status
III.A Education and Information Support Services to School Districts to Improve Student Outcomes	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 XII. Research, Program Improvement, and Regional Advocacy	7/03	By July 2016, Eastern Suffolk BOCES will support improved student learning by increasing the quality and quantity of educational support services/programs offered regionally to its component school districts and Eastern Suffolk BOCES programs, as measured by district participation rates, attendance at activities, CoSer survey results, and regional student assessment data.	Adsitt	In Progress

RELATED OPERATIONAL ACTION PLAN

Title	Addresses Agency Goal(s)	Start Date	Strategy Statement	Responsible Administrator	Status
III.B Professional Development and Student Programs in Cultural Competence for Component School Districts	I. High Standards for Student Achievement II. Staff Development IV. Program and Services Availability	6/06	By June 2016, there will be a measurable increase in the number of offerings provided and the number of educators registering for professional development activities in the area of Cultural Competence.	Adsitt	In Progress

STRATEGIC ACTION PLANS FOR IMPROVED STUDENT PERFORMANCE AND ORGANIZATIONAL GROWTH

Title	Addresses Agency Goal(s)	Start Date	Strategy Statement	Responsible Administrator	Status
IV. A Human Resources Administration	II. Staff Development III. Shared Services V. Cost-Effectiveness, Quality Management, and Operational Efficiency VI. Technology VII. Strategic Planning VIII. Health, Safety, Security, and Space X. Internal Communications XI. Human Resources	7/02	By July 2016, Eastern Suffolk BOCES will have: 1) developed initiatives for recruiting and retaining a highly qualified and diversified workforce; 2) documented and supported professional development for administrative and teacher staff units; 3) developed succession plans for select administrative and instructional positions within the agency; and 4) become a regional resource in all areas of human resources administration.	McSweeney	In Progress

RELATED OPERATIONAL ACTION PLANS

Title	Addresses Agency Goal(s)	Start Date	Strategy Statement	Responsible Administrator	Status
IV.B Performance Evaluation, Professional Development and Succession Planning Initiative	I. High Standards for Student Achievement II. Staff Development X. Internal Communications XI. Human Resources	8/03	By July 2016, the Department of Human Resources will have: 1) reviewed and assessed performance evaluations for classified civil service and unclassified instructional and administrative personnel; 2) identified all current professional development opportunities available to civil service and administrative personnel; 3) developed a system for ensuring all professional activities align with identified agency needs; and 4) established a strategy for succession planning among administrative personnel.	McSweeney / Lutz / Grooms	In Progress
IV.C Recruitment and Retention of a Culturally and Racially Diverse Workforce	I. High Standards for Student Achievement II. Staff Development VII. Strategic Planning XI. Human Resources	9/02	By July 2016, the Department of Human Resources will have identified barriers to recruiting and retaining a highly qualified and diversified (instructional and administrative) workforce and will have established viable solutions for eliminating identified barriers. Establishing inclusive and consistent hiring practices that allow the agency to recruit and retain highly qualified candidates from strong candidate pipelines is the anticipated outcome of this objective.	McSweeney / Grooms	In Progress

STRATEGIC ACTION PLANS FOR IMPROVED STUDENT PERFORMANCE AND ORGANIZATIONAL GROWTH

Title	Addresses Agency Goal(s)	Start Date	Strategy Statement	Responsible Administrator	Status
V.A Communicating Eastern Suffolk BOCES Initiatives	VI. Technology VII. Strategic Planning IX. Public Information X. Internal Communications XI. Human Resources XII. Research, Program Improvement, and Regional Advocacy	7/01	By July 2016, Eastern Suffolk BOCES will have established public information strategies increasing awareness about Eastern Suffolk BOCES programs and services. There will be a measurable increase in the percent of internal and external constituents who agree they are informed about agency initiatives, have opportunities for input to agency decisions, and can represent the mission and vision of the agency from a position of knowledge, understanding, and participation in its future.	Bixhorn / McSweeney / Grooms	In Progress

RELATED OPERATIONAL ACTION PLANS

Title	Addresses Agency Goal(s)	Start Date	Strategy Statement	Responsible Administrator	Status
V.B Developing the Media and Community Relations Services (MCRS) CoSer	VI. Technology IX. Public Information X. Internal Communications XII. Research, Program Improvement, and Regional Advocacy	7/09	By July 2016, the Office of Communications will have enhanced the Media and Community Relations Services (MCRS) CoSer by providing training to all public relations in-district staff, developing a coordinated program for providing public relations services through external consulting firms, and establishing in-house print media production services.	Bixhorn / Salatto / Grooms	In Progress

STRATEGIC ACTION PLANS FOR IMPROVED STUDENT PERFORMANCE AND ORGANIZATIONAL GROWTH

Title	Addresses Agency Goal(s)	Start Date	Strategy Statement	Responsible Administrator	Status
VI.A Researching, Improving Programs/Services, and Advocating for the Region	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	1/99	By July 2016, Eastern Suffolk BOCES will continue to improve its capacity for research, program/service improvement, and regional advocacy through: 1) strategic planning; 2) the Middle States Association Accreditation for Growth (AFG) process; 3) the availability of data for data-driven decision-making; 4) facilitative grants management; and 5) advocacy activities.	Bixhorn / McSweeney/ Lutz / White-Ciraco / Grooms	In Progress

RELATED OPERATIONAL ACTION PLANS

Title	Addresses Agency Goal(s)	Start Date	Strategy Statement	Responsible Administrator	Status
VI.B Agency-wide Accreditation and Strategic Planning	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 *(continued on next page)*	1/99	By July 2016, Eastern Suffolk BOCES will be re-accredited by the Middle States Association based on: 1) the implementation of the action plans outlined in the 2009-2016 strategic plan as updated through the strategic planning process, annual strategic planning council reviews, and examination by a mid-point review by the Middle States Association; 2) the continuous adherence to Middle States Standards; and 3) the development of an approved strategic plan for the 2016-2023 period.	Bixhorn / White-Ciraco / Grooms / Lutz / Salatto	In Progress

Title	Addresses Agency Goal(s)	Start Date	Strategy Statement	Responsible Administrator	Status
	VIII. Health, Safety, Security, and Space IX. Public Information X. Internal Communications XI. Human Resources XII. Research, Program Improvement, and Regional Advocacy				
VI.C Expanding Agency and Regional Grants Management	II. Staff Development III. Shared Services IV. Program and Services Availability V. Cost-Effectiveness, Quality Management, and Operational Efficiency IX. Public Information X. Internal Communications XI. Human Resources	7/04	By July 2016, Eastern Suffolk BOCES will have expanded its capacity for regional resource and knowledge-sharing internally and externally for the purpose of expanding grant opportunities, continuing the upward trend of specially-funded project funding, enhancing service opportunities for Eastern Suffolk BOCES and component districts.	White-Ciraco	In Progress
VI.D Research Performance and Capacity *(Revised)*	I. High Standards for Student Achievement II. Staff Development V. Cost Effectiveness, Quality Management, and Operational Efficiency VII. Strategic Planning IX. Public Information X. Internal Communications XII. Research, Program Improvement, and Regional Advocacy	1/07	By July 2016, Eastern Suffolk BOCES will establish the Office of Research as a provider of high-quality educational, evaluation, and policy research that produces data and other information aligned with student and funding advocacy initiatives of the ESBOCES programs and staff, component school districts, and other entities influencing public education on Long Island.	Bixhorn / McSweeney / Lutz / Grooms / White-Ciraco	In Progress
VI.E ESBOCES Agency and Regional Advocacy	I. High Standards for Student Achievement II. Staff Development III. Shared Services IV. Program and Services Availability *(continued on next page)*	7/09	By July 2016, Eastern Suffolk BOCES will have established ongoing initiatives that promote, inform and influence various local and regional stakeholders in order to build their support for the agency's mission and Long Island as a region.	Bixhorn / Lucera / McSweeney / Lutz	In Progress

Title	Addresses Agency Goal(s)	Start Date	Strategy Statement	Responsible Administrator	Status
	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				

STRATEGIC ACTION PLANS FOR IMPROVED STUDENT PERFORMANCE AND ORGANIZATIONAL GROWTH

Title	Addresses Agency Goal(s)	Start Date	Strategy Statement	Responsible Administrator	Status
VII.A Ensuring Operations, Management, and Finance	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 X. Internal Communications XI. Human Resources XII. Research, Program Improvement, and Regional Advocacy	9/02	By July 2016, Eastern Suffolk BOCES will: 1) continue to review and update its Board Policies, Administrative Regulations, rules, procedures, practices, and forms ensuring alignment with federal and state requirements; agency vision, mission, beliefs, and goals; and best practices; 2) continue to evaluate and improve the agency's internal controls to ensure compliance with all regulatory authorities; and 3) provide expanded regional leadership and resources to school districts in the areas of school operations, business management, and educational finance.	Salatto	In Progress

RELATED OPERATIONAL ACTION PLANS

Title	Addresses Agency Goal(s)	Start Date	Strategy Statement	Responsible Administrator	Status
VII.B PeopleSoft Upgrade and Transition to WinCap *(Revised 2012-13)*	I. High Standards for Student Achievement II. Staff Development V. Cost-Effectiveness, Quality Management, and Operational Efficiency VI. Technology VII. Strategic Planning X. Internal Communications XI. Human Resources	7/09	By July 2015, Eastern Suffolk BOCES will complete a comprehensive conversion of the ESBOCES Management Information System (PeopleSoft) to WinCap. WinCap is a Windows based Financial and Human Resource Management System designed specifically for school districts and BOCES. Included in this upgrade is total redesign of our technology infrastructure. This will be implemented in four phases. Phase 1 is the upgrade of the technical infrastructure installation of the software in a test environment and the training of the technical staff. Phase 2 is the implementation of the payroll/human resource module. Phase 3 is the implementation of the WinCap financial application	Salatto / Nelsen	In Progress

Title	Addresses Agency Goal(s)	Start Date	Strategy Statement	Responsible Administrator	Status
			module. Phase 4 was the implementation of the student management module, which is now unnecessary due to the implementation of a new student data management system being done by the Department of Special Education. Phase 4 will now be the implementation of the WinCap Payroll/Human Resources module.		
VII.C Implement Web-Based E-Procurement System	I. High Standards for Student Achievement II. Staff Development III. Shared Services V. Cost-Effectiveness, Quality Management, and Operational Efficiency VI. Technology VII. Strategic Planning X. Internal Communications XI. Human Resources	7/09	By September 2012, Eastern Suffolk BOCES will implement a web-based e-procurement system to be used by both BOCES and school districts. An e-procurement system will electronically compile all valid purchasing sources for items in one web-hosted database, enabling users at all levels to compare prices on one web page when purchasing approved items.	Salatto / Kaelin	In Progress
VII.D Enhance Division's Leadership Position in School Finance, Business Management, and Information Technology	I. High Standards for Student Achievement II. Staff Development IV. Program and Services Availability V. Cost-Effectiveness, Quality Management, and Operational Efficiency VI. Technology VII. Strategic Planning X. Internal Communications	7/06	By July 2016, the Management Services Division shall have measurably enhanced its stature as a regional leader in the areas of school finance, business management, operations, and information technology by means of increased staff expertise, the release of findings from new research projects, serving on local, regional, and state committees, establishing and/or expanding strategic relationships with institutions of higher education, and expanding relationships with NYSED and various educational and business associations.	Salatto / Kaelin / Nelsen / Anderson / Lipponer	In Progress
VII.E Implement Web-Based School District Service Requests *(New 2011-12)*	I. High Standards for Student Achievement II. Staff Development III. Shared Services V. Cost-Effectiveness, Quality Management, and Operational Efficiency VI. Technology VII. Strategic Planning X. Internal Communications XI. Human Resources	7/11	By September 2013, Eastern Suffolk BOCES will implement a web-based school district service request system. An electronic school district service request system will enable school districts to subscribe to ESBOCES services through a web-based application (WinCap). School districts will be able to see historical data, subscribe to ESBOCES services and electronically approve prior to sending to ESBOCES. ESBOCES will be able to monitor services requests at all stages of the approval process.	Salatto / Kaelin / Lipponer	

STRATEGIC ACTION PLANS FOR IMPROVED STUDENT PERFORMANCE AND ORGANIZATIONAL GROWTH

Title	Addresses Agency Goal(s)	Start Date	Strategy Statement	Responsible Administrator	Status
VIII.A Leading the Region in Technology Services	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 XII. Research, Program Improvement, and Regional Advocacy	7/03	By July 2016, Eastern Suffolk BOCES will become a regional leader in technology services, offering new and enhanced technologies to improve efficiencies and strengthen the quality of the programs and services offered to all members of our educational community.	Weber	In Progress

RELATED OPERATIONAL ACTION PLANS

Title	Addresses Agency Goal(s)	Start Date	Strategy Statement	Responsible Administrator	Status
VIII.B Continue Assessment of RIC Service Offerings and Fee Structures	III. Shared Services IV. Program and Services Availability V. Cost-Effectiveness, Quality Management, and Operational Efficiency VI. Technology VII. Strategic Planning XII. Research, Program Improvement, and Regional Advocacy	7/06	By July 2016, the Regional Information Center will have successfully realigned all pricing models to be consistent across all service areas, as appropriate and where consistency can be established. Additionally, in areas where scaled administrative fees are more appropriate, a consistent methodology will be fully implemented. Combining service programs to better maximize service offerings and opportunities will also be explored to better align services to district needs and to support both tactical and strategic directions as well as to maximize the efficiency and resources required to support regional solutions.	Weber	In Progress

Title	Addresses Agency Goal(s)	Start Date	Strategy Statement	Responsible Administrator	Status
VIII.C Disaster Recovery Planning with Districts	III. Shared Services IV. Program and Services Availability V. Cost-Effectiveness, Quality Management, and Operational Efficiency VI. Technology VII. Strategic Planning	7/06	By July 2016, the Regional Information Center will engage component districts across the region in Disaster Recovery Planning activities, both tactical and strategic to effect a common strategy that can be supported through collaborative service offerings to maximize the efficiency and resources required to support a regional solution.	Weber	In Progress
VIII.D Research and Develop Technology to Continue to be Regional Leaders Meeting District Needs	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 XII. Research, Program Improvement, and Regional Advocacy	7/06	By July 2016, the Regional Information Center will continue to facilitate and participate in regional, statewide, and other leadership activities around all areas of the technology planning, research and development, etc. for all component districts and the BOCES. All of these efforts are centered around providing expert knowledge resources and collaborative service offerings to maximize the efficiency and resources required to support regional solutions.	Weber	In Progress
VIII.E K-12 Data Integration and Management	II. Staff Development III. Shared Services IV. Program and Services Availability V. Cost Effectiveness, Quality Management, and Operational Efficiency VI. Technology VII. Strategic Planning XII. Research, Program Improvement, and Regional Advocacy	9/10	By 2016 Eastern Suffolk BOCES will have developed and phased in various systems that will fully inform school districts about data management, as well as facilitate inter-system integration of various common data elements as can be negotiated and designed with the various third party student, financial, and other systems utilized by K-12 school districts across the region.	Adsitt / Weber	In Progress

ACTION PLANS – COMPLETED

Title	Addresses Agency Goal(s)	Strategy Statement	Responsible Administrator	Status
Operations and Maintenance Project Management and Resource Allocation	V. Cost-Effectiveness, Quality Management, and Operational Efficiency VII. Strategic Planning	By July 2010, the Operations and Maintenance Department shall have developed, implemented, and trained staff on a project management and reporting system for use in monitoring and reporting the status and progress of all internal building related projects and Capital projects.	Salatto / Anderson	Completed *7/10*
Implement Web-Based E-policy System	I. High Standards for Student Achievement II. Staff Development III. Shared Services V. Cost-Effectiveness, Quality Management, and Operational Efficiency VI. Technology VII. Strategic Planning X. Internal Communications XI. Human Resources	By December 2009, Eastern Suffolk BOCES will implement a user-friendly software program dubbed "eDocs" that will provide for multi-word searches within Board Policies, Administrative Regulations, Procedures, and Forms. This easy-to-use, information technology system will be on the Eastern Suffolk BOCES Intranet and Internet, with instructions designed to assist newcomers.	Salatto	Completed 1/10
Improving the Educational Outcomes of BOCES Students	I. High Standards IV. Program Availability VI. Technology	By the year 2009, there will be a measurable improvement in the educational outcomes of BOCES special, career, and adult education students. There will be a measurable increase in the percentage of BOCES students who are provided instruction, work activities, and life skill experiences in general education, community, and job settings. There will be a measurable increase in the percentage of BOCES students who have access to the general education curriculum and/or to curriculum reflecting the NYS standards. There will be a measurable increase in the number of secondary students earning diplomas. There will be a measurable increase in the percentage of students who success-fully transition to their next educational/life setting and who have improved standing for entry into the job market or higher education. This will be achieved and measured through the establishment of a comprehensive program based upon this action plan and the indicators of the State Performance Plan and P-16.	Lutz	Completed 6/09

Title	Addresses Agency Goal(s)	Strategy Statement	Responsible Administrator	Status
Improving the Educational Outcomes of BOCES Special Education Students in Integrated Settings	I. High Standards IV. Program Availability VI. Technology	By the year 2009, there will be a measurable improvement in the educational outcomes of BOCES special education students. There will be a measurable increase in the percentage of BOCES students who are provided instruction, work activities, and life skill experiences in general education, community, and pre-employment settings. There will be a measurable increase in the percentage of BOCES students who have access to the general education curriculum. There will be a measurable increase in the percentage of students who successfully transition to their next educational/life setting.	Lutz/ Becker	Completed 6/09
Implementation of New High School Level Math Courses And Regents Exams	I. High Standards II. Staff Development	By June 2010, the implementation of two new high school level math courses and the corresponding Regents exams will be completed. This implementation will include the realignment of the curriculum, purchase of instructional materials, and professional development for instructional staff.	Adsitt	Completed 6/09
Redesign of Student Transition Instruction and Practices	I. High Standards II. Staff Development III. Quality Management IV. Program Availability VI. Technology X. Internal Communications	During the 2008-09 school year, the Special Education Task Force will review current practices regarding student Transition Services as a K-12 endeavor. The goal will be to discuss current and best practices, state and federal education department regulations, and the best interests of students as they pertain to the transition of students at many different levels. It is expected that the outcome of these meetings will be the development of a multi-year, department-wide plan that will coordinate existing transition planning efforts, and propose new or enhanced transition services to students, parents and BOCES Programs throughout the continuum, as well as services to districts to support their instruction of an ever-growing included population in our region.	Becker	Completed 6/09
Career, Technical and Adult Education Program Program Relocation, Student Data Analysis and Program Effectiveness Measures	I. High Standards II. Staff Development III. Quality Management VII. Strategic Planning	By July 2008, the Career, Technical and Adult Education Programs clearly developed and redefined a plan for continuous student and program improvement, as well as student access to secondary Career and Special Career Education programs. This process has and will continue to emphasize the role of Career and Technical Education and also highlight its presence within the region through 2009. The process will include a continuous review of student data collection and the analysis of this data to increase program effectiveness as well as improve student outcomes.	Skelly	Completed 6/09
Assuring Equitable Facilities for All BOCES Students and Staff	I. High Standards III. Quality Management IV. Program Availability VI. Technology VII. Strategic Planning VIII. Space and Safety X. Internal Communications	By July 2009, all BOCES students and staff shall be educated and work in facilities that meet agency-wide standards established by the BOCES to effectively and efficiently: assure the health, safety, and reasonable comfort of all occupants; enhance the learning and working potential of students and staff; and meet all regulatory requirements.	Hamilton	Completed 6/09

Title	Addresses Agency Goal(s)	Strategy Statement	Responsible Administrator	Status
Space Utilization	IV. Program Availability V. Resourcing and Operational Efficiency VI. Technology VII. Strategic Planning VIII. Space and Safety X. Internal Communications	By December 2006, the Administrative Services Department shall have created, populated, and published on the Administrative Council segment of the agency Intranet an agency-wide facilities space utilization database. Periodic updates will continue through 2009.	Hamilton	Completed 6/09
Agency-wide Facilities Assessment	I. High Standards III. Quality Management VIII. Space and Safety	By July 2009, the Administrative Services Department shall have conducted an agency-wide assessment of all BOCES facilities. Facilities will be evaluated to ensure they meet the needs of the program and enhance the learning and working potential of students and staff.	Hamilton	Completed 6/09
Educational Support Services to School Districts to Improve Student Outcomes	I. High Standards II. Staff Development IV. Program Availability VI. Technology	By June 2009, the Department of Educational Support Services will assist districts to reach their goals of improved student outcomes, through staff and curriculum development and the use of instructional technology. The foundation of all ESS activities will be the New York State Learning Standards and research-based best practices that support academic, social and emotional growth of all students. ESS activities will be aligned to ensure that services integrate seamlessly and reinforce common outcomes and strategies.	Adsitt	Completed 6/09
Regional Staff Development and Student Programs in Cultural Competence for Eastern Suffolk BOCES Component School Districts	II. Staff Development IV. Program Availability VIII. Space and Safety	By June 2009, there will be a measurable increase in professional development activities and student programs in the area of cultural competence offered to the component school districts of Eastern Suffolk BOCES.	Adsitt	Completed 6/09
Human Resources Administration	II. Staff Development III. Quality Management V. Resourcing and Operational Efficiency VI. Technology XI. Staff Recruitment and Retention	By the year 2009, Eastern Suffolk BOCES Department of Human Resources will: 1) develop initiatives to recruit, hire and track a culturally and racially diverse workforce; 2) assure that all Eastern Suffolk BOCES employees participate in professional development so that they meet annual certification standards and have the opportunity for career advancement; 3) develop and implement systems for evaluating staff; and 4) develop and implement systems for tracking staff.	Locantore	Completed 6/09

Title	Addresses Agency Goal(s)	Strategy Statement	Responsible Administrator	Status
Evaluation Assurance Phase II	XI. Staff Recruitment and Retention	By June 2008, the administration will assess the quality of the agency's employee evaluation forms to identify strengths and weaknesses, develop recommendations for improvement, and implement recommendations.	Bixhorn / Locantore	Completed 6/09
Recruitment and Retention of a Culturally and Racially Diverse Workforce	XI. Staff Recruitment and Retention	By June 2008, the Department of Human Resources will assess the methods and practices of the agency that are used to target, recruit, and retain a diverse workforce. Where necessary, improvements to the system will be implemented. ESBOCES component school districts have also expressed a need for support in recruiting a diverse teacher workforce that is reflective of the region's student population, as well as support in recruiting teacher candidates with diverse skills and backgrounds, particularly those holding certification in difficult to fill subject areas. The department will work with these school districts to develop a larger pool of teacher candidates to address immediate workforce needs in the ESBOCES region.	Locantore / Grooms	Completed 6/09
BOCES Communication Initiatives	VI. Technology VII. Strategic Planning IX. Public Information X. Internal Communications	By 2009, there will be a measurable increase in the percent of our stakeholders and the public at large that recognize Eastern Suffolk BOCES as a quality regional educational institution. By 2008, there will be a measurable increase in the percent of Eastern Suffolk BOCES staff who agree that they are informed about agency actions, have opportunities for input to agency decisions, and can represent the mission and vision of the agency to the outside world from a position of knowledge, understanding, and participating in its future. This will be accomplished through the efforts of a coordinated set of public information strategies and coordinated communication activities implemented by the Office of Communications.	Bixhorn / Locantore / Grooms	Completed 6/09
Develop Cross-functional Team	II. Staff Development V. Resourcing and Operational Efficiency VI. Technology	By July 2008, the Office of Communications and the agency will establish internal procedures and embedded controls to streamline print production and ensure quality control. *(Previous to 2006-07 was: By July 2006, the Office of Communications and the agency will demonstrate noticeable improvement in working together on graphics related projects.)*	Bixhorn / Locantore / Grooms	Completed 6/09
Research and Program Improvement	II. Staff Development V. Resourcing and Operational Efficiency VII. Strategic Planning X. Internal Communications XII. Research and Development	By July 2009, Eastern Suffolk BOCES will improve its capacity for research and program improvement through: 1) strategic planning; 2) the Middle States Association Accreditation for Growth (AFG) process; 3) the availability of data for data-driven decision making; 4) the capacity to survey stakeholders for program improvement efforts; and 5) supportive grants administration.	Bixhorn/ Locantore/ White-Ciraco/ Grooms	Completed 6/09

Title	Addresses Agency Goal(s)	Strategy Statement	Responsible Administrator	Status
Agency-wide, Divisional and Site Accreditation	II. Staff Development VII. Strategic Planning	By July 2009, Eastern Suffolk BOCES will be reaccredited by the Middle States Association based on the implementation of the action plans outlined in the current strategic plan as updated through annual reviews and examined by a mid-point onsite visit by a Middle States Association representative, based on demonstration of continued adherence to Middle States standards, and based on the development of a second seven-year strategic plan using an approved planning process.	Bixhorn/ White-Ciraco	Completed 6/09
Establishing a Consortium of Grants Administrators	II. Staff Development V. Resourcing and Operational Efficiency X. Internal Communications	By 2009, Eastern Suffolk BOCES will facilitate resource and knowledge sharing between grants administrators for the purpose of enhancing grant development efforts that will increase the amount of special funding which supports service to Eastern Suffolk BOCES students and component districts.	White-Ciraco	Completed 6/09
Management Services Division Mission Achievement	II. Staff Development III. Quality Management IV. Program Availability V. Resourcing and Operational Efficiency VI. Technology VII. Strategic Planning VIII. Space and Safety X. Internal Communications XI. Staff Recruitment and Retention XII. Research and Development	By July 2009, the Management Services Division will increase its capacity to achieve, and the achievement of, its mission by: providing effective needs-based staff development to divisional and agency staff; continuing to improve internal controls agency-wide; continuing to improve internal divisional systems and processes; continuing to improve existing and/or creating new services to both external and internal customers; and increasing the internal and external leadership / resource / support role of all administrators and other appropriate staff within the division.	Salatto	Completed 6/09
Review, Revise, Establish and Publish or Re-Publish Rules, Procedures, Practices, and Forms	I. High Standards II. Staff Development III. Quality Management V. Resourcing and Operational Efficiency *(continued on next page)*	By July 2009, Eastern Suffolk BOCES will, using a phased approach, review, revise where appropriate, establish where appropriate, and publish (re-publish) its Board policies, administrative regulations, rules, procedures, practices, and forms. Phases 1 and 2 will focus on the Management Services Division and the Educational Services Division respectively.	Salatto	Completed 6/09

Title	Addresses Agency Goal(s)	Strategy Statement	Responsible Administrator	Status
	VI. Technology X. Internal Communications			
Billing and School District Contracting	V. Resourcing and Operational Efficiency	By August 2009, Eastern Suffolk BOCES will redesign the agency's billing and contract business processes and fully implement a comprehensive PeopleSoft billing/accounts receivable/contract module that will provide strategic financial reporting capabilities for administrators, as well as electronic files for contract and billing information for component school districts.	Kaelin / Savarese / Hamilton	Completed 6/09
Creating 5 Year Technology Plan to Improve Productivity	V. Resourcing and Operational Efficiency VI. Technology	By February 2008, Eastern Suffolk BOCES will establish and begin implementation of a five-year technology plan designed to position the agency to leverage its existing technology in achieving increased productivity and to identify and implement new technologies that will further enhance productivity in the future.	Savarese	Completed 6/09
Expand Extranet	V. Resourcing and Operational Efficiency VI. Technology	By July 2009, the Management Services Division will have expanded the agency Extranet to include sites for the BOCES Board, component superintendents, district clerks, and technology administrators. These sites will be created, deployed, and supported with appropriate user training and help desk services.	Salatto / Weber	Completed 6/09
Supporting Educational Opportunities through Technology Services	I. High Standards II. Staff Development VI. Technology	By the year 2009, Eastern Suffolk BOCES will offer new and enhanced technologies to improve the efficiency and strengthen the quality of the programs and services offered to all members of our educational community.	Salatto / Weber	Completed 6/09
Assess the Services Provided by the Regional Information Center	V. Resourcing and Operational Efficiency	By July 2009, Eastern Suffolk BOCES will assess the services being provided by the Regional Information Center and establish a plan for developing new and enhanced services, while also increasing the department's internal technical capacity.	Salatto / Weber	Completed 6/09
RIC Research and Development of Expanded Network Solutions	IV. Program Availability VI. Technology VII. Strategic Planning XII. Research and Development	By June 2009, the feasibility and demand potential from school districts for expanding networked solutions through Eastern Suffolk BOCES will be researched.	Weber	Completed 6/09
RIC Project Management Tracking Procedure	II. Staff Development III. Quality Management V. Resourcing and Operational Efficiency	By June 2009, a standardized process for project management tracking and reporting for all RIC facilitated technology initiatives for school districts will be developed and implemented.	Weber	Completed 6/09

Title	Addresses Agency Goal(s)	Strategy Statement	Responsible Administrator	Status
RIC Research and Development Procedures	II. Staff Development III. Quality Management VI. Technology VII. Strategic Planning XII. Research and Development	By July 2009, a standardized process for conducting needs based assessments facilitating the ability for the RIC to conduct research and development activities will be developed and implemented.	Weber	Completed 6/09
Transition of Director of Career, Technical and Adult Education	I. High Standards II. Staff Development III. Quality Management IV. Strategic Planning	By July 2008, the Director of Career, Technical and Adult Education will have been replaced in an orderly, organizationally sound manner. In addition to the recruitment of a replacement, the process will include a review and evaluation of the structure and responsibilities amongst central office administrators in this department.	Lutz	Completed 6/08
New Computerized Student Management System	V. Resourcing and Operational Efficiency VI. Technology	By July 2005, Eastern Suffolk BOCES will complete the Phase 1 implementation of its new computerized student management system. Phase 1 will include the functions of student attendance, performance reporting, and student discipline. By July 2006 Phase 2 implementation of the student management system will be completed. Phase 2 will concentrate on support structure reorganization, procedure definition and documentation, and reassessment of agency requirements with an emphasis on decentralization of responsibilities.	Becker / Savarese	Completed 6/08
Collaborative Plan for the Merger of the Brookhaven and Jefferson Academic Centers	I. High Standards II. Staff Development III. Quality Management IV. Program Availability	During 2007-2008, committees of professionals from the Brookhaven Academic Center and the Jefferson Academic Center will be convened/developed for the purpose of outlining each program's parameters, and working collaboratively on a program design that will merge the current Brookhaven Academic Center and Jefferson Academic Center into one middle school center. The task will be to assimilate New York State Curriculum requirements, as well as, academic, social and management needs of our students into a highly effective program. It is expected that the outcome of these planning meetings will be a program design that incorporates stakeholder experience and expertise, best practices in the field of special education and optimum facility use of the Jefferson Academic Center, the site of the merged program.	Becker	Completed 6/08
RIC Contract Management Procedures	III. Quality Management V. Resourcing and Operational Efficiency	By June 2008, a standardized process for collecting and managing all of the contractual information utilized by the RIC in support of service deliveries and school district participation will be developed and implemented.	Weber	Completed 6/08

Title	Addresses Agency Goal(s)	Strategy Statement	Responsible Administrator	Status
Standardized Parameters for Instructional Materials	I. High Standards II. Staff Development V. Resourcing and Operational Efficiency	By June 2007, parameters for the identification and purchase of standardized instructional materials will be developed and aligned with the most current Program Profiles in order to prepare students for the Regents, RCT's or Alternate Assessment. An instructional materials recommendation-purchase cycle will be defined and disseminated to staff. The parameters and process established will support standards-based instruction in all BOCES programs.	Skelly	Completed 6/07
Annual Student Profile Goal Development	I. High Standards II. Staff Development III. Quality Management VI. Technology	During the school year 2006-2007, a committee of professionals from each of the special education disciplines will be developed for the purpose of studying our current Instructional Goal Bank in relation to new federal and state requirements for measurability and objectivity. Our task will be to discuss new requirements for student educational and related service goals and objectives, as well as, the steps to be taken to achieve compliance. It is expected that the outcome of these meetings will be a process that will amend our existing goal bank to insure compliance with federal and state regulations, provide staff development to our professional staff in the use of these goals, and incorporate this amended goal bank during the 2006-2007 Annual Student Profile (ASP) Development Process.	Becker	Completed 6/07
Forms Management	II. Staff Development III. Quality Management V. Resourcing and Operational Efficiency VI. Technology	By June 30, 2007 the Management Services Division shall develop and begin implementation of a process for managing all the agency's blank forms that will assure that these forms: are standardized to the degree desirable; exist in the appropriate format(s); exist in their current version only; and are accessible by all who need to use them.	Salatto	Completed 6/07
Re-establishment of Special Education Task Force	I. High Standards IV. Program Availability VI. Technology	During the school year 2005-2006, the Special Education Task Force will be re-established to study regional trends in educational service needs. The goal will be to discuss enrollment patterns, possible new service offerings and emerging directions in the field of special education in a collaborative format. It is expected that the outcome of these meetings will be proposals for enhancements of existing programs, and proposals for new services directly to students, as well as, services to districts to support their instruction of an ever-growing included population in our region.	Becker	Completed 6/06
Career Technical and Adult Education Program Realignment, Relocation and Restructuring	I. High Standards II. Staff Development III. Quality Management VII. Strategic Planning	By July 2005, Career, Technical and Adult Education Programs will have begun a plan for realignment and relocation of programs through a restructuring process. This process shall result in a realignment that will not only emphasize the role of Career and Technical Education but also highlight its presence within the region. This process will include a review and assessment of the operations of all programs. By June 2006, there shall be a clear and redefined plan to achieve this objective by July 2009.	Alexander-Davis	Completed 6/06

Title	Addresses Agency Goal(s)	Strategy Statement	Responsible Administrator	Status
Staff Development	I. High Standards II. Staff Development III. Quality Management VIII. Space and Safety X. Internal Communications XI. Staff Recruitment and Retention	By June 2006, there will be a clear, published protocol for the development and implementation of staff development initiatives pursuant to the agency's contractual obligation. There will be a documented increase in the number of staff members engaged in AFG directed staff development activities.	Krizel/ Becker/ Alexander-Davis	Completed 6/06
Comprehensive Facility Needs/ Improvement Plan	I. High Standards V. Resourcing and Operational Efficiency VIII. Space and Safety	By September 1, 2004, a comprehensive review of all BOCES owned and leased facilities will be completed.	Packman	Completed 6/06
Integrating Job Embedded, Sustained Professional Development to Support Educational Programs in Eastern Suffolk BOCES and Component Districts	I. High Standards II. Staff Development IV. Program Availability	By June 2006, Job Embedded Staff Development supporting educational programs in district will be implemented by master teacher coaches, BOCES staff and educational consultants through the collaborative efforts of the Director and the Divisional Administrator for Educational Support Services, in conjunction with our BOCES and local school districts.	Skelly/ Adsitt	Completed 6/06
Standardize Clerical Assignments	II. Staff Development V. Resourcing and Operational Efficiency	By September 2006, a standardized clerical assignment process that incorporates a career pathway for clerical staff will be in place. This process will address an identified need to standardize clerical assignments throughout the agency based on the work responsibilities that are required in particular job assignments, as well as provide clerical staff with an opportunity to advance within the system through the clerical career pathway as established by Civil Service Guidelines.	Locantore	Completed 1/06
Develop Website Content Management and Graphic Arts Support Services in Partnership with Administrative Council	V. Resourcing and Operational Efficiency	By June 30, 2009, the agency will assist Administrative Services in generating predictable annual revenue from clients outside the agency for web content management and support, graphic design, publicity and other related services.	Packman/ Weber/ Grooms	Eff. 2006-07, the RIC supervises Website development and support for districts and will, therefore, incorporate required

Title	Addresses Agency Goal(s)	Strategy Statement	Responsible Administrator	Status
				activities into their strategic/ related operational action plans.
Review, Revise, Establish and Re-Publish Administrative Regulations	I. High Standards V. Resourcing and Operational Efficiency VI. Technology	By June 30, 2008, Eastern Suffolk BOCES will review, revise where appropriate, establish where appropriate, and re-publish all Administrative Regulations.	Packman	Completed 6/06
Designing and Deploying an Intranet and Extranet to Enhance Internal and External Communications	III. Quality Management V. Resourcing and Operational Efficiency VI. Technology IX. Public Information X. Internal Communications	By June 30, 2006, Eastern Suffolk BOCES will design and deploy an Intranet and an Extranet to enhance communication and collaboration between the agency and its internal and external stakeholders, while also improving access by these stakeholders to the relevant data they need to achieve their various related missions.	Higuera/ Savarese/ Weber	Completed 6/06
Transition of Special Education Administration	I. High Standards II. Staff Development III. Quality Management VII. Strategic Planning	By July 1, 2005, the retiring Co-Director of Special Education will have been replaced through a process that will result in the restructure of Eastern Suffolk BOCES' academic programs under the supervision of one Director of Special Education. This process will include a review of the job description and operations of the current secondary and elementary programs.	Manzo/ Becker	Completed 6/05
Career, Technical and Adult Education Administrative Realignment/ Restructuring	I. High Standards II. Staff Development III. Quality Management VII. Strategic Planning	By July 1, 2004, Secondary & Adult Programs will have been realigned through a reorganization process that will result in the restructure of the Educational Services Division. The restructuring shall result in a realignment that emphasizes the role of the Career and Technical Education in the region. This process shall include a review of the administrative structure along with various other line positions and the operations of the Career, Technical, & Adult Education Programs. By July 1, 2005, there shall be clear and redefined programs supported by an appropriate administrative structure.	Alexander-Davis	Completed 6/05
Develop and Implement Custodial Standards for Facilities	I. High Standards II. Staff Development V. Resourcing and	By June 2005, Eastern Suffolk BOCES will have completed a Custodial Standards Manual.	Packman	Completed 6/05

Title	Addresses Agency Goal(s)	Strategy Statement	Responsible Administrator	Status
	Operational Efficiency VIII. Space and Safety			
Relocation of Aviation Program	I. High Standards V. Resourcing and Operational Efficiency VIII. Space and Safety	By January 2005, the most appropriate location for the Suffolk Aviation Center will have been determined and established.	Packman	Completed 6/05
Integrating Professional Development to Support Inclusive Educational Programs	I. High Standards II. Staff Development IV. Program Availability	By June 2005, staff development programs supporting inclusive educational programs will be developed and presented by BOCES staff and educational consultants through the collaborative efforts of the Director and the Divisional Administrator for Educational Support Services.	Skelly/ Adsitt	Completed 6/05
Assessing the Feasibility of Establishing an Educational Foundation to Support BOCES Programs	V. Resourcing and Operational Efficiency VII. Strategic Planning X. Internal Communications	By November 30, 2004, Eastern Suffolk BOCES will assess the feasibility and desirability of establishing an educational foundation for the purpose of raising funds to support the various programs operated by the agency.	Bixhorn/ Higuera	Complete – Decision for no foundation at this time 12/04
Accreditation of Instructional Program Sites	I. High Standards VII. Strategic Planning	By June 2005, each BOCES instructional program site will have established at least two measurable objectives relating to student performance standards set by the New York State Board of Regents, and the objectives, along with their respective action plans, will have been approved by the Middle States Association through the Accreditation for Growth process.	Krizel/ Watkins	Completed 6/04
Improving the Educational Outcomes of BOCES Students in Secondary Integrated Settings	I. High Standards IV. Program Availability VIII. Space and Safety	By the year 2006, there will be a clear, published program profile and procedure for student review/placement within the continuum of services available on Eastern Suffolk BOCES campuses. There will be a measurable increase in the number of students who successfully transition to less/more restrictive educational placements utilizing collaborative planning among our campus-based programs.	Krizel/ Becker	Completed 6/04
Develop New Five-Year Regional Special Education Space Plan	I. High Standards IV. Program Availability VIII. Space and Safety	By February 4, 2004, a new Five-Year Regional Special Education Space Requirements Plan will be developed for the Eastern Suffolk BOCES regional area and submitted to NYSED for approval as required by New York State Education Law and Regulation.	Bixhorn/ Krizel/ Packman	Completed 2/04

Title	Addresses Agency Goal(s)	Strategy Statement	Responsible Administrator	Status
Plan and Oversee Leadership Team and Staff Development within Educational Services Division	I. High Standards II. Staff Development	By December 2004, a process resulting in the establishment of cohesive leadership teams within the Educational Services Division will be completed. The process will involve the Associate Superintendent, the Directors (3), the divisional administrators (2) and the building principals. The elementary and secondary teams will become integral to the operations of the division and assure that high quality programs and services are provided on an equitable basis. The teams will become fully integrated into administrative structure of the agency and interact with Cabinet and Administrative Council as necessary.	Bixhorn/ Krizel	Completed 6/04
Establish an Eastern Suffolk BOCES Parent Advisory Council	I. High Standards VII. Strategic Planning IX. Public Information	By June 2004, the Eastern Suffolk BOCES Central Shared Decision-Making Committee will facilitate the development of an Eastern Suffolk BOCES Parent Advisory Council.	Bixhorn/ Krizel	Completed 6/04
Supporting Educational Opportunities through Educational Support Services Center	I. High Standards II. Staff Development VI. Technology	By the year 2009, in alignment with guidelines of SED, Eastern Suffolk BOCES ESSC will utilize emerging technologies and strengthen the quality of instructional support to provide significant educational opportunities for all members of our educational community. In this way, we will be better prepared to help all students reach higher levels of achievement and satisfy State Standards.	Krizel	Completed 6/04
Plan and Oversee Transition of Research & Planning Management	VII. Strategic Planning XII. Research and Development	By June 30, 2004, the retiring Director of the Research and Planning Department will have been replaced in an orderly, organizationally sound manner. In addition to the recruitment of a replacement, the process will include a complete review of office staffing patterns and the function of the Office of Research and Planning.	Bixhorn/ Fell	Completed 6/04
Capital Asset Accounting Management	V. Resourcing and Operational Efficiency VI. Technology	By June 30, 2004 Eastern Suffolk BOCES will revise and implement its capital asset management program to: provide the information required for financial reporting as determined by the Governmental Accounting Standards Board (GASB) statement 34; comply with Board policy, administrative regulations, and requirements of the State Education Department; provide an adequate measure of control over the capital assets of the agency; and provide the necessary information to ensure adequate and appropriate insurance coverage and recovery in the event of loss.	Higuera/ Perry	Completed 6/04
Plan and Oversee Transition of RIC Management	VI. Technology	By September 1, 2004, the retiring Director of the Regional Information Center (RIC) will have been replaced in an orderly, organizationally sound manner. In addition to the recruitment of a replacement, this process will include a complete review of the job description, the operations of the RIC, and the function of the Educational Support Services Center (ESSC). Areas of overlap between the RIC and ESSC with be resolved as part of the initiative.	Bixhorn/ Higuera/ Krizel/ Skelly M. Savarese	Completed 6/04

Title	Addresses Agency Goal(s)		Strategy Statement	Responsible Administrator	Status
Implementing the Comprehensive Student Attendance Policy	I.	High Standards	By July 2004, Eastern Suffolk BOCES will have completed and evaluated implementation of its Comprehensive Student Attendance Policy and be in full compliance with NYSED Regulation.	Manzo/ Becker	Completed 12/03
Developing a New Summer Services Model	I. V.	High Standards Resourcing and Operational Efficiency	Eastern Suffolk BOCES Instructional Programs Division will develop a new delivery model for summer special education services that aligns the delivery of summer services for special education students with NYSED regulations for delivery of such services, assures appropriate staffing, assures safety of all students receiving summer services, and maximizes the efficiency of service delivery while maintaining a quality program.	Manzo	Completed 10/03
Establishing a Research and Program Improvement Department	I. III. VII. XII.	High Standards Quality Management Strategic Planning Research and Development	By 2001, Eastern Suffolk BOCES will establish a Research and Program Improvement Department to conduct various types of on-going and longitudinal research for the purpose of evaluating programs and services and establishing methods to benchmark progress toward the achievement of strategic objectives outlined within the action plans of this document.	Watkins	Completed 8/03
Implementing the New SDM Plan	I. III.	High Standards Quality Management	By November 2002, the Central Shared Decision-Making Committee will have developed an action plan to support implementation and evaluation of the revised Eastern Suffolk BOCES Plan for Shared Decision-Making and Site Based Management.	Krizel	Completed 8/03
Evaluation Assurance Phase I	XI.	Staff Recruitment and Retention	By June 2003, the administration will assess the status of the agency's employee evaluation systems to identify strengths and weaknesses and develop recommendations for improvement.	Bixhorn/ Mensch	Completed 6/03
Leadership Team Cohesiveness	V.	Resourcing and Operational Efficiency	By June 30, 2003, the administration will plan and implement a program to improve operational efficiency by promoting cohesiveness among Cabinet and Administrative Council members.	Bixhorn	Completed 6/03
Leadership Preparation	XI.	Staff Recruitment and Retention	By June 2003, the administration will design a plan to address the pending turnover of administrative staff within the agency in order to assure that a strong "in-house" pool of candidates will be prepared to apply for positions in the future.	Mensch/ Lombardo	Completed 6/03
Reorganization of the Educational Support and Technology Services Division	V.	Resourcing and Operational Efficiency	By June 30, 2003, the administration will plan and fully implement the reorganization of the Educational Support and Technology Services Division.	Bixhorn	Completed 6/03

Title	Addresses Agency Goal(s)	Strategy Statement	Responsible Administrator	Status
Survey of Instructional Program Success	III. Quality Management IX. Public Information X. Internal Communication	By June 2003, Eastern Suffolk BOCES will have completed a survey of its stakeholders to document the success of Instructional Programs. This survey will be based upon a survey protocol commissioned by the Board and developed and administered in the 1997-98 school year by the National Study of School Evaluation (NSSE).	Watkins	Completed 6/03
Implementing NYSED Regulation Concerning Automatic Defibrillators	II. Staff Development VIII. Space and Safety	By September 1, 2002 or when applicable, Eastern Suffolk BOCES will be incompliance with New York State Regulation regarding Automatic Defibrillators in the schools.	Packman	Completed 12/02
Quality Management	III. Quality Management	By September 2003, Eastern Suffolk BOCES will integrate Quality Management tools and processes with Shared Decision-Making groups in the Instructional Division. The function of the Quality Council will be integrated into the newly formed Shared Decision-Making Central Committee.	Lombardo	Completed 10/02
Plan, Implement and Evaluate BTC Extension and Instructional Program	VIII. Space and Safety	By September 1, 2002, the addition to the Brookhaven Technical Center will be planned, approved, constructed, and occupied.	Packman	Completed 9/02
Central Administrative Structure	V. Resourcing and Operational Efficiency	By June 30, 2002, Eastern Suffolk BOCES will have designed and staffed an organizational structure that supports the delivery of quality, cost effective services to component districts.	Bixhorn	Completed 6/02
Comprehensive Student Attendance Policy	I. High Standards	By June 30, 2002, Eastern Suffolk BOCES will have developed and the Board will have adopted a comprehensive student attendance policy that is consistent with the requirements of the amendments to the Commissioner's Regulation section 104.1.	Watkins	Completed 6/02
Rewrite SDM Plan	III. Quality Management	By June 30, 2002, Eastern Suffolk BOCES Agency SDM will have completed the biennial review, evaluation, and rewrite of the Agency Plan for Shared Decision-Making and Site Based Management and the Board will have approved the plan for submission to NYSED.	Wall	Completed 6/02
Standardize Benefits	XI. Staff Recruitment and Retention	By June 30, 2002, Eastern Suffolk BOCES will have a well-structured, cohesive benefit structure for our represented employees.	Wall	Completed 6/02

Title	Addresses Agency Goal(s)	Strategy Statement	Responsible Administrator	Status
Data Mining Service	I. High Standards VI. Technology	By June 30, 2002, Eastern Suffolk BOCES will have merged the data warehousing initiatives of Eastern and Western Suffolk BOCES and be positioned to offer data mining services to all school districts in the County.	Griffin	Completed 6/02
Enhancing Legislative Outreach Efforts	III. Quality Management IX. Public Information	By 2001, the Eastern Suffolk BOCES will establish opportunities for representatives of employee groups and component districts to provide input into the development of the annual BOCES Advocacy Program.	Bixhorn	Completed 6/01
Focused Advocacy Program on BOCES Space	IV. Program Availability VIII. Space and Safety IX. Public Information	By 2001, Eastern Suffolk BOCES will develop and promulgate an advocacy program related to the procurement and financing of permanent space for BOCES programs.	Bixhorn	Completed 6/01
Implementing Project SAVE	VIII. Space and Safety	By July 1, 2001, Eastern Suffolk BOCES will be in full compliance with the requirements of Project SAVE legislation following the activities and timelines of the following action plan.	Bixhorn	Completed 6/01
Financing Pilot Projects	V. Resourcing and Operational Efficiency XII. Research and Development	By July 2001, Eastern Suffolk BOCES will develop a method to generate dedicated resources to support an agency research and development function which has been approved by our component districts and will articulate both an internal and component district review process for deciding the specific projects to support with these resources.	Griffin	Completed 6/01

OTHER MILESTONES IN THE IMPLEMENTATION OF THE STRATEGIC PLAN

Action Plan	Milestone	Date Completed
	NOTE: Milestones are important completed activities that are part of Action Plans that may or may not yet be fully completed.	
Student Data Analysis and Program Effectiveness Measures	The Student Management System designed specifically for BOCES use, BOCES Direct, was successfully implemented this year. This included: construction of student databases, creation and viewing of student IEP's in conjunction with our local districts, alignment of data with state reporting requirements, billing and accounting functions, and critical demographic information.	6/12
Agency-wide Accreditation and Strategic Planning	The final draft of the Middle States AFG Mid-Term Report was completed	6/12
Implementation of Curriculum and Assessment	The online instructional tool, Nova Net, was successfully implemented into our Alternative High School Programs this year. This included: contract negotiations, staff development, and software configuration at several of our partner school districts and BOCES. The outcome was an important component in offering individualized instruction, allowing flexibility in our course offerings, and the expansion of our service offerings to include a component for students on long and short term suspension.	1/12
Ensuring Operations, Management, and Finance	Management Services transfered the activity for managing new, revised, or deleted Board Policies, Administrative Regulations, Procedures and Forms to the Human Resources Department.	7/11
Student Data Services will promote awareness of and support for the use of data to improve instruction.	There were a total of 277 professional development offerings hosted by Student Data Services. Continued 100% participation rate.	6/11
Improving the Educational Outcomes of Eastern Suffolk BOCES Students	Completed and submitted six courses for New York State Department of Education CTE Technical Endorsement Re-Approval Process for six courses June 2011	6/11
Operations and Maintenance Project Management and Resource Allocation	Milliken Technical Center received a $10,000 grant from the Lowes to revitalize the building's Atrium	5/11
Improving the Educational Outcomes of Eastern Suffolk BOCES Students	Completed American Culinary Federation Re-Accreditation Review Process for the Culinary Arts program at the Milliken Technical Center	5/11
Improving the Educational Outcomes of Eastern Suffolk BOCES Students	Completed American Culinary Federation Accreditation Review Process for the Culinary Arts program at the Brookhaven Technical Center and Harry B. Ward Technical and Academic Center	5/11

Action Plan	Milestone	Date Completed
Improving the Educational Outcomes of Eastern Suffolk BOCES Students	Completed New York State Department of Education Re-Accreditation Process for the Licensed Practical Nursing program at New York Institute of Technology and Brookhaven Technical Center	3/11
Improving Cultural Competence for Agency Staff and Students	Established CTE Career Awareness Month in each of the Career and Technical Centers	2/11
Improving Cultural Competence for Agency Staff and Students	Established Black History Month Celebrations in each of the Career and Technical Centers February	2/11
Improving Student Transition and Practices	The Special Education Task Force developed a plan to establish Transition Committees of representatives from various programs throughout the department, focusing on several levels of transition activities designed to assist students and parents in moving to less restrictive environments and planning for instruction to develop skills for their futures. In order to achieve this, four Transition Committees were established, focusing on Compliance, Parent Involvement, Instruction and Program Transitions. Several outcomes were realized from these committees, including planning documents that are included in each student's file, community education initiatives for our students, coordination of efforts as student move along our continuum of programs/services, and others. Staff development was implemented regarding these initiatives, and others, as we established new practices, processes and a culture that focuses on transition as a integral part of everything that we do.	2010
Improving the Educational Outcomes of Eastern Suffolk BOCES Students	Successfully realigned Student Data Services and Educational Support Services to create the Department of Education and Information Support Services	2010
Implementation of Curriculum and Assessment	Established scope and sequence for developmental transition.	2010
Implementation of Curriculum and Assessment	Established scope and sequence for elementary transition, middle school transition, high school transition and high school journalism.	2010
Human Resources Administration	Developed a system for obtaining, monitoring and assessing the reasons for employee separation among all units.	2010
Performance Evaluation, Professional Development and Succession Planning Initiative, and Separation Assessment	Developed and implemented an Employee Separation procedure and data tracking system for employee exit interviews.	2010
Performance Evaluation, Professional Development and Succession Planning Initiative, and Separation Assessment	All administrators and teachers are notified of the opportunity to participate in a formal Employee Exit Interview upon separation from the agency.	9/10

Action Plan	Milestone	Date Completed
Performance Evaluation, Professional Develop-ment and Succession Planning Initiative, and Separation Assessment	Implemented My Learning Plan for use among all instructional staff. Track instructional participation in professional development opportunities 2009-10 and ongoing	6/10
Student Data Analysis and Program Effectiveness Measures	Transitioned to the use of web based BOCES Assessment Reporting System	2009
Human Resources Administration	Policies and practices concerning the recruitment and retention of a diversified workforce were evaluated internally by a committee and externally by a firm specializing in this type of organizational evaluation.	2009
Implementation of Curriculum and Assessment	Established scope and sequence for high school geometry applications, high school business math and high school integrated science.	2009
Improving the Educational Outcomes of Eastern Suffolk BOCES Students	Successfully hired and transitioned a Director of Career, Technical and Adult Education	Summer 2010
Improving the Educational Outcomes of Eastern Suffolk BOCES Students	Completed rubric based evaluations for all BOCES Educators. Ongoing training and collaborative roll-out throughout the process. New evaluation through 2009-10 school year	Summer 2010
Improving the Educational Outcomes of Eastern Suffolk BOCES Students	Implemented My Learning Plan to track professional development for all Administrators, Teachers, and Assistants. Set up a system to support this roll-out and adjust it as needed 2009-10 and ongoing	6/10
Improving the Educational Outcomes of Eastern Suffolk BOCES Students	Piloted new rubric based teacher evaluation instrument.	6/10
Improving the Educational Outcomes of Eastern Suffolk BOCES Students	Revised, revamped and updated para-teacher Mentor program Summer 2009 with roll-out during 2009-10 school year.	6/10
Implementation of Curriculum and Assessment	Piloted new online Mandarin Chinese course (mychinese360) 2009-10 school year. Roll out of course expected September 2010.	6/10
Improving the Educational Outcomes of Eastern Suffolk BOCES Students	Turnkey training for all Educational Services Administrators on "Balanced Leadership" based on McRel information	Summer 2009 through June 2010
Improving the Educational Outcomes of Eastern Suffolk BOCES Students	Partnership with Farmingdale College through a government funded grant to be part of the "Green Building Institute"	6/10

Action Plan	Milestone	Date Completed
Improving the Educational Outcomes of Eastern Suffolk BOCES Students	Implemented new child wellness initiatives across the agency	6/10
Improving the Educational Outcomes of Eastern Suffolk BOCES Students	Developed and implemented Regional Alternative High Schools at several locations – January 2010, February 2010, and September 2010.	6/10
Improving the Educational Outcomes of Eastern Suffolk BOCES Students	Successfully relocated the Regional Information Center under the Educational Services Division to better align with program goals and structure.	6/10
Expanding Agency and Regional Grants Management	The grants office continued to provide regional, active guidance in searching and acquisition of new emerging funding sources in the areas of the arts, emergency management, early childhood, Broadband networking, drop out prevention, data management, and green building – representing over $18 million of potentially awarded funds.	6/10
Research Performance and Capacity	A database collecting ESBOCES staff relationships/collaborations/agreements/partnerships with Institutes of Higher Educations (IHEs) was completed and posted on the intranet and will be updated each year.	6/10
Agency-wide Accreditation and Strategic Planning	An expanded ESBOCES Middle States AFG Annual Profile Update was completed for all major agency-wide programs and services as part of our integrated accreditation protocol. It was shared with the Middle States Association, ESBOCES staff, and posted on the agency web site.	4/10
Agency-wide Accreditation and Strategic Planning	An ESBOCES AFG Ambassadors Group made up of staff volunteers from around the agency was begun to support AFG information and initiatives throughout the agency.	3/10
Improving the Educational Outcomes of Eastern Suffolk BOCES Students Leading the Region in Technology Services	Instituted Connect Ed agency wide as an emergency notification system	Winter 2009-10
Improving Cultural Competence for Agency Staff and Students	Collaboration with Center of Suburban Studies at Hofstra University for a conference on Diversity	11/09
Assuring Eastern Suffolk BOCES Facilities Services and Regional Leadership for School Facilities Management	Provided 7 new bids as requested by component districts.	11/09
Operations and Maintenance Project Management and Resource Allocation	Completed long range planning of projects with Principals and Directors	10/09

Action Plan	Milestone	Date Completed
Improving the Educational Outcomes of Eastern Suffolk BOCES Students	Implemented Regional Special Education Summer School Programs at two locations	Summer 2009
Expanding Agency and Regional Grants Management	The grants office assisted other regional LEAs in their efforts to attain funding for projects with which we partnered (Stony Brook University – awarded approximately $900,000)	7/09
*** The milestones prior to 7/09 listed below were completed during the agency's prior accreditation period ***		
Agency-wide, Divisional and Site Accreditation	The Eastern Suffolk BOCES Reaccreditation Planning Team began all the required activities to prepare for the December 2008 Middle States Reaccreditation Validation Visit. The Board approved the outcomes of the activities, including revised long-range goals and objectives for 2009-2016.	6/08
Establishing a Consortium for Grants Administrators	The Program Administrator for Regional Grant Services has developed an initial consortium for grants administrators. The majority are ESBOCES staff and component school district staff are increasingly becoming involved	6/08
Agency-wide, Divisional and Site Accreditation	A 2007-2008 plan was designed as a planning framework for the 2009-2016 Middle States reaccreditation period.	6/07
Career, Technical and Adult Education Program Relocation, Student Data Analysis and Effectiveness Measures	A process was developed to identify and collect standardized statistical student data for the purpose of developing benchmarks that are utilized to measure program effectiveness at an acceptable level of 85% or greater.	6/07
Career, Technical and Adult Education Program Relocation, Student Data Analysis and Effectiveness Measures	A plan was developed and implemented to introduce and integrate new CTE administrators to the agency and department fundamental goals, procedures and practices of CTE Career and Tech Ed.	6/07
BOCES Communications Initiatives	Regulations and Policies included in the Office of Communications Guidelines Manual were written and approved by the Board and Administrative Council. The manual will serve to provide information on standardizing the look and content of agency wide materials used primarily for marketing and Public Relations purposes.	6/07
Establishing a Consortium for Grants Administrators	Expanded professional resources for grant services to assist the agency and its component districts were researched and made available.	6/07
Recruitment and Retention of a Culturally and Racially Diverse Workforce	An online Intranet website for the Office of Recruitment and Retention was established to streamline and centralize the applicant screening process and provide hiring administrators with up-to-date and easily accessible Teaching and Administrative candidate information.	5/07
Human Resources Administration	The structure of the Career Fair for Culturally and Ethnically Diverse Educators was re-organized and implemented.	3/07

Action Plan	Milestone	Date Completed
Evaluation Reassurance Phase II	The Civil Service Evaluation committee was formed. The committee reviewed and revised the current Performance Report utilized to evaluate Civil Service employees. The revised form was piloted and will be further revised based on input emerging from the field test.	2/07
Recruitment and Retention of a Culturally and Racially Diverse Workforce	The Office of Communications, Research and Recruitment was established and a Director was promoted to oversee outreach and Public Relations, regional research, and recruitment and retention efforts in order to address the strategies and objectives outlined in Plans I.V A-C, V.A-B and VI. D	1/07
Agency-wide, Divisional and Site Accreditation	The remaining seven educational services instructional sites had successful mid-point reviews from Middle States.	12/06
BOCES Communications Initiatives	Publications requiring Spanish Language translation were identified. A bilingual Communications Program Assistant was hired to oversee the translation service.	12/06
Agency-wide Facilities Standards	A Facilities Standards Committee was formed to study and establish facilities standards. After the committee met and reviewed standards, it was recommended that this committee broaden its focus and perform an assessment of BOCES facilities.	11/06
Establishing a Consortium for Grants Administrators	A staff member was assigned to do Regional Grant Services program administration.	11/06
Improving the Educational Outcomes of BOCES Students	Regional Space Plan Update and a Special Education Space Plans Needs Assessment were completed.	6/06
Improving the Educational Outcomes of BOCES Students	READ 180 program was piloted in agency middle school programs.	6/06
Improving the Educational Outcomes of BOCES Students	Transition services to special education students were expanded.	6/06
Implementing a New Computerized Student Management System	Phase I and II are nearly completed. Support continues to be given to manage and implement the system.	6/06
Standardized Parameters for Instructional Materials	The first cycle of this was completed, to be monitored and evaluated next year.	6/06
Staff Development in Cultural Competence for Agency Staff Student Programs in Cultural Competence for BOCES Students (continued on next page)	Action plans were added and revised to the strategic plan to focus on cultural competence and to improve staff recruitment and retention.	3/06

Action Plan	Milestone	Date Completed
Regional Staff Development and Student Programs on Cultural Competence for Eastern Suffolk BOCES Component School Districts. Recruitment and Retention of a Culturally and Racially Diverse Workforce		
Evaluation Assurance Phase II	A new employee evaluation form was piloted.	6/06
Recruitment and Retention of a Culturally and Racially Diverse Workforce	The Hiring Practices Manual was completed and employees were trained in its use.	6/06
Agency-wide, Divisional and Site Accreditation	The agency had a successful mid-point review from Middle States.	11/05
Agency-wide, Divisional and Site Accreditation	Seven educational services instructional sites had successful mid-point reviews from Middle States.	5/06
Integrating Professional Development to Support Inclusive Educational Programs	Provided complimentary workshops to districts with BOCES inclusive classes.	6/05
Educational Support Services to School Districts to Improve Student Outcomes	Introduced HealthSmart Curriculum in all Special Education programs.	6/05
Staff Development	Published a monthly summary of staff development opportunities available to professional staff represented by the BEES.	6/05
Educational Support Services to School Districts to Improve Student Outcomes	Increased BOCES student participation in Regional Arts-in-Education programs, performances and artist residencies.	5/05
Educational Support Services to School Districts to Improve Student Outcomes	Implemented Virtual Reference Collection in all Special Education and CTE schools and programs.	4/05
Staff Development	Identified and created staff development topics for the 7.5 Agency Professional Development hours and distributed a chart of the staff development topics to professional staff represented by the BEES.	2/05

Action Plan	Milestone	Date Completed
Staff Development	Developed database to track conferences and professional days for the Educational Services Division.	9/03
Enhancing Standard Operating Procedures throughout BOCES	Reviewed, revised where appropriate, established where appropriate, and re-published all its Board policies.	9/03
Human Resource Administration	Created learning opportunities for administrative staff that were integrated with the District Superintendent's "Leadership Initiative," the Administrator's Mentor Program, and the Administrator's Leadership Academy.	8/03
Accreditation of Instructional Program Sites	Developed missions and student performance objectives for seventeen instructional program sites and submitted performance objectives to the Middle States Association for technical review. Of these submissions, six were accepted as written and eleven were accepted with minor revisions or accepted subject to collection of baseline data.	7/03
Communication Initiatives	Launched the first comprehensive Web site Eastern Suffolk BOCES has ever had on July 1, 2003. In accordance with Strategic Action Plan V: BOCES Communications Initiative, this Web site was conceptualized, designed and developed by the Communications Office to achieve the agency's goal of providing relevant and current information via the Word Wide Web to our stakeholders and the public-at-large.	7/03
Improving the Educational Outcomes of BOCES Students	Created an Electronic Datafolio for use with New York State Alternate Assessments.	6/03
Improving the Educational Outcomes of BOCES Students	Implemented Standards-Based Sensory Science Kits for severe developmentally delayed students	6/03
Human Resources Administration	Created "Hiring Practices Handbook" documenting the process utilized to fill both certificated and civil service vacancies and successfully applied in the hiring of candidates to fill the vacancies created by the retirement of four principals.	6/03
Human Resource Administration	Developed an affiliation with local colleges and universities that will assist in the hiring of both full-time and substitute teacher, paraprofessional and nursing staff.	6/03
Improving the Educational Outcomes of BOCES Students in Elementary and Secondary Integrated Settings	During the 2002-03 school year, added included classes in 11 additional schools operated by component school districts allowing the inclusion and participation of approximately 100 additional BOCES students in integrated settings.	6/03
Accreditation of Instructional Program Sites	Completed the Middle States Association Accreditation for Growth self-study process in seventeen instructional program sites, including formal review of two curriculum areas (usually English Language Arts and Math).	6/03
Supporting Educational Opportunities through Educational Support Services Center	Strengthened and systematized the instructional support provided to Eastern Suffolk BOCES instructional staff provided by the Educational Support Services Center through the curriculum teachers in order to ensure cutting edge services preparing our staff to help all students reach higher levels and achievement and satisfy State Standards.	6/03

Action Plan	Milestone	Date Completed
Supporting Educational Opportunities through Educational Support Services Center	Strengthened and systematized the instructional support provided to Eastern Suffolk BOCES instructional staff provided by the Educational Support Services Center through the curriculum teachers in order to ensure cutting edge services preparing our staff to help all students reach higher levels and achievement and satisfy State Standards.	6/03
Improving the Educational Outcomes of BOCES students in Elementary Integrated Settings	Provided training for approximately 250 district and BOCES staff working with children in included settings, in particular staff serving students with autism.	6/03
Communication Initiatives	Developed and implemented a Visual Identity Program for the agency, issued a Visual Identity Guidelines and provided staff training, May 2003. In accordance with Strategic Action Plan V: BOCES Communications Initiatives, this program was designed by the Communications Office to provide a visual framework for the agency and to establish a system to assure that all agency printed and electronic materials are developed and produced with consistency and brand identity.	5/03
Supporting Educational Opportunities through Educational Support Services Center	Successfully re-organized the Educational Support Services Center within Educational Services.	12/02
Agency-wide, Divisional, and Site Accreditation	Received successful mid-point review of progress on the Agency/Divisional Strategic Plan from the Middle States Association of Colleges and Schools.	11/02
Plan, Implement and Evaluate BTC Extension and Instructional Program	Built 50,000 square foot extension to Brookhaven Technical Center, consisting of modular classrooms, office, cafeteria, and gymnasium; ready for occupancy.	9/02
Developing a New Summer Services Model	Reduced by 10% the number of students receiving special education summer services in the 2002 summer program due to the new summer services delivery model for special education students. An additional 10% reduction in enrollment is anticipated for the 2003 summer program.	8/02
Establishing a Research and Program Improvement Department	Established and staffed Research and Program Improvement Department within the Educational Services Division; began operations.	7/02
Reorganization of the Educational Support and Technology Services Division	Prepared plan for reorganization of the Educational Support and Technology Services Division.	7/02
Developing a New Summer Services Model	Developed new Summer Services delivery model for implementation.	12/02

Action Plan	Milestone	Date Completed
Revamping the Billing System	Completed training and administrative needs assessment in preparation for design and implementation of PeopleSoft billing/accounts receivable module.	6/02
Quality Management	Trained 260 employees in the use of Total Quality Management.	6/02
Improving the Educational Outcomes of BOCES Students	Created Thematic Instructional Kits to support learning standards and IEP goals in Special Education Summer School.	6/02
Communication Initiatives	Established and staffed Communications Office; began operations in March 2002.	3/02
Human Resources Administration	Started two employee mentor programs: Support Services Mentorship Program and Administrators Mentorship Program.	12/01
Assuring Equitable Facilities for All BOCES Students and Staff	Completed baseline Customer Satisfaction Survey on Operations, Maintenance and Transportation issues for all BOCES facilities.	6/01
Improving the Educational Outcomes of BOCES Students	Successful NYSED Certification of 10 Career and Technical Education Courses; applications for Certification of 12 additional courses submitted to the state.	6/01
Improving the Educational Outcomes of BOCES Students	Completed: Program Redesign and Relocation Plan.	10/01
Improving the Educational Outcomes of BOCES Students	Completed baseline report: Trends in Eastern Suffolk BOCES Student Enrollment.	8/01

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:
Deputy Superintendent, Educational Services

COLLABORATOR(S):
Director, Special Education
Director, Career, Technical and Adult Education
Director, Communications, Research and Recruitment
Director, Education and Information Support Services (EISS)
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).

	ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome *(include dates - mm/dd/yy)*
1.	Insure coordination of student improvement initiatives across instructional programs and departments.	June 2009 Ongoing	Deputy Supt., Educational Services Director, Special Education Director, Career, Tech. & Adult Ed. Director, Educ. & Info. Support Services	Ongoing
2.	Insure fiscal resources are appropriately allocated toward improving educational outcomes.	June 2009 Ongoing	Deputy Supt., Educational Services Director, Special Education Director, Career, Tech. & Adult Ed Director, Educ. & Info. Support Services	Annually through budget development and budget planning team
3.	Initiate and support partnerships with NYSED and IHEs in a way that improves educational programs and outcomes.	June 2009 Ongoing	Deputy Supt., Educational Services	Ongoing – Worked with Planning & Program Improvement Office to develop an IHE

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

	ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome *(include dates - mm/dd/yy)*
				database to reflect our partnerships
4.	Oversee compliance with NYSED regulations and ESBOCES Policies in educational programs and departments.	June 2009 Ongoing	Deputy Supt., Educational Services Director, Special Education Director, Career, Tech. & Adult Ed Director, Educ. & Info. Support Services	Ongoing Revisions, deletions and additions of policies
5.	Support and encourage innovative programs and ideas to improve educational outcomes of ESBOCES students.	June 2009 Ongoing	Deputy Supt., Educational Services Director, Special Education Director, Career, Tech. & Adult Ed. Director, Educ. & Info. Support Services	Ongoing through monitoring and dissemination of various department, NYSED and divisional initiatives committees.
6.	Support our programs with Race To The Top (RTTT) and Annual Professional Performance Review (APPR) implementation.	July 2011 Ongoing	Deputy Supt., Educational Services Director, Educ. & Info. Support Services Director, Special Education Director, Career, Tech. & Adult Ed	2010-11 and Ongoing
7.	Support and encourage the use of a National Workforce Readiness Credential in all CTE programs	July 2013	Deputy Supt., Educational Services Director, Educ. & Info. Support Services Director, Career, Tech. & Adult Ed	Ongoing

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

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

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: See chart below

2016 Projection:
- The number of students scoring at level 2, 3 or 4 on the NYS ELA Assessment will increase by percentages indicated below

	BASELINE 2007-08	PROJECTION 2015- 2016	RESULTS – NYS ELA Assessments							
			2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
3rd GRADE										
Level 1	41.38%		57.14%	61.11%	59.46%					
Level 2	37.93%		19.05%	22.22%	29.32%					
Level 3	20.69%	Increase by 24%	23.81%	11.11%	16.22%					
Level 4	0.00%		0.00%	5.56%	0%					
4th GRADE										
Level 1	46.67%		42.31%	58.14%	36.84%					
Level 2	37.78%		34.62%	30.23%	52.63%					
Level 3	15.56%	Increase by 28%	23.08%	11.63%	10.53%					
Level 4	0.00%		0.00%	0.00%	0%					
5th GRADE										
Level 1	21.15%		9.43%	48.39%	63.04%					
Level 2	57.69%		41.51%	41.94%	26.09%					
Level 3	21.15%	Increase by 29%	49.06%	9.68%	10.87%					
Level 4	0.00%		0.00%	0.00%	0%					
6th GRADE										
Level 1	40.91%		8.00%	50.94%	56.10%					
Level 2	45.45%		66.00%	39.62%	41.46%					
Level 3	13.64%	Increase by 15%	26.00%	9.43%	2.44%					
Level 4	0.00%		0.00%	0.00%	0%					

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

	BASELINE 2007-08	PROJECTION 2015- 2016	RESULTS – NYS ELA Assessments							
			2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
7th GRADE										
Level 1	30.99%		17.86%	63.64%	57.90%					
Level 2	50.70%		53.57%	27.27%	33.33%					
Level 3	18.31%	Increase by 12%	28.57%	9.09%	8.77%					
Level 4	0.00%		0.00%	0.00%	0%					
8th GRADE										
Level 1	53.57%		36.11%	61.40%	63.77%					
Level 2	40.48%		48.61%	36.84%	36.23%					
Level 3	4.76%	Increase by 4%	15.28%	1.75%	0%					
Level 4	1.19%		0.00%	0.00%	0%					

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

Baseline Year: 2007-2008
Baseline Data: See chart below

2016 Projection:
- The number of students scoring at level 2, 3 or 4 on the NYS Math Assessment will increase by percentages indicated below.

	BASELINE 2007-08	PROJECTION 2015- 2016	RESULTS – NYS Math Assessment							
			2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
3rd GRADE										
Level 1	31.03%		44.44%	62.86%	60.00%					
Level 2	34.48%		26.67%	25.71%	25.00%					
Level 3	34.48%	Increase by 25%	28.89%	8.57%	15.00%					
Level 4	0.00%		0.00%	2.86%	0%					
4th GRADE										
Level 1	48.89%		44.83%	63.64%	52.78%					
Level 2	31.11%		27.59%	27.27%	27.78%					
Level 3	20.00%	Increase by 30%	24.14%	6.82%	16.66%					
Level 4	0.00%		3.45%	2.27%	2.78%					

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	BASELINE 2007-08	PROJECTION 2015- 2016	RESULTS – NYS Math Assessment							
			2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
5th GRADE										
Level 1	62.00%		26.92%	64.52%	65.96%					
Level 2	24.00%		40.38%	32.26%	29.78%					
Level 3	12.00%	Increase by 9%	28.85%	3.23%	2.13%					
Level 4	2.00%		3.85%	0.00%	2.13%					
6th GRADE										
Level 1	67.35%		58.49%	69.23%	72.09%					
Level 2	20.41%		28.30%	26.92%	25.58%					
Level 3	12.41%	Increase by 16%	13.21%	1.92%	2.33%					
Level 4	0.00%		0.00%	1.92%	0%					
7th GRADE										
Level 1	56.76%		31.48%	68.66%	72.73%					
Level 2	32.43%		53.70%	28.36%	21.82%					
Level 3	10.81%	Increase by 13%	14.81%	2.99%	3.63%					
Level 4	0.00%		0.00%	0.00%	1.82%					
8th GRADE										
Level 1	76.14%		54.67%	77.59%	72.86%					
Level 2	20.45%		32.00%	22.41%	25.71%					
Level 3	3.41%	Increase by 5%	13.33%	0.00%	1.43%					
Level 4	0.00%		0.00%	0.00%	0%					

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

Baseline Year: 2006-2007
Baseline Data: See chart below

2016 Projection:
- The number of students scoring at level 2, 3, or 4 on the NYS Science Assessment will increase by percentages indicated below.

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	BASELINE 2006-07	PROJECTION 2015- 2016	RESULTS – NYS Science Assessment							
			2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
4th GRADE										
Level 1	20.93%		17.39%	20.00%	29.27%	26.47%				
Level 2	25.58%		28.26%	23.33%	24.39%	26.47%				
Level 3	46.51%	Increase by 11%	43.48%	46.67%	34.15%	32.35%				
Level 4	6.98%		10.87%	10.00%	12.20%	14.71%				
8th GRADE										
Level 1	51.72%		50.54%	37.97%	51.92%	37.68%				
Level 2	27.59%		30.11%	31.65%	32.69%	39.13%				
Level 3	17.24%	Increase by 6%	15.05%	27.85%	11.54%	21.74%				
Level 4	3.45%		4.30%	2.53%	3.85%	1.45%				

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

Baseline Year: 2006-2007
Baseline Data: See chart below

2016 Projection:
- The number of students scoring at level 2, 3, or 4 on the NYS Social Studies Assessment will increase by percentages indicated below.

	BASELINE 2006-07	PROJECTION 2015- 2016	RESULTS – NYS Social Studies Assessment							
			2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
5th GRADE						*NYS cancelled admini-stration of these Grade 5 and Grade 8 assess-ments for 2010-11*				
Level 1	75.00%		51.06%	38.00%	37.93%					
Level 2	4.55%		25.53%	12.00%	10.34%					
Level 3	20.45%	Increase by 12%	23.40%	46.00%	48.28%					
Level 4	0.00%		0.00%	4.00%	3.45%					
8th GRADE										
Level 1	44.19%		53.49%	45.45%	59.65%					
Level 2	45.35%		37.21%	42.86%	29.82%					
Level 3	10.47%	Increase by 6%	9.30%	11.69%	10.53%					
Level 4	0.00%		0.00%	0.00%	0.00%					

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

Baseline Year: 2006-2007
Baseline Data: See chart below

2016 Projection:
- The percentage of students moving to a higher level on the NYSAA ELA will increase by percentages indicated below.

	BASELINE 2006-07	PROJECTION 2015- 2016	RESULTS – NYS Alternate Assessment in ELA							
			2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
3rd GRADE										
Level 1	0%		9.09%	17%	19%	23.00%				
Level 2	19%		33.33%	12%	24%	15.00%				
Level 3	25%	Increase by 19%	21.21%	39%	24%	15.00%				
Level 4	56%		36.36%	32%	33%	46.00%				
4th GRADE										
Level 1	0%		9.52%	8%	19%	25.00%				
Level 2	18%		23.81%	27%	24%	23.00%				
Level 3	42%	Increase by 18%	30.95%	32%	21%	17.00%				
Level 4	40%		35.71%	32%	36%	35.00%				
5th GRADE										
Level 1	0%		0.00%	2%	3%	0.00%				
Level 2	0%		28.13%	24%	9%	18.00%				
Level 3	38%	Increase by 5%	56.25%	59%	29%	51.00%				
Level 4	62%		15.63%	15%	59%	31.00%				
6th GRADE										
Level 1	0%		0.00%	0%	3%	0.00%				
Level 2	3%		36.00%	39%	33%	29.00%				
Level 3	36%	Increase by 5%	32.00%	28%	23%	32.00%				
Level 4	61%		32.00%	33%	41%	38.00%				
7th GRADE										
Level 1	0%		0.00%	0%	0%	2.00%				
Level 2	13.16%		23.81%	27%	30%	25.00%				
Level 3	21.05%	Increase by 13%	23.81%	35%	14%	13.00%				
Level 4	65.79%		52.38%	39%	56%	60.00%				

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	BASELINE 2006-07	PROJECTION 2015- 2016	RESULTS – NYS Alternate Assessment in ELA							
			2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
8th GRADE										
Level 1	0%		2.63%	0%	0%	0.00%				
Level 2	20%		18.42%	30%	24%	33.00%				
Level 3	39%	Increase by 20%	26.32%	23%	15%	33.00%				
Level 4	41%		52.63%	47%	61%	35.00%				
High School										
Level 1	0%		0.00%	0%	0%	2.00%				
Level 2	1%		30.77%	14%	18%	14.00%				
Level 3	56%	Increase by 5%	46.15%	36%	12%	20.00%				
Level 4	43%		23.08%	50%	70%	64.00%				

NOTE: Baseline 2006-07 for 7th Grade was <u>not included</u> in Objective submission to MSA and Strategic Plan 2009-10

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

<u>Baseline Year</u>: 2006-2007
<u>Baseline Data</u>: See chart below

<u>2016 Projection</u>:
- The percentage of students moving to a higher level on the NYSAA in Math will increase by percentages as indicated below

	BASELINE 2006-07	PROJECTION 2015- 2016	RESULTS – NYS Alternate Assessment in Math							
			2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
3rd GRADE										
Level 1	0%		0.00%	0%	0%	0.00%				
Level 2	3%		36.36%	22%	41%	28.00%				
Level 3	36%	Increase by 5%	45.45%	49%	28%	36.00%				
Level 4	61%		18.18%	29%	31%	36.00%				
4th GRADE										
Level 1	0%		0.00%	0%	0%	4.00%				
Level 2	9%		35.71%	24%	36%	40.00%				
Level 3	19%	Increase by 9%	30.95%	43%	19%	31.00%				
Level 4	72%		33.33%	32%	45%	25.00%				

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	BASELINE 2006-07	PROJECTION 2015- 2016	RESULTS – NYS Alternate Assessment in Math							
			2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
5th GRADE										
Level 1	2%		0.0%	0%	0%	0.00%				
Level 2	23%		28.13%	20%	18%	26.00%				
Level 3	17%	Increase by 25%	37.50%	54%	35%	41.00%				
Level 4	58%		34.38%	27%	47%	33.00%				
6th GRADE										
Level 1	0%		0.00%	0%	0%	3.00%				
Level 2	21%		24.00%	31%	21%	35.00%				
Level 3	27%	Increase by 21%	42.00%	31%	28%	29.00%				
Level 4	52%		34.00%	39%	51%	32.00%				
7th GRADE										
Level 1	0%		19.05%	22%	28%	27.00%				
Level 2	15%		30.95%	12%	5%	10.00%				
Level 3	18%	Increase by 15%	30.95%	39%	17%	18.00%				
Level 4	67%		19.05%	27%	50%	45.00%				
8th GRADE										
Level 1	0%		23.68%	21%	24%	25.00%				
Level 2	34%		5.26%*	21%	12%	0.00%				
Level 3	30%	Increase by 25%	39.47%	34%	32%	43.00%				
Level 4	36%		31.58%	23%	32%	33.00%				
High School										
Level 1	1%		0.00%	0%	0%	0.00%				
Level 2	37%		23.08%	18%	25%	30.00%				
Level 3	23%	Increase by 25%	69.23%	39%	40%	20.00%				
Level 4	39%		7.69%	43%	35%	50.00%				

Corrected - % was stated incorrectly in 2009-10 Strategic Plan

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

Baseline Year: 2006-2007
Baseline Data: See chart below

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2016 Projection:
- The percentage of students moving to a higher level on the NYSAA in Social Studies will increase by the percentages indicated below.

	BASELINE 2006-07	PROJECTION 2015- 2016	RESULTS – NYS Alternate Assessment in Social Studies							
			2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
5th GRADE						*NYS cancelled admini- stration of these Grade 5 and Grade 8 assess- ments for 2010-11*				
Level 1	0%		31.25%	12%	6%					
Level 2	32%		34.38%	41%	15%					
Level 3	32%	Increase by 25%	15.63%	22%	29%					
Level 4	36%		18.75%	24%	50%					
8th GRADE										
Level 1	0%		18.42%	21%	27%					
Level 2	32%		10.53%	28%	5%					
Level 3	27%	Increase by 25%	36.84%	32%	27%					
Level 4	41%		34.21%	19%	41%					
High School										
Level 1	0%		23.08%	16%	14%	18.00%				
Level 2	25%		15.38%	12%	3%	6.00%				
Level 3	31%	Increase by 20%	46.15%	30%	31%	12.00%				
Level 4	44%		15.38%	42%	52%	64.00%				

NOTE: 2007-08 Results for High School were <u>not included</u> in Strategic Plan 2009-10.

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

Baseline Year: 2006-2007
Baseline Data: See chart below

2016 Projection:
- The percentage of students moving to a higher level on the NYSAA in Science will increase by the following percentages:

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	BASELINE 2006-07	PROJECTION 2015- 2016	RESULTS – NYS Alternate Assessment in Science							
			2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
4th GRADE										
Level 1	0%		0.00%	0%	0%	0.00%				
Level 2	13%		7.14%	14%	20%	37.00%				
Level 3	34%	Increase by 13%	33.33%	38%	29%	19.00%				
Level 4	53%		59.52%	49%	51%	44.00%				
8th GRADE										
Level 1	0%		0.00%	0%	2%	0.00%				
Level 2	25%		28.95%	45%	27%	20.00%				
Level 3	36%	Increase by 20%	23.68%	19%	10%	30.00%				
Level 4	39%		47.37%	36%	61%	50.00%				
High School										
Level 1	0%		0%	0%	0%	0.00%				
Level 2	29%		23.08%	20%	14%	16.00%				
Level 3	28%	Increase by 25%	30.77%	31%	16%	14.00%				
Level 4	43%		46.15%	49%	70%	70.00%				

NOTE: 2007-08 Results for High School were not included in Strategic Plan 2009-10

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

Baseline Year: 2007-2008
Baseline Data: See chart below

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%

SCORE RANGE	BASELINE 2007-08	PROJECTION 2015- 2016	RESULTS – NYS Regents Physical Setting/Earth Science							
			2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
0-54	43%		46%	31%	63.00%					
55-64	21%		19%	12%	14.00%					
65-84	26%	Increase by 15%	29%	43%	19.00%					
85-100	10%		7%	14%	4.00%					

SCORE RANGE	BASELINE 2007-08	PROJECTION 2015- 2016	RESULTS – NYS Regents Physical Setting/Earth Science							
			2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Total	100%									

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

Baseline Year: 2007-2008
Baseline Data: See chart below

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%

SCORE RANGE	BASELINE 2007-08	PROJECTION 2015- 2016	RESULTS – NYS Regents Comprehensive English							
			2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
0-54	50%		56%	71%	36.00%					
55-64	26%		19%	5%	25.00%					
65-84	24%	Increase by 5%	24%	24%	36.00%					
85-100	0%		2%	0%	3.00%					
Total	100%									

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

Baseline Year: 2006-2007
Baseline Data: See chart below

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%

SCORE RANGE	BASELINE 2006-07	PROJECTION 2015- 2016	RESULTS – NYS Regents Global History and Geography							
			2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
0-54	70%		64%	58%	60%	65.00%				

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SCORE RANGE	BASELINE 2006-07	PROJECTION 2015- 2016	RESULTS – NYS Regents Global History and Geography							
			2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
55-64	13%	Increase by 8%	16%	15%	15%	19.00%				
65-84	15%		19%	24%	20%	13.00%				
85-100	3%		1%	3%	5%	2.00%				
Total	100%		100%							

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

Baseline Year: 2007-2008
Baseline Data: See chart below

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%

SCORE RANGE	BASELINE 2007-08	PROJECTION 2015- 2016	RESULTS – NYS Regents Living Environment							
			2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
0-54	35%	Increase by 13%	28%	31%	32.00%					
55-64	15%		14%	21%	9.00%					
65-84	44%		53%	46%	52.00%					
85-100	6%		5%	2%	7.00%					
Total	100%									

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

Baseline Year: 2007-2008
Baseline Data: See chart below

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%

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SCORE RANGE	BASELINE 2007-08	PROJECTION 2015- 2016	RESULTS – NYS Regents Mathematics A							
			2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
0-54	48%		40%							
55-64	32%		0%							
65-84	17%	Increase by 15%	60%	Last Administration of Mathematics A was January 2009						
85-100	3%		0%							
Total	100%									

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: See chart below

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%

SCORE RANGE	BASELINE 2007-08	PROJECTION 2015- 2016	RESULTS – NYS Regents Mathematics B							
			2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
0-54	25%		0%	50%						
55-64	0%		0%	0%						
65-84	75%	Increase by 5%	100%	50%	Last Administration of Mathematics B was June 2010					
85-100	0%		0%	0%						
Total	100%									

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

Baseline Year: 2007-2008
Baseline Data: See chart below

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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SCORE RANGE	BASELINE 2007-08	PROJECTION 2015- 2016	RESULTS – NYS Regents Integrated Algebra							
			2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
0-54	55%		63%	67%	58.00%					
55-64	12%		14%	14%	23.00%					
65-84	33%	Increase by 17%	24%	19%	19.00%					
85-100	0%		0%	0%	0.00%					
Total	100%									

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

Baseline Year: 2006-2007
Baseline Data: See chart below

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%

SCORE RANGE	BASELINE 2006-07	PROJECTION 2015- 2016	RESULTS – NYS Regents US History and Government							
			2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
0-54	46%		44%	33%	45%	49.00%				
55-64	13%		13%	21%	14%	19.00%				
65-84	26%	Increase by 6%	34%	38%	35%	25.00%				
85-100	15%		9%	8%	6%	7.00%				
Total	100%		100%							

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

Baseline Year: 2007-2008
Total enrollment: 2411

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	BASELINE 2007-08	PROJECTION 2015- 2016	RESULTS – CTE Industry Assessments							
			2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Total Enrollment	2411		2227	2131	1918					
Students Eligible to take assessment										
Number	1035		1073	915	781					
Percentage	43%	75%	48%	43%	41.00%					
Students Passing of those taking assessment										
Number	968		904	782	645					
Percentage	40%	65%	41%	37%	88.00%					

CTE Industry Certifications

Baseline Year: 2007-2008
Total Enrollment: 2411

	BASELINE 2007-08	PROJECTION 2015- 2016	RESULTS – Students Receiving Industry Certifications							
			2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Total Enrollment	2411		2587*	2131	1918					
Number	968		936	771	704					
Percentage	40%	54%	36%	36%	33.00%					

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

CTE Membership in National Technical Honor Society

Baseline Year: 2007-2008
Total Enrollment: 2411

	BASELINE 2007-08	PROJECTION 2015- 2016	RESULTS – CTE Membership in National Honor Society							
			2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Total Enrollment	*2411*		2227	2131	1918					
Number	185		180	225	200					

	BASELINE 2007-08	PROJECTION 2015- 2016	RESULTS – CTE Membership in National Honor Society							
			2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Percentage	8%	24%	8%	11%	10.00%					

Diploma Status

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

	BASELINE 2007-08	PROJECTION 2015- 2016	RESULTS – Diploma Status							
			2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Special Education students										
Receiving a Regents or Local Diploma	65.5%	75%	63%	72%	67.00%					
Receiving an Advanced Regents Diploma	.7%	4%	.6%	0%	<1%					
Receiving an IEP Diploma	33%	20%	33%	28%	33.00%					
Receiving a High School Equivalency Diploma	1.3%	1%	3.3%	0%	00.0%					
Career and Technical Education students										
Student completers	91% 2129	95%	79% 1604 / 2060	92% 1548 / 1677	73% 1072 / 1464					
Student completers with Technical Endorsement	41%	55%	45%	46%	42.00%					
Special Career Education Students				360 /509	352 /473					
Student Completers	84%	95%	92%	71%	74.00%					

During 2009-10, we adjusted our criteria to be consistent with state-wide criteria for "student completers." Students who complete four quarters are considered a special education student completer.

Diplomas – Technical Endorsement on diploma

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

	BASELINE 2007-08	PROJECTION 2015- 2016	RESULTS – Diplomas – Technical Endorsement							
			2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Total Enrollment	2339		2142	2131	1918					
Number	820		924	737	1197					
Percentage	35%	50%	43%	35%	62.00%					

excludes Adult Ed. Students enrolled in Secondary Programs

Skills USA membership/participation

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

	BASELINE 2007-08	PROJECTION 2015- 2016	RESULTS – SkillsUSA Membership							
			2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Total Enrollment	2411		2227	2131	1918					
Number	1410		1285	1257	1181					
Percentage	58%	68%	58%	59%	62.00%					

4)   **Measurement D. Community Service**

Community Involvement Career and Technical Education Program

Baseline Year: 2007-2008
Data and 2016 Projection:

	BASELINE 2007-08	PROJECTION 2015- 2016	RESULTS - Community Involvement Career & Technical Education Program							
			2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Number of projects completed	60	84	101	71	156					

5)   Measurement E. Cultural Competence Activities

Baseline Student Data: 2007-2008 year
Student Data and 2016 Projection:

STUDENT	BASELINE 2007-08	PROJECTION 2016	RESULTS – Cultural Competence Activities / Students							
			2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Presentations Provided	28 hr./yr	40 hrs./yr.	Beginning 2008, presenter included under Arts-in-Ed (presentation hrs. no longer tracked separately)							
Societal Issues Course Enrollment	52 students	80 students	59	64	67	30				
Character Education Course Enrollment	87 students	120 students	127	63	132	93				
Arts-in-Education Programs provided	10 programs	20 programs	10	10	7	10				

Baseline Staff Data: 2007-2008 year
Staff Data and 2016 Projection:

STAFF	BASELINE 2007-08	PROJECTION 2015- 2016	RESULTS – Cultural Competence Activities / Staff							
			2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Number of Professional Development activities offered	89	117	43	16	16	36				
Number of Staff in attendance	1569	2008	344	79	186	315				

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

	BASELINE 2007-08	PROJECTION 2015- 2016	RESULTS – Enrollment In relation to the High School Population in the Region							
			2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Career and Technical Education	2,399 / 9% of all eligible students (out of regional total of 25,912)	15% of all eligible students	2,142 9% of the region	2,131 9% of the region	1,918 7% of the region					
Special Career Education	544 or 8% of all Special Educ. students enrolled in HS programs in region (6,645)	15% of all eligible students	516 7% of the region	509 /5979 9% of students in region	471 / 5937 7% of students in region					

Attendance

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

	BASELINE 2007-08	PROJECTION 2015- 2016	RESULTS – Attendance Rate							
			2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Elementary Academic	90.58%	95%	90.77%	90.01%	91.54%					
Secondary Academic	79.29%	90%	77.33%	77.53%	78.30%					
Developmental	89.14%	94%	89.35%	89.94%	89.92%					
Career & Tech Ed.	85.71%	93%	87.11%	88%	88.22%					
Special Career Ed.	77.69%	89%	85.38%	79.65%	81.95%					

*Projections were adjusted based on feedback from Middle States

7)   Measurement F. Suspension Trends

Student Management: Out of School Suspensions/VADIR Incidents

Baseline Year: 2007-2008
Baseline Data and 2016 Projections: 2016 Projections reflecting percent reductions in Suspensions and reportable VADIR incidents as indicated below

	BASELINE 2007-08	PROJECTION 2015- 2016	RESULTS – Suspension Trends							
			2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Elementary Academic										
Out of School Suspensions / Total Enrollment	36 / 169	10% reduction	40 / 169 +3%	16/159 -14%	41 /159 (26.00%) +16%					
VADIR Incidents	5	10% reduction	1 -2%	5 +2%	2 (1%) -2%					
Secondary Academic										
Out of School Suspensions / Total Enrollment	1113 / 979	25% reduction	1153 /971 +4%	1025 /921 -8%	1069 / 895 (119%) +8%					

	BASELINE 2007-08	PROJECTION 2015- 2016	RESULTS – Suspension Trends							
			2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
VADIR Incidents	242	25% reduction	220 -2%	212 0% change	256 (29%) +6%					
Developmental										
Out of School Suspensions / Total Enrollment	58 / 982	15% reduction	38 /946 -2%	21/903 -2%	21 /901 (2%) No change					
VADIR Incidents	4	15% reduction	9 +.5%	8 No change	10 (<1%) No change					
CTE										
Out of School Suspensions / Total Enrollment	127 / 3136	10% reduction	81 /2142 -1%	78/2207 -04%	93/ 2729 (3%) No change					
VADIR Incidents	27	10% reduction	22 -.2%	22 No Change	22 No change					
SCE										
Out of School Suspensions / Total Enrollment	63 / 855	15% reduction	100 /516 +18%	102/520 19% Increase	115 / 678 (17%) -3%					
VADIR Incidents	17	15% reduction	18 +1%	9 -50%	15 (2%) No change					

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

Community/Work Experience Opportunities:
Defined as opportunities outside of the classroom that are consistent with the post secondary goal of the student involved and are associated with his/her field of study at BOCES.

Eastern Suffolk BOCES
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	BASELINE 2007-08	PROJECTION 2015- 2016	RESULTS – Community/Work Experience Opportunities Opportunities outside of the classroom that are consistent with the post secondary goal of the student involved and are associated with his/her field of study at BOCES.							
			2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
CTE - % of all students	35%	90%	1198 /2227 54%	2051/2207 92%	1483/ 1918 77.00%					
SCE - % of all students	15%	60%	216 /520 41%	314/516 61%	377/ 502 75.00%					
Special Education - % of all students	40%	60%	40%	52%	62.00%					

Post Graduation Indicators:

College and Trade School Articulations

Baseline Year: 2007-2008

	BASELINE 2007-08	PROJECTION 2015- 2016	RESULTS – College and Trade School Articulations							
			2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
# of Articulations	90	126	86	90	85					
Average # of agreements per course	2.7	5	2.7	2.8	2.7					

Scholarships money awarded

Baseline Year: 2007-2008

	BASELINE 2007-08	PROJECTION 2015- 2016	RESULTS – Scholarships							
			2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Scholarship Amount Awarded	$ 958,000	$1,500,000	$546,595	$1,217,850	$735,017					

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

Post Secondary Outcomes

<u>Baseline Year</u>: 2007-2008
<u>Baseline Data</u>: See chart below

	BASELINE 2007-08	PROJECTION 2015- 2016	RESULTS – Post Secondary Outcomes							
			2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Special Education Graduates Entering										
Employment	19%	25%	20%	11%	10.00%					
2-Year College	18%	25%	25%	31%	26.00%					
4-Year College	3%	10%	8%	7%	4.00%					
Unknown	20%	5%	10%	< 0%	8.00%					
Other	14%	5%	11%	23%	22.00%					
Adult Services	26%	30%	26%	25%	30.00%					
CTE Completers* Entering										
Related Employment	10%	25%	11%	12%	11.00%					
Unrelated Employment	34.5%	14%	48%	57%	38.00%					
Military	1%	1%	8%	8%	7.00%					
2-Year College	18%	25%	29%	25%	24.00%					
4-Year College	9.5%	20%	34%	34%	30.00%					
Trade School	3%	10%	11%	7%	6.00%					
Unknown	24%	5%	39%	23%	21.00%					

RESULTS: See above
* Responses were allowed in more than one category in 2008-09.
* Used a different survey instrument in 2008-09.

Eastern Suffolk BOCES
Related Operational Action Plan I.B: Implementation of Curriculum and Assessment

ADDRESSES BOCES GOAL(S):
I.   High Standards for Student Achievement
II. Staff Development
VI. Technology
XII. Research, Program Improvement, and Regional Advocacy

RESPONSIBLE ADMINISTRATOR:
Deputy Superintendent, Educational Services
Director, Special Education
Director, Career, Technical and Adult Education
Director, Education and Information Support Services (EISS)

COLLABORATOR(S):
Divisional Administrators, Educational Services
Building/Program Administrators

RELATED OPERATIONAL OBJECTIVE:
By June 2016, the Educational Services Division will develop a process for the evaluation, revision, and implementation of assessment procedures and curricula.

ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome *(include dates - mm/dd/yy)*
1. Formalize the role of the CTE Advisory Boards for obtaining information about course content, equipment and supplies, and industry certification.	Sept. 2010 Ongoing	Director, Special Education Director, Career, Tech & Adult Ed. Director, Educ. & Info. Support Services Building/Program Administrators	Ongoing
2. 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	Completed December 2010
3. Ongoing work on curriculum with CTE clusters. To develop, review and revise curriculum.	June 2010 Ongoing	Director, Career, Tech & Adult Ed. Building/Program Administrators	Ongoing
4. Ongoing work in CTE/SCE on lesson plan development – cluster meetings.	June 2010 ongoing	Director, Career, Tech & Adult Ed. Building/Program Administrators	Ongoing
5. Formalize process for CTE/SCE curriculum review NYSED Technical Endorsement review.	June 2010 Ongoing	Director, Career, Tech & Adult Ed. Building/Program Administrators	Completed May 2011
6. Initiate Partnerships with Districts to establish CTE programs in district owned facilities	Sept. 2010 Ongoing	Director, Career, Tech & Adult Ed. Div. Admin., Career, Tech & Adult Ed. Building/Program Administrators	Ongoing

ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome *(include dates - mm/dd/yy)*
7. Review and revise procedures for NYS assessment and Industry Assessment administration and scoring.	Ongoing through 2016	Director, Special Education Director, Educ. & Info. Support Services Director, Career, Tech & Adult Ed. Div. Admin., Educ. & Info. Support Svcs	Ongoing
8. Establish scope and sequence for: • High School Geometry Applications • High School Business Math • High School Integrated Science	August 2009	Div. Admin., Ed. Support Services Prog. Admin., Ed. Support Services Curriculum Facilitators Curriculum Developers	Complete 8/09
9. Establish scope and sequence for: • Elementary Transition • Middle School Transition • High School Transition • High School Journalism	August 2010	Div. Admin., Ed. Support Services Prog. Admin., Ed. Support Services Curriculum Facilitators Curriculum Developers	Complete 6/10
10. Implement Common Core standards	Ongoing through 2016	Div. Admin., Educ. & Info. Support Svcs Curriculum Facilitators Curriculum Developers	ELA and Math Standards implemented during 2011-2012 school year.
11. Pilot new Mandarin Chinese online course	Spring 2010	Director, Ed. Support Services Div. Admin., Ed. Support Services	Complete 6/10
12. Roll out MyChinese 360	September 2011	Director, EISS Div. Admin., EISS	Completed 9/10
13. Establish scope and sequence for: • Developmental Transition	August 2011	Div. Admin., Ed. Support Services Curriculum Facilitators Curriculum Developers	Complete 9/10

14. The Special Education and Career and Technical Education Departments will purchase and implement an online instructional tool. This product will be utilized to support teacher preparation and planning in academic areas, including teacher supported instruction, remediation, credit recovery, and embedded credit support.	2011-2012 School Year	Deputy Supt., Educational Services
		Assoc. Supt., Management Services
		Director, Special Education
		Director, Career, Tech & Adult Ed.
		Director, Technology Integration
		Central Office Admins., Sp.Ed. &
		   Career, Tech & Adult. Ed.
		Program Admins., Sp.Ed. &
		   Career, Tech & Adult Ed.
			Complete

ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome *(include dates - mm/dd/yy)*

15. Complete Contract negotiations for online; work with Management Services and submit to the Board of Education for approval.	July 2010	Deputy Supt., Educational Services
		Assoc. Supt., Management Services
		Director, Special Education
		Director, Career, Tech & Adult Ed.
		Director, Technology Integration
		Central Office Admins., Sp.Ed. &
		    Career, Tech & Adult. Ed.
		Program Admins., Sp.Ed. &
		    Career, Tech & Adult Ed.
			Complete

16. Design staff development to introduce the online product to administrators for review. Create staff development that will create local experts within the division who will be able to turnkey the training to their colleagues in programs throughout each department.	Fall 2010	Deputy Supt., Educational Services
		Assoc. Supt., Management Services
		Director, Special Education
		Director, Career, Tech & Adult Ed.
		Director, Technology Integration
		Central Office Admins., Sp.Ed. &
		    Career, Tech & Adult. Ed.
		Program Admins., Sp.Ed. &
		    Career, Tech & Adult Ed.
			Complete

17. Work with component districts to establish the use of this online tool as a part of new Alternative Learning Centers through the Regional Alternative High School program, as well as proposed full day CTE model. This will require collaboration with district and BOCES technology staff to finalize hardware and internet access that will support the product.	Summer 2010	Deputy Supt., Educational Services
		Assoc. Supt., Management Services
		Director, Special Education
		Director, Career, Tech & Adult Ed.
		Director, Technology Integration
		Central Office Admins., Sp.Ed. &
		    Career, Tech & Adult. Ed.
		Program Adminis., Sp.Ed. &
		    Career, Tech & Adult Ed.
			Complete

18. Conduct Staff Development workshops and begin pilot implementation of the online tool with selected staff throughout the division.	Fall/Winter 2012	Deputy Supt., Educational Services
		Assoc. Supt., Management Services
		Director, Special Education
		Director, Career, Tech & Adult Ed.
		Director, Technology Integration
		Central Office Admins., Sp.Ed. &
		    Career, Tech & Adult. Ed.
		Program Admins., Sp.Ed. &
		    Career, Tech & Adult Ed.
			Pending

ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome *(include dates - mm/dd/yy)*
19. Utilize online instruction component reporting tools to review distribution and activity levels, evaluate effectiveness of development, and effectiveness of the online tool in various venues throughout the division.	Summer 2013	Deputy Supt., Educational Services Assoc. Supt., Management Services Director, Special Education Director, Career, Tech & Adult Ed. Director, Technology Integration Central Office Admins., Sp.Ed. & Career, Tech & Adult. Ed. Program Admins., Sp.Ed. & Career, Tech & Adult Ed.	Pending
20. Develop Student Learning objectives for all Programs within the Educational Services Division, consistent with the ESB APPR Plan.	Summer/Fall 2012	Deputy Supt., Educational Services Director, Special Education Director, Career, Tech & Adult Ed. Program Admins., Sp.Ed. & Career, Tech Ed. Instructional Staff, Sp.Ed. & Career, Tech Ed.	Pending
21. Purchase and Implement the use of the NWEA Assessment in Special Education Programs, consistent with the ESB APPR Plan.	Summer/Fall 2012	Deputy Supt., Educational Services Director, Special Education Director, Career, Tech & Adult Ed. Program Admins., Sp.Ed. & Career, Tech Ed. Instructional Staff, Sp.Ed. & Career, Tech Ed.	Pending
22. Develop and Implement the use of the ESB Multi-Measure Assessment throughout the Educational Services Division for Sp.Ed., CTE and SCE consistent with the ESB APPR Plan	Summer/Fall 2012	Deputy Supt., Educational Services Director, Special Education Director, Career, Tech & Adult Ed. Program Admins., Sp.Ed. & Career, Tech Ed. Instructional Staff, Sp.Ed. & Career, Tech Ed.	Pending

RESOURCES REQUIRED:
- Funds for the purchase of software
- Funds for the purchase of instructional materials

POSSIBLE SOURCES OF FUNDING:
- Budget allocation

BASELINE DATA:
- New York State Assessment Data
  See Plan I.A, 1. Measurement A: NY State Assessments, pages 49-61

- Existing curriculum

RESULTS:
- *See data results in Plan I.A*

Eastern Suffolk BOCES
Related Operational Action Plan I.C: Improving Student Transition Planning and Practices

ADDRESSES BOCES GOAL(S):
I.   High Standards for Student Achievement
II. Staff Development
XII. Research, Program Improvement, and Regional Advocacy

RESPONSIBLE ADMINISTRATOR:
Deputy Superintendent, Educational Services
Director, Special Education
Director, Career, Technical and Adult Education
Director, Education and Information Support Services (EISS)

COLLABORATOR(S):
Building/Program Administrators
Special Education Task Force
Director, Communication, Research and Recruitment
Director, Planning and Program Improvement
Educational Services Division Staff

RELATED OPERATIONAL OBJECTIVE:
By June 2016, there will be a documented increase in available curriculum, activities, practices, and instruction regarding student Transition Services as a K-12 division-wide endeavor. It is expected that the outcome of these efforts will be a multi-year focus on new or enhanced transition services to students, parents and BOCES Programs throughout the continuum, as well as services to districts to support their instruction of an ever-increasing included population in our region.

	ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome *(include dates - mm/dd/yy)*
1.	Incorporating CDOS activities into classroom curriculum to improve Community Service activities	June 2011 Ongoing	Director, Special Education Director, Educ. & Info. Support Services Director, Career, Tech & Adult Ed. Building/Program Administrators	Pending
2.	Develop a method to obtain valid post graduate outcomes	June 2011 Ongoing	Deputy Supt., Educational Services Director., Special Education Director, Career, Tech & Adult Ed. Director, Educ. & Info. Support Services Director, Planning & Program Imprvmnt Director, Comm., Research & Recruit Special Education Task Force Building/Program Administrators	Pending

Eastern Suffolk BOCES
Related Operational Action Plan I.C: Improving Student Transition Planning and Practices

ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome *(include dates - mm/dd/yy)*
3. Formalize the role of the CTE Advisory Boards in obtaining information about post school outcomes and Community Service activities	Sept. 2010 Ongoing	Director, Career, Tech & Adult Ed. Building/Program Administrators	Complete June 2012
4. Develop strategies to evaluate participation in service learning projects appropriate to CTE/SCE course of study.		Director, Career, Tech & Adult Ed. Building/Program Administrators	In Progress
5. Establish Senior School Model complete with internship component	Ongoing Sept. 2016	Director, Career, Tech & Adult Ed. Div. Admin., Career, Tech & Adult Ed. Building/Program Administrators	Complete- Fall 2011
6. Establish a Career Education Support Teacher as a shared service for districts to purchase to meet the work experience components of their CTE programs	Ongoing Sept. 2016	Director, Career, Tech & Adult Ed. Div. Admin., Career, Tech & Adult Ed. Building/Program Administrators	In Progress
7. The Special Education Task Force will develop a plan for the administration, supervision and coordination of a series of subcommittees designed to create a broad-based group of stakeholder involvement, address specific transition topics, and increase capacity to address the scope of the transition issue.	October 2009	Director, Special Education Building/Program Administrators Special Education Task Force	Complete – Fall 2009
8. The Special Education Task Force will establish Transition Subcommittees to address major areas of focus: Compliance, Assessment, Continuum of Services, and Parent Involvement.	October 2009	Director, Special Education Building/Program Administrators Special Education Task Force	Complete and Ongoing
9. The Special Education Task Force will identify initial activities for each subcommittee, with a goal of addressing a broad spectrum of issues in a coordinated, collaborative manner.	October 2009	Director, Special Education Director, Ed. Support Services Building/Program Administrators Special Education Task Force	Complete – Spring 2010
10. The Special Education Department will work with the Special Education Task Force and its respective subcommittees on an ongoing basis to provide fiscal support and training opportunities to implement new strategies,	Ongoing 2009-10	Director, Special Education Director, Educ. & Info. Support Services Building/Program Administrators Special Education Task Force	Complete and Ongoing

Eastern Suffolk BOCES
Related Operational Action Plan I.C: Improving Student Transition Planning and Practices

ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome *(include dates - mm/dd/yy)*
curricula and practices that will address the expected outcomes outlined above.			
11. The Special Education Department, working with the Special Education Task Force, will conduct a "self review" of our transition practices, utilizing the format that is outlined by the State Education Department for use by our local school districts.	June 2013	Director, Special Education Special Education Task Force Central Office Admins., Special Educ. Principals, Special Education	Pending
12. Support and encourage the connection between CTE/SCE programs and our Adult Education programs to promote lifelong learning opportunities for all students	Ongoing	Director, Career, Tech & Adult Ed. Div. Admin., Career, Tech & Adult Ed. Building/Program Administrators	Ongoing
13. Support alumni students with transitional services to assist in preparing them for entry level careers and independence.	June 2013	Director, Career, Tech & Adult Ed. Div. Admin., Career, Tech & Adult Ed. Building/Program Administrators	Ongoing
14. Utilize business and industry advisory committees and community agencies to provide real world work opportunities.	June 2013	Director, Career, Tech & Adult Ed. Div. Admin., Career, Tech & Adult Ed. Building/Program Administrators	Ongoing
15. Incorporate community service projects to enhance cultural awareness.	June 2013	Director, Career, Tech & Adult Ed. Div. Admin., Career, Tech & Adult Ed. Building/Program Administrators	Ongoing

RESOURCES REQUIRED:
- Personnel, meeting space, data from various BOCES and research based sources, staff release time.

POSSIBLE SOURCES OF FUNDING:
- Instructional program budgets, Grant opportunities

BASELINE DATA:
- 2007-2008 - CTE/SCE- 60 service learning projects
- 2008-2009 Annual Student Profile Transition Page
- 2008-2009 Annual Student Profile Transition Goal Bank
- 2008-2009 Level 1 Assessment process and document
- 2008-2009 Student Exit Summaries

RESULTS:
See data in Plan I.A

Eastern Suffolk BOCES
Related Operational Action Plan I.D: Student Data Analysis and Program Effectiveness Measures

ADDRESSES BOCES GOAL(S):
I.   High Standards for Student Achievement
II.   Staff Development
VI. Technology
XII. Research, Program Improvement, and Regional Advocacy

RESPONSIBLE ADMINISTRATOR:
Deputy Superintendent, Educational Services
Director, Special Education
Director, Career, Technical and Adult Education
Director, Education and Information Support Services (EISS)

COLLABORATOR(S):
Divisional Administrators, Educational Services
Building/Program Administrators
Program Administrator, Student Information Management Systems

RELATED OPERATIONAL OBJECTIVE:
By June 2016, the Educational Services Division will develop and implement a process for continuous improvement based on analysis of student data and program effectiveness measures.

	ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome *(include dates - mm/dd/yy)*
1.	Compile accurate suspension/VADIR for all programs; review the data centrally and with individual programs. Identify suspension trends in need of review and those needing improvement.	August 2009	Director, Special Education Director, Career, Tech & Adult Ed. Divisional Administrators Admin., Student Information Management Systems	Ongoing
2.	Explore alternatives to suspension and their effectiveness and develop new practices directed towards reducing suspension frequency. Compile data on our use of FBA/BIPs (Functional Behavioral Analysis and Behavior Intervention Plans) and related suspensions.	January 2010 and Ongoing	Deputy Supt., Educational Services Director, Special Education Director, Career, Tech & Adult Ed. Building/Program Administrators	Ongoing
3.	Provide high quality professional development on rates and reasons for the suspensions and best practices in suspension alternatives. Repeat the process of discipline data review to assess progress.	June 2010 and Ongoing	Director, Special Education Director, Career, Tech & Adult Ed. Divisional Administrators Building/Program Administrators	Ongoing

Eastern Suffolk BOCES
Related Operational Action Plan I.D: Student Data Analysis and Program Effectiveness Measures

ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome *(include dates - mm/dd/yy)*
4. Develop activities to improve student attendance.	June 2010 Ongoing	Director, Special Education Director, Career, Tech & Adult Ed. Director, Educ. & Info. Support Services Building/Program Administrators	Ongoing
5. Compile accurate attendance data for all programs and buildings; review the data centrally and with individual programs. Identify programs with attendance issues and develop plans for improvement.	August 2009	Director, Special Education Director, Career, Tech & Adult Ed. Divisional Administrators Prog. Admin., Student Information Management Systems Building/Program Administrators	Complete – Summer 2009
6. Explore best practices in improving attendance. Provide professional development on the attendance data and recommended best practices. Repeat the process of attendance data review to assess progress.	June 2010	Director, Special Education Director, Career, Tech & Adult Ed. Director, Educ. & Info. Support Services Building/Program Administrators	Ongoing
7. Transition to the use of web based BOCES Assessment Reporting System	July 2009	Director, Ed. Support Services Div. Admin., Ed. Support Services Prog. Admin., Ed. Support Services RIC Staff	Completed 11/09
8. Provide NYS assessment data to administrators and teachers.	Ongoing through 2016	Director, Special Education Director, Career, Tech & Adult Ed. Director, Educ. & Info. Support Services Div. Admin., Educ. & Info. Support Svcs Building/Program Administrators RIC Staff	Annually, Ongoing
9. Provide staff development for administrators and teachers on data analysis and data driven decision making.	Ongoing through 2016	Director, Special Education Director, Career, Tech & Adult Ed. Director, Educ. & Info. Support Services Div. Admin., Educ. & Info. Support Svcs Building/Program Administrators RIC Staff	Ongoing
10. Review and update student report cards/ progress reports to ensure that they are	November 2012	Director, Special Education Director, Career, Tech & Adult Ed. Director, Educ. & Info. Support Services	Pending

ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome *(include dates - mm/dd/yy)*
reflective of NYS Regulations and graduation requirements as well as consistent with our work in updating curriculum.		Building/Program Administrators	
11. Transition to the use of a new student data management system in the CTE, SCE and Adult Education Health Careers programs	June 2012	Director, Career, Tech & Adult Ed. Div. Admin., Career, Tech & Adult Ed. Building/Program Administrators	Ongoing
12. The Special Education and Career and Technical Department will implement a student management system that is designed specifically for BOCES application in Special Education and Career and Technical Education. This product, BOCES Direct, will be utilized to support enrollment management, student related services management, student data collection, and billing functions.	2011-2012 School Year	Deputy Supt., Educational Services Assoc. Supt., Management Services Director, Special Education Director, Career, Tech & Adult Ed. Director, Technology Integration Director, Business Services Central Admins., Spec. Ed. & Career, Tech & Adult Ed. Program Admins., Spec. Educ. & Career, Tech & Adult Ed.	In Progress
13. Begin building BOCES Direct student database for 2011-2012 school year.	Spring/Summer 2011	Deputy Supt., Educational Services Assoc. Supt., Management Services Director, Special Education Director, Career, Tech & Adult. Ed. Director, Technology Integration Director, Business Services Central Admins., Spec. Ed. & Career, Tech & Adult Ed. Program Admins., Spec. Ed.. & Career, Tech & Adult Ed.	Complete
14. Test compatibility of billing function of BOCES Direct for Special Education by utilizing a small section of student database to run three monthly tests in preparation for converting our student database.	Spring 2011	Deputy Supt., Educational Services Assoc. Supt., Management Services Director, Special Education Director, Career, Tech & Adult. Ed. Director, Technology Integration Director, Business Services Central Admins., Spec. Ed. & Career, Tech & Adult Ed. Program Admins., Spec. Ed.. & Career, Tech & Adult Ed.	Complete

Eastern Suffolk BOCES
Related Operational Action Plan I.D: Student Data Analysis and Program Effectiveness Measures

ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome *(include dates - mm/dd/yy)*

15. Design student data reports to be utilized in preparation for the 2011-2012 school year. These reports will utilize information captured from the BOCES Direct database.	Summer 2011	Deputy Supt., Educational Services
		Assoc. Supt., Management Services
		Director, Special Education
		Director, Career, Tech & Adult. Ed.
		Director, Technology Integration
		Director, Business Services
		Central Admins., Spec. Ed. &
		    Career, Tech & Adult Ed.
		Program Admins., Spec. Ed.. &
		    Career, Tech & Adult Ed.
			Complete and Ongoing

16. Review proposed reports with administrators to insure that all necessary information is included in a clear, concise format.	Summer 2011	Deputy Supt., Educational Services
		Assoc. Supt., Management Services
		Director, Special Education
		Director, Career, Tech & Adult. Ed.
		Director, Technology Integration
		Director, Business Services
		Central Admins., Spec. Ed. &
		    Career, Tech & Adult Ed.
		Program Admins., Spec. Ed.. &
		    Career, Tech & Adult Ed.
			Complete

17. Design staff development for program support staff on BOCES Direct database. Administrative, clerical, and teaching staff will have access (at appropriate security levels) to consistent, accurate student information.	Fall 2011	Deputy Supt. Educational Services
		Assoc. Supt., Management Services
		Director, Special Education
		Director, Career, Tech & Adult. Ed.
		Director, Technology Integration
		Director, Business Services
		Central Admins., Spec. Ed. &
		    Career, Tech & Adult Ed.
		Program Admins., Spec. Ed. &
		    Career, Tech & Adult Ed.
			Complete

18. Implement billing process utilizing data from BOCES Direct for Special Education students.	September 2011	Deputy Supt., Educational Services Assoc. Supt., Management Services Director, Special Education Director, Career, Tech & Adult. Ed. Director, Technology Integration Director, Business Services *(continued on next page)*	Complete

ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome *(include dates - mm/dd/yy)*
		Central Admins., Spec. Ed. & Career, Tech & Adult Ed. Program Admins., Spec. Ed.. & Career, Tech & Adult Ed.	
19. Implement billing process utilizing data from BOCES Direct for Career and Technical Education billing.	Fall 2012	Deputy Supt., Educational Services Assoc. Supt., Management Services Director, Special Education Director, Career, Tech & Adult. Ed. Director, Technology Integration Director, Business Services Central Admins., Spec. Ed. & Career, Tech & Adult Ed. Program Admins., Spec. Ed.. & Career, Tech & Adult Ed.	Pending
20. Test compatibility of billing function of BOCES Direct for CTE/SCE programs by utilizing a small section of student database to run three monthly tests in preparation for converting our student database.	Spring 2013	Deputy Supt., Educational Services Assoc. Supt., Management Services Director, Career, Tech & Adult. Ed. Director, Technology Integration Director, Business Services Central Admins., Spec. Ed. & Career, Tech & Adult Ed. Program Admins., Spec. Ed.. & Career, Tech & Adult Ed.	In Progress
21. Develop data collection and reporting system that aligns with APPR requirements.	June 2013	Director, Career, Tech & Adult Ed. Div. Admin., Career, Tech & Adult Ed. Building/Program Administrators	Ongoing

RESOURCES REQUIRED:
- Personnel
- eSchool data
- Meeting space
- Staff release time.
- BOCESDirect

POSSIBLE SOURCES OF FUNDING:
- Budget allocation

BASELINE DATA:
- New York State Assessment Data (Measurement 1)
  See Plan I.A, 1. Measurement A: NY State Assessments, pages 49-61

- Program Attendance Data (Measurement 6)
  See Plan I.A, 6. Measurement F: Attendance, pages 66-67

- Program Suspension Data (Measurement 7)
  See Plan I.A, 7. Measurement F: Suspension Trends, pages 67-68

RESULTS: Please refer to data as presented in Plan I.A.

Eastern Suffolk BOCES
Related Operational Action Plan I.E: Improving Cultural Competence for Agency Staff and Students

ADDRESSES BOCES GOAL(S):
I.   High Standards for Student Achievement
II.   Staff Development

RESPONSIBLE ADMINISTRATOR:
Director, Education and Information Support Services (EISS)

COLLABORATOR(S):
Divisional Administrator, Education and Information Support Services
Building/Program Administrators

RELATED OPERATIONAL OBJECTIVE:
By July 2012, there will be a measurable increase in Cultural Competence* programs available to Eastern Suffolk BOCES students and staff.

Cultural competency is a way of being that allows individuals to interact effectively with people who differ from them, and organizations a way of operating that allows them to effectively manage the dynamics of diversity to meet goals and objectives.

ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome (include dates - mm/dd/yy)
1. Review and evaluate existing professional development activities in the area of Cultural Competence available to agency staff.	August 2009	Director, Ed. Support Services Div. Admin., Ed. Support Services Prog. Admin., Ed. Support Services	Complete 8/09
2. Review and evaluate existing Cultural Competence programs offered to Eastern Suffolk BOCES students.	October 2009	Div. Admin., Ed. Support Services Prog. Admin., Ed. Support Services	Complete 10/09
3. Research and identify new Cultural Competence professional development opportunities appropriate for Eastern Suffolk BOCES staff.	Ongoing through 2016	Director, Educ. & Info. Support Services Div. Admin., Educ. & Info. Support Svcs	Ongoing
4. Research and identify Cultural Competence programs appropriate for Eastern Suffolk BOCES students relative to age and cognitive development.	Ongoing through 2016	Director, Educ. & Info. Support Services Div. Admin., Educ. & Info. Support Svcs	Ongoing
5. Expand opportunities for Eastern Suffolk BOCES staff and students to participate in Cultural Competence programs.	Ongoing through 2016	Director, Educ. & Info. Support Services Div. Admin., Educ. & Info. Support Svcs	Ongoing
6. Maintain records of staff attendance and participation in Cultural Competence professional development activities.	Ongoing through 2016	Director, Educ. & Info. Support Services Div. Admin., Educ. & Info. Support Svcs	Ongoing

ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome *(include dates - mm/dd/yy)*
7. Maintain records of the number of student programs in Cultural Competence.	Ongoing through 2016	Director, Educ. & Info. Support Services Div. Admin., Educ. & Info. Support Svcs	Ongoing
8. Review staff evaluations of Cultural Competence professional development activities.	Annually in August	Director, Educ. & Info. Support Services Div. Admin., Educ. & Info. Support Svcs	Ongoing
9. Review staff evaluations of Cultural Competence workshops and programs for Eastern Suffolk BOCES students.	Annually in August	Director, Educ. & Info. Support Services Div. Admin., Educ. & Info. Support Svcs	Ongoing
10. Develop and implement DASA related activities that incorporates the Agency's plan.	June 2012	Director, Career, Tech & Adult Ed. Div. Admin., Career, Tech & Adult Ed. Building/Program Administrators	Ongoing

RESOURCES REQUIRED:
- Budget allocation
- Access to and collaboration with individuals and agencies able to support issues of Cultural Competence

POSSIBLE SOURCES OF FUNDING:
- Budget allocation

BASELINE DATA:
- Staff programs in Cultural Competence
    See Plan I.A, 5. Measurement E: Cultural Competence Activities, page 65

- Student programs in Cultural Competence
    See Plan I.A, 5. Measurement E: Cultural Competence Activities, page 65

RESULTS:
- *Please refer to data as presented in Plan I.A*

Eastern Suffolk BOCES
Related Operational Action Plan I.F: Improving Participation in Service Learning and Co-Curricular Activities

ADDRESSES BOCES GOAL(S):
I.   High Standards for Student Achievement
II.   Staff Development
IV.   Program and Services Availability
XII. Research, Program Improvement, and Regional Advocacy

RESPONSIBLE ADMINISTRATOR:
Deputy Superintendent, Educational Services
Director, Special Education
Director, Career, Technical and Adult Education

COLLABORATOR(S):
Building/Program Administrators

RELATED OPERATIONAL OBJECTIVE:
By June 2016, the Educational Services Division will implement strategies to increase participation of students in the various service learning opportunities offered through our student leadership organizations and our CTE/SCE programs.

	ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome *(include dates - mm/dd/yy)*
1.	Create incentives to improve membership in SkillsUSA and participation in competitions.	June 2011 Ongoing	Director, Career, Tech & Adult Ed. Building/Program Administrators	Ongoing
2.	Create incentives to improve membership in National Technical Honor Society.	June 2011 Ongoing	Director, Career, Tech & Adult Ed. Building/Program Administrators	Ongoing
3.	Improve data collection procedures to better capture in service community service projects, learning and co-curricular activities.	June 2011 Ongoing	Director, Career, Tech & Adult Ed. Director, Special Education Building/Program Administrators	Ongoing
4.	Improve data collection procedures to better capture work experience data.	June 2011 Ongoing	Director, Career, Tech & Adult Ed. Building/Program Administrators	Ongoing
5.	Special education students will be provided increased opportunities for appropriate community instruction consistent with CDOS standards.	June 2011 Ongoing	Director, Special Education Building/Program Administrators	Complete
6.	As special education students approach graduation they will be provided opportunities for appropriate service learning in preparation for transition after graduation.	June 2011 Ongoing	Director, Special Education Building/Program Administrators	Complete

	ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome *(include dates - mm/dd/yy)*
7.	Develop professional development workshops that focus on community involvement to expand upon career pathways and infuse common core standards.	June 2013	Director, Career, Tech & Adult Ed. Div. Admin., Career, Tech & Adult Ed. Building/Program Administrators	Ongoing

RESOURCES REQUIRED:
- Budget Allocations
- Collaboration with Community Businesses and Organizations
- Staffing

POSSIBLE SOURCES OF FUNDING:
- Program Budgets
- Fundraising
- Grants

BASELINE DATA:
- 2007-2008 CTE/SCE SkillsUSA Membership
    See Plan I.A, 3. Measurement C: Honors and Specialized Diplomas, page 64

- 2007-2008 CTE/SCE National Technical Honor Society Membership
    See Plan I.A, 3. Measurement C: Honors and Specialized Diplomas, pages 62-63

- 2007-2008 CTE/SCE Community Service Projects
    See Plan I.A, 4. Measurement D: Community Service, pages 64-65

- 2007-2008 Work Experience Opportunities
    See Plan I.A, 4. Measurement G: Post-Graduate Outcomes, pages 68-70

RESULTS:
- See data results in Plan I.A

Eastern Suffolk BOCES
Strategic Action Plan II.A: Assuring Eastern Suffolk BOCES Facilities Services and Regional Leadership for School Facilities Management

ADDRESSES BOCES GOAL(S):
I.   High Standards for Student Achievement
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
X.   Internal Communications

RESPONSIBLE ADMINISTRATOR:
Associate Superintendent, Management Services
Manager, Building Services

COLLABORATOR(S):
Administrative Council
Program Administrators
Operations and Maintenance
Health and Safety

STRATEGIC PLANNING STRATEGY:
By July 2016, there will be a measurable improvement in facilities services to Eastern Suffolk BOCES students, staff, and regional school district operations and maintenance departments by: 1) ensuring the health, safety, and security of all Eastern Suffolk BOCES facility occupants; and 2) becoming a regional leader in the area of school facilities management.

ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome *(include dates - mm/dd/yy)*
1. Provide roundtable discussions with Facility Directors of component districts regarding cases where BOCES can help meet district needs and assist in cooperative programs to reduce costs and resources.	Ongoing through 2016	Manager, Building Services	Ongoing Increased cooperative bids for facility related items by 7
2. Receive feedback from component districts and BOCES internal departments for facility-related co-operative bids for commodities/ services.	Ongoing through 2016	Manager, Building Services	Ongoing
3. Utilize preventive maintenance program to monitor and schedule predictive and preventive maintenance activities. These activities will ensure the health and safety of building occupants.	Ongoing through 2016	Manager, Building Services	Ongoing

ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome *(include dates - mm/dd/yy)*
4. Continuous evaluations and updates of Health, Safety, and Security programs to meet current agency needs.	Ongoing through 2016	Manager, Building Services	Ongoing

RESOURCES REQUIRED:
- BOCES Existing Personnel and Work Time
- Demographic Studies
- Facilities Studies (usage and availability)
- Planning Studies

POSSIBLE SOURCES OF FUNDING:
- Capital and Program Budgets
- Local/State/Federal Grants

BASELINE DATA:

1) **Measurement A. Ensuring the Health, Safety, and Security of All Eastern Suffolk BOCES Facility Occupants**

    a) ESBOCES Facilities Survey
    Baseline Year: 2007-2008
    Baseline Data:
    - Internal ESBOCES survey satisfaction results from 2007 .
    2016 Projection:
    - Exceed 2007-08 excellent/good survey result percentages in the areas of Appearance, Safety, Security, Lighting, Custodial standards, and Maintenance

Results:

2008: Internal ESBOCES survey will be undertaken every 5 years – next scheduled survey will be 2013
- Training sessions for custodial staff in cleaning practices, use of chemicals, and supervisory skills has been implemented
- Enrolled staff in in-service training of operational efficiencies by external organizations such as NYSIF, Hartford Steam Boiler, and BOC

2009:
- Upgraded custodial equipment
- Standardized on green cleaning supplies, reduction in the number of chemical we use, and utilized solution centers

2010:
- Replaced standard dust mop system that utilized oil based products with microfiber dust mops that use no chemicals.
- Experimenting with cleaning of surfaces with ionized water in several locations to remove the need for using any chemical cleaners.

2011:
- Replaced existing inefficient exterior lighting systems at the H.B. Ward campus utilizing LED lighting fixtures that are 70% more efficient and last 10 times longer. Similarly, at the Westhampton Beach campus existing lighting was replaced with induction lighting which has similar energy savings and greater life expectancy which reduces maintenance costs to replace lamps on elevated lighting.

b) ESBOCES Safety and Security Assessment
   Baseline Year: 2007-2008
   Baseline Data:
   - The agency does not presently have any access control systems or IP cameras
   - Recommendations for the improvement of Access Control at ESBOCES locations
   2016 Projection:
   - Completion of all Phase I Security Assessment recommendations.
   - After the completion of Phase I, the reassessment of access control needs, with the installation of additional access control points providing the agency with more than the 58 access control door systems as outlined in Phase I of Security Assessment
   - Reduction of custodial overtime utilized to perform building checks through the use of access control system enhancements (i.e. temperature sensors, etc.)

Results:

2008:
- Completed phase I of security audit which included installation of cameras and card readers at main entrances
- Accumulated feedback from buildings for locations and necessity of additional cameras and card readers

2009:
- Installed additional card readers in response to feedback from buildings
- Completed replacement with exterior door keying systems with small format interchangeable core system that permits a hierarchy for key usage and minimizes the necessity for multiple keys.

2010:
- Began installation of interior key systems with the small format interchangeable core system

2011:
- Began installation of smart key systems that can record who accessed the door and at what time; these systems will be utilized in our Human Resources Department and on server room doors

c) Use of Online Preventive Maintenance System for ESBOCES facilities
Baseline Year: 2007-2008
Baseline Data:
- 0%: The agency does not presently utilize a preventive maintenance system

2016 Projection:
- After the cataloging of all building systems, the agency will utilize an online system for the preventive maintenance of 100% of its facilities equipment and related components

Results:

2008: Procured computerized maintenance management system utilizing School Dude PM Direct
- Began training in use of system

2009:
- Trained additional staff in use of system
- Began documentation of existing mechanical systems into PM Direct

2010:
- Completed filter maintenance information
- Added sanitary system maintenance to the program

2011:
- Added new HVAC equipment to schedules for IAC, ICC, BLC east and BLC west

d) ESBOCES Health and Safety – External Measures
Baseline Year: 2007-2008
Baseline Data: See chart below

2016 Projection:
- 50% less recommendations and non-conformances

	BASELINE 2007-08	PROJECTION 2015- 2016	RESULTS – Health and Safety / External Measures							
			2008-09	**2009-10**	**2010-11**	**2011-12**	**2012-13**	**2013-14**	**2014-15**	**2015-16**
Fire Inspection Non-Conformances	49	50% less	47	44	41	38				
NYSIR Inspection Recommendations	23	50% less	23	15	9	12				
Hartford Steam Boiler Recommendations	12	50% less	12	12	8	8				

2) Measurement B. Becoming a Regional Leader in the Area of School Facilities Management

a) Use of Facilities Management related cooperative bidding
Baseline Year: 2007-2008
Baseline Data:
- The agency presently has 13 facilities related cooperative bid documents
2016 Projection:
- Increase facilities related cooperative bids by 20%
- Increase district participation levels

b) ESBOCES/Component District Facilities Manager Meetings
Baseline Year: 2007-2008
Baseline Data:
- Number of meetings : 0
- Component district participation rate: 0%

Eastern Suffolk BOCES
Strategic Action Plan II.A: Assuring Eastern Suffolk BOCES Facilities Services and Regional Leadership for School Facilities Management

2016 Projection:
- Number of meetings: 4/yr
- Average participation rate: above 50%

	BASELINE 2007-08	PROJECTION 2015- 2016	RESULTS – Health and Safety / External Measures							
			2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Use of Facilities Management Related Cooperative Bidding										
# of related cooperative bids	13	Increase by 20%	16 / 23%	20 / +52%	24 / +84	24				
District Participation Levels		Increase								
ESBOCES/Component District Facilities Manager Meetings										
# of meetings	0	4 per year	4	5 / 43%	4	4				
[Avg./Component] Participation Rate			15	22	26					

AGENCY-WIDE
RATINGS OF BUILDING - APPEARANCE*

		PERCENT OF RESPONDENTS				
YEAR		EXCELLENT	GOOD	FAIR	POOR	NOT APPLICABLE
	OUTSIDE					
2008	Parking Lot	17.5%	52.4%	22.6%	7.2%	0.3%
2002		12.9%	44.1%	30.1%	12.7%	0.2%
2008	Grounds	14.7%	47.9%	27.5%	8.9%	1.0%
2002		1.4%	10.1%	19.7%	23.2%	45.5%
2008	Playgrounds	5.2%	19.9%	12.0%	8.3%	54.5%
2002		15.9%	41.8%	30.8%	10.6%	0.9%
2008	Building	14.6%	45.7%	29.1%	10.2%	0.3%
2002		14.1%	42.2%	27.6%	15.6%	0.4%

Eastern Suffolk BOCES
Strategic Action Plan II.A: Assuring Eastern Suffolk BOCES Facilities Services and Regional Leadership for School Facilities Management

YEAR		PERCENT OF RESPONDENTS				
		EXCELLENT	GOOD	FAIR	POOR	NOT APPLICABLE
	INSIDE					
2008	Lobby	20.7%	50.7%	18.8%	6.5%	3.2%
2002		12.3%	49.7%	28.6%	5.2%	4.1%
2008	Hallways	17.0%	51.3%	24.5%	5.7%	1.5%
2002		14.0%	49.2%	28.7%	6.6%	1.5%
2008	Classrooms	9.9%	33.3%	25.8%	8.9%	22.0%
2002		7.1%	36.2%	29.8%	8.8%	18.2%
2008	Gymnasium	7.3%	23.9%	15.8%	11.6%	41.4%
2002		5.5%	24.5%	20.9%	6.8%	42.2%
2008	Cafeteria	8.1%	27.3%	21.3%	13.2%	30.2%
2002		3.5%	21.1%	24.5%	11.6%	39.3%
2008	Conference Rooms	12.2%	46.5%	18.9%	4.3%	18.1%
2002		10.3%	43.6%	21.8%	6.4%	17.9%
2008	Offices	14.8%	51.1%	23.9%	3.7%	6.5%
2002		10.0%	53.1%	27.1%	7.2%	2.7%
2008	Kitchen	8.7%	33.1%	22.1%	12.0%	24.1%
2002		6.1%	34.2%	25.1%	11.8%	22.8%
2008	Restrooms	10.2%	36.6%	31.7%	21.3%	0.2%
2002		7.3%	33.4%	34.8%	24.1%	0.4%

*Appearance: Cleanliness, maintenance, paint, floor condition, ceiling tiles
(e.g., How does the area look? Is it clean and well maintained?)

AGENCY-WIDE
RATINGS OF BUILDING - SAFETY*

YEAR		PERCENT OF RESPONDENTS				
		EXCELLENT	GOOD	FAIR	POOR	NOT APPLICABLE
	OUTSIDE					
2008	Parking Lot	12.7%	46.0%	26.4%	13.7%	1.1%
2002		8.7%	40.1%	31.4%	18.8%	1.0%
2008	Grounds	10.8%	47.9%	29.5%	9.1%	2.5%
2002		8.8%	44.9%	31.8%	12.1%	2.4%

Eastern Suffolk BOCES
Strategic Action Plan II.A: Assuring Eastern Suffolk BOCES Facilities Services and Regional Leadership for School Facilities Management

YEAR		PERCENT OF RESPONDENTS				
		EXCELLENT	GOOD	FAIR	POOR	NOT APPLICABLE
2008	Playgrounds	4.2%	19.2%	13.7%	8.1%	54.8%
2002		2.1%	12.1%	19.8%	20.2%	45.8%
2008	Building	13.0%	48.3%	27.1%	10.6%	0.9%
2002		8.5%	43.7%	34.4%	12.7%	0.6%
	INSIDE					
2008	Lobby	18.0%	53.1%	20.6%	5.3%	3.0%
2002		10.8%	50.2%	26.5%	7.7%	4.9%
2008	Hallways	15.1%	54.9%	22.6%	5.9%	1.5%
2002		9.1%	51.9%	29.0%	7.7%	2.4%
2008	Classrooms	9.8%	39.6%	23.1%	4.8%	22.8%
2002		6.7%	40.4%	26.8%	7.2%	19.0%
2008	Gymnasium	6.9%	27.9%	16.6%	7.7%	40.8%
2002		4.1%	29.3%	19.2%	6.2%	41.2%
2008	Cafeteria	8.4%	32.8%	21.2%	7.3%	30.3%
2002		3.6%	26.6%	22.2%	7.1%	40.4%
2008	Conference Rooms	12.6%	48.3%	16.1%	3.0%	20.0%
2002		8.8%	45.7%	20.1%	4.9%	20.4%
2008	Offices	14.3%	53.7%	21.4%	2.8%	7.8%
2002		8.6%	54.6%	24.7%	7.1%	5.0%
2008	Kitchen	9.2%	39.2%	19.1%	6.1%	26.4%
2002		5.5%	37.2%	24.1%	9.3%	23.8%
2008	Restrooms	12.5%	47.9%	25.2%	10.6%	3.7%
2002		7.7%	42.7%	33.5%	13.1%	2.9%

*Safety: Health issues, broken furniture/equipment, fire equipment, parking lot markings
(e.g., Is the area maintained in a healthy and safe manner?)*

Eastern Suffolk BOCES
Strategic Action Plan II.A: Assuring Eastern Suffolk BOCES Facilities Services and Regional Leadership for School Facilities Management

AGENCY-WIDE RATINGS OF BUILDING - SECURITY*

YEAR		EXCELLENT	GOOD	FAIR	POOR	NOT APPLICABLE
		PERCENT OF RESPONDENTS				
	OUTSIDE					
2008	Parking Lot	12.2%	36.6%	27.9%	16.9%	6.3%
2002		6.0%	28.2%	32.9%	24.6%	8.3%
2008	Grounds	11.1%	40.1%	28.1%	14.5%	6.1%
2002		5.0%	30.5%	36.5%	21.3%	6.7%
2008	Playgrounds	6.4%	15.2%	13.0%	8.4%	57.0%
2002		2.0%	12.9%	17.3%	16.3%	51.4%
2008	Building	14.2%	42.5%	26.6%	15.1%	1.7%
2002		7.3%	32.7%	36.4%	20.4%	3.2%
	INSIDE					
2008	Lobby	16.2%	44.4%	23.6%	12.4%	3.4%
2002		7.7%	37.4%	32.0%	15.4%	7.6%
2008	Hallways	13.9%	48.0%	24.2%	10.7%	3.3%
2002		7.0%	38.9%	31.9%	15.4%	6.7%
2008	Classrooms	9.8%	36.1%	22.1%	8.2%	23.8%
2002		5.7%	33.8%	27.9%	10.7%	21.9%
2008	Gymnasium	8.0%	24.8%	17.6%	7.1%	42.5%
2002		3.8%	23.8%	19.8%	8.4%	44.3%
2008	Cafeteria	8.9%	32.1%	19.3%	7.7%	32.0%
2002		2.9%	23.1%	22.1%	10.1%	41.7%
2008	Conference Rooms	11.3%	42.7%	19.3%	4.8%	21.8%
2002		7.0%	37.1%	23.6%	8.7%	23.5%
2008	Offices	13.6%	48.6%	21.7%	7.7%	8.5%
2002		7.6%	42.5%	29.6%	12.3%	8.0%
2008	Kitchen	9.2%	35.3%	19.0%	7.3%	29.2%
2002		4.1%	30.3%	26.9%	11.2%	27.5%
2008	Restrooms	12.1%	42.4%	25.4%	11.1%	9.0%
2002		5.9%	35.8%	31.1%	17.6%	9.6%

*Security: Door locks, window locks, access to building
(e.g., Is the area operated with your personal security in mind?)

Eastern Suffolk BOCES
Strategic Action Plan II.A: Assuring Eastern Suffolk BOCES Facilities Services and Regional Leadership for School Facilities Management

AGENCY-WIDE RATINGS OF BUILDING - LIGHTING*

YEAR		PERCENT OF RESPONDENTS				
		EXCELLENT	GOOD	FAIR	POOR	NOT APPLICABLE
	OUTSIDE					
2008	Parking Lot	7.9%	31.5%	25.1%	19.7%	15.7%
2002		6.0%	28.9%	26.6%	18.9%	19.6%
2008	Grounds	8.5%	32.2%	26.3%	16.2%	16.7%
2002		5.0%	29.4%	28.6%	16.8%	20.3%
2008	Playgrounds	3.6%	13.3%	8.2%	6.4%	68.6%
2002		1.7%	10.1%	10.8%	10.1%	67.2%
2008	Building	13.4%	49.2%	24.3%	8.5%	4.6%
2002		7.8%	44.7%	33.5%	9.8%	4.2%
	INSIDE					
2008	Lobby	17.8%	58.3%	17.5%	3.0%	3.4%
2002		8.2%	53.2%	27.8%	6.1%	4.7%
2008	Hallways	16.0%	59.9%	18.9%	3.3%	1.9%
2002		7.7%	52.5%	30.0%	7.5%	2.3%
2008	Classrooms	11.8%	45.7%	16.4%	3.0%	23.2%
2002		6.1%	39.9%	26.4%	8.2%	19.4%
2008	Gymnasium	8.3%	29.5%	15.1%	5.6%	41.6%
2002		3.5%	27.8%	18.7%	7.7%	42.3%
2008	Cafeteria	9.4%	41.4%	15.2%	4.1%	29.9%
2002		3.6%	31.9%	19.7%	4.3%	40.6%
2008	Conference Rooms	12.5%	50.8%	16.8%	2.4%	17.4%
2002		8.5%	47.1%	20.5%	5.1%	18.7%
2008	Offices	15.2%	56.4%	19.5%	2.7%	6.1%
2002		8.6%	54.5%	24.5%	7.8%	4.6%
2008	Kitchen	10.5%	45.7%	15.0%	4.2%	24.5%
2002		5.7%	41.4%	24.3%	5.9%	22.7%
2008	Restrooms	13.5%	52.5%	23.8%	9.0%	1.2%
2002		7.4%	45.6%	32.1%	13.1%	1.8%

*Lighting: (e.g., Is the area properly lighted?)

Eastern Suffolk BOCES
Strategic Action Plan II.A: Assuring Eastern Suffolk BOCES Facilities Services and Regional Leadership for School Facilities Management

AGENCY-WIDE RATINGS OF BUILDING – CUSTODIAL STANDARDS

YEAR		PERCENT OF RESPONDENTS				
		ALL OF THE TIME	MOST OF THE TIME	SOME OF THE TIME	RARELY	NOT APPLICABLE
2008	Your work requests get done in a timely manner.	34.3%	34.4%	17.5%	6.8%	7.0%
2008	Your requests are completed to your satisfaction.	38.9%	33.5%	16.4%	4.3%	6.9%
2008	The custodial staff members you come into contact with are courteous.	73.8%	19.2%	3.4%	0.6%	3.0%
2008	The custodial staff members you come into contact with are helpful.	62.8%	24.4%	8.7%	0.9%	3.1%

AGENCY-WIDE RATINGS OF BUILDING – MAINTENANCE

YEAR		PERCENT OF RESPONDENTS				
		ALL OF THE TIME	MOST OF THE TIME	SOME OF THE TIME	RARELY	NOT APPLICABLE
2008	Your work requests get done in a timely manner.	23.2%	31.2%	18.2%	9.3%	18.1%
2002		23.2%	40.4%	22.5%	6.7%	7.3%
2008	Your work requests get completed to your satisfaction.	28.4%	32.2%	16.8%	4.5%	18.1%
2002		26.2%	44.4%	17.5%	4.7%	7.2%
2008	The maintenance staff members you come in contact with are courteous.	55.0%	23.5%	6.1%	1.6%	13.9%
2002		63.6%	26.4%	7.4%	1.4%	1.2%
2008	The maintenance staff members you come in contact with are knowledgeable.	45.8%	29.0%	8.1%	1.5%	15.7%
2002		44.7%	38.2%	12.9%	2.4%	1.8%
2008	The maintenance staff members you come in contact with are helpful.	47.7%	25.6%	9.6%	1.9%	15.1%
2002		50.7%	33.6%	12.6%	1.8%	1.3%

Eastern Suffolk BOCES
Strategic Action Plan II.A: Assuring Eastern Suffolk BOCES Facilities Services and Regional Leadership for School Facilities Management

AGENCY-WIDE RATINGS OF BUILDING – HEALTH & SAFETY

YEAR		ALL OF THE TIME	MOST OF THE TIME	SOME OF THE TIME	RARELY	NOT APPLICABLE
		PERCENT OF RESPONDENTS				
2008	The air temperature is comfortable.	6.3%	30.1%	37.0%	26.0%	0.5%
2002		3.8%	30.1%	33.2%	32.4%	0.4%
2008	The air quality is acceptable.	9.4%	37.7%	32.8%	18.2%	1.9%
2002		5.4%	28.6%	34.7%	29.0%	2.2%
2008	The water quality is acceptable.	12.3%	29.4%	24.9%	24.4%	9.0%
2002		7.3%	23.9%	27.0%	35.4%	6.5%
2008	The lighting is sufficient.	28.4%	47.2%	19.3%	4.8%	0.3%
2002		14.2%	46.6%	27.4%	11.5%	0.3%
2008	The sound level is acceptable.	20.5%	43.4%	25.1%	10.2%	0.9%
2002		11.7%	42.4%	30.7%	14.4%	0.9%
2008	The building meets the needs of individuals with disabilities.	25.7%	38.0%	16.8%	8.9%	10.6%
2002		20.0%	37.2%	23.2%	12.3%	7.3%
2008	The training you have received is sufficient to perform your required duties safely.	36.8%	39.4%	11.1%	2.7%	10.1%
2002		32.7%	43.3%	15.2%	4.0%	4.7%
2008	You are provided with appropriate personal protective equipment to perform required duties.	24.2%	28.3%	11.8%	5.1%	30.6%
2002		21.6%	30.0%	18.1%	8.2%	22.0%
2008	Your work area is safe.	32.9%	45.4%	16.5%	4.1%	1.1%
2002		24.0%	50.8%	18.1%	6.7%	0.5%
2008	Your work area is secure.	31.2%	40.4%	18.6%	8.3%	1.5%
2002		19.2%	44.6%	24.2%	11.0%	1.1%

Eastern Suffolk BOCES
Related Operational Action Plan II.B: Space Utilization and Facilities Assessment

ADDRESSES BOCES GOAL(S):
I.   High Standards for Student Achievement
V.   Cost-Effectiveness, Quality Management, and
      Operational Efficiency
VIII. Health, Safety, Security, and Space

RESPONSIBLE ADMINISTRATOR:
Manager, Building Services
Manager, Administrative Services

COLLABORATOR(S):
Associate Superintendent, Management Services
Program Administrators
Operations and Maintenance
Health and Safety

RELATED OPERATIONAL OBJECTIVE:
By July 2016, there will be measureable improvement in facilities services to Eastern Suffolk BOCES students, staff by 1) ensuring Healthy and Safe building structures and operations; and 2) Cost effective and efficient building service operations.

ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome *(include dates - mm/dd/yy)*
1. Annual Visual Inspections will be conducted and analyzed.	Ongoing thru 2016	Manager, Building Services	Ongoing
2. Triannual AHERA (Asbestos Hazard Emergency Response Act) Inspections will be conducted and analyzed.	Ongoing thru 2016	Manager, Building Services	Ongoing
3. Utility Direct, a computer program to review utility bills, will be administered and flagged items will be investigated.	Ongoing thru 2016	Manager, Building Services	Ongoing
4. A Preventive and Predictive Maintenance plan will be developed and implemented	Ongoing thru 2016	Manager, Building Services	Ongoing

RESOURCES REQUIRED:
- Utility bills
- School Dude Utility Direct program
- BOCES existing personnel and work time

POSSIBLE SOURCES OF FUNDING:
- Operating budget

BASELINE DATA:
- See 2008 year inspections for baselines for activities #1-3
- The plan for activity #4 is being developed as there currently is no integrated plan yet.

RESULTS:

2009-10
- Inspection reports were analyzed and remediation undertaken through in-house staff and/or contracted services
- Heating, ventilating, and air conditioning equipment has been cataloged and a filter maintenance program implemented.

2010-11
- Energy intensities of each building have been compiled and Utility Direct data is being reviewed to begin the process for an Energy Performance contract
- Information that is gathered in the Agency side surveys such as AHERA and the Annual visual inspections are reviewed and prioritized to create the annual list of Capital and Program funded projects.

2011-12
- A preventive maintenance plan was put in place on all Agency sanitary systems to prevent backups and overflow from old underground storage systems
- Review of Utility Direct information highlighted a dramatic increase in water usage at BLC west which led us to find and repair an underground water break

Eastern Suffolk BOCES
Related Operational Action Plan II.C: Security, Health and Safety

ADDRESSES BOCES GOAL(S):
I.   High Standards for Student Achievement
VIII. Health, Safety, Security, and Space

RESPONSIBLE ADMINISTRATOR:
Associate Superintendent, Management Services
Manager, Building Services
Director, Technology Integration

COLLABORATOR(S):
Administrative Council

RELATED OPERATIONAL OBJECTIVE:
By July 2016, there will be a measurable improvement in the safety and security of all Eastern Suffolk BOCES facility occupants. The improvements will occur by addressing items identified in the agency's December 2007 Security Audit Findings.

ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome *(include dates - mm/dd/yy)*
1. Complete Phase I of the agency-wide Access Control Project	August 2009	Manager, Building Services	Complete 6/09 – In Process
2. Convene work group to discuss and plan a 3-5 year plan to address the Security needs of the agency as identified in December 2007 Security Audit Findings	August 2009	Manager, Building Services Director, Technology Integration	Complete / Ongoing
3. Present multi-year Security improvement plan to Administrative Council for approval	November 2010	Manager, Building Services	In Process 6/09 – Pending
4. Complete new Keying system at all ESBOCES locations.	Dec. 31, 2009	Manager, Building Services	6/10 – Project 80% complete
5. Implement the various components of the multi-year Security enhancement plan	June 2015	Manager, Building Services	Ongoing

RESOURCES REQUIRED:
- BOCES existing personnel and work time

POSSIBLE SOURCES OF FUNDING:
- Capital and Program Budgets
- Local/State/Federal Grants

BASELINE DATA:
- Implementation of Access Control/Security devices
- Progress against Security Audit Control Log

RESULTS:

2009-10
- Completed Phase I of implementation
- Evaluating performance of Phase I systems
- Developing Phase II from Phase I evaluation and Security Audit findings

2010-11
- Completed Phase II implementation
- Developing Phase III from end user feedback and need

2011-12
- Added 6 more card access readers as a result of user feedback
- Developed policy and procedure changes on badge provision and replacement

Eastern Suffolk BOCES
Strategic Action Plan III.A: Education and Information Support Services to School Districts
to Improve Student Outcomes

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
XII. Research, Program Improvement, and Regional Advocacy

RESPONSIBLE ADMINISTRATOR:
Director, Education and Information Support Services (EISS)

COLLABORATOR(S):
Administrative Coordinator, Arts-in-Education
Administrative Coordinator, Curriculum and Assessment
Administrative Coordinator, Model Schools
Administrative Coordinator, Professional Development
Administrative Coordinator, School Library System
Asst. Administrative Coordinator, Curriculum and Assessment
Divisional Administrator, Student Data Services

STRATEGIC PLANNING STRATEGY:
By July 2016, Eastern Suffolk BOCES will support improved student learning by increasing the quality and quantity of educational support services/programs offered regionally to its component school districts and Eastern Suffolk BOCES programs, as measured by district participation rates, attendance at activities, CoSer survey results, and regional student assessment data.

ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome *(include dates - mm/dd/yy)*
1. The Arts-in-Education Program will increase the number of districts that participate by: ▪ Surveying non-participating districts to determine why they are not participating ▪ Increasing the number of meetings with non-participating school districts ▪ Insuring that non-participating districts receive Arts-in-Education communications including the AIE listserv and the Arts-in-Education newsletter, *The Star*	Ongoing through June 30, 2016	Admin. Coord., Arts-in-Education	Non-participating districts currently report that their BOE has not approved AIE monies. I have communicated with these districts to leverage future AIE funds. Each district receives the *Star* monthly newsletter as well as other communications from the AIE office.

	ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome *(include dates - mm/dd/yy)*
2.	The Professional Development Program (formerly Curriculum & Development Service) will increase student achievement in ELA by: ▪ Analyzing trend data of Suffolk County ELA assessments ▪ Offering workshops on addressing these trends ▪ Offering more workshops on critical thinking strategies ▪ Providing in-district classroom embedded support for teachers ▪ Working with programs within Education and Information Support Services to offer services to help the students in our region become analytically and critically adept.	Ongoing through June 30, 2016	Admin. Coord., Professional Development	There were over 40 regional workshop offerings in ELA for 2009-2010. All workshops addressed literacy trends. 356 days of classroom embedded work occurred during the 2010-2011 school year which addressed literacy trends.
3.	The School Library System will support student achievement and promote awareness of student performance in the region by: ▪ Offering workshops for librarians on: the Common Core State Standards; creating Student Learning Objectives; and using data to improve instruction. Creating a Professional Development Library Service for our districts of print and online tools to support literacy, educational leadership, and professional development. ▪ Bringing teacher-librarian teams together to create inquiry based units to strengthen student performance and target strategies to address areas of concern.	Ongoing through June 30, 2016	Admin. Coord., School Library System	Student Learning Objectives Workshop – August 21–23, 2012. Inquiry Workshops for Librarians and Teachers – August 3, 2010 Professional Development Library Service – September 2012. Curriculum Writing for Information Literacy – Summer 2010
4.	The Curriculum and Assessment program will increase the number of districts that participate in summer enrichment	Ongoing through June 30, 2016	Admin. Coord., Curriculum & Assessment	Met with component school districts regarding summer enrichment

ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome *(include dates - mm/dd/yy)*
programs by: ▪ Increasing communication to component districts. ▪ Outlining the benefits of the program with data from student assessments and feedback from student surveys.			programs. Districts dropped many enrichment programs due to budgetary constraints and the financial status of the economy.
5. The Model Schools program will increase the number of districts participating by: ▪ Increasing the number of instructional technology professional development activities available. ▪ Increasing the number of subscribers to the Model Schools listserv. ▪ Utilizing an online survey tool for all workshop and job-embedded professional development to assess teacher perception of impact of staff development on student achievement.	Ongoing through June 30, 2016	Admin. Coord., Model Schools	There were 120 professional development opportunities available to districts. 331 people have joined the listserv. 116 surveys were created in Survey Monkey to assess professional development.
6. The Student Data Services program will promote awareness of and support for the use of data to improve instruction by: ▪ Continuing to offer professional development offerings through the Data Warehouse and Test Scanning programs ▪ Continuing to offer professional development offering through the Student Information Systems programs ▪ Continuing to participate in and expand professional networks related to the use of student data	Ongoing through June 30, 2016	Student Data Services Divisional Administrator, Program Administrators, Administrative Coordinators	There were a total of 277 professional development offerings hosted by Student Data Services in 2010-11. All workshops provided support for current SED initiatives. 109 professional development offerings were provided by the Data Warehouse and Test Scanning programs.

ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome *(include dates - mm/dd/yy)*
			197 professional development offerings were provided by the Student Information System programs. A total of 220 professional network meetings were attended by Student Data Services administrators.

RESOURCES REQUIRED:
- Planning time
- Funding through program budgets

POSSIBLE SOURCES OF FUNDING:
- District subscriptions to programs

BASELINE DATA:

1) **Measurement A. District Participation Rates**
   Baseline Year: 2007-2008

   Baseline Data:
   - Arts In Education: 64 out of 69 school districts participate or subscribe to this service
   - Library Services: 51 out of 51 school districts participate or subscribe to this service
   - NYS Curriculum and Development Services: 37 out of 51 school districts subscribe to this service
   - Summer Enrichment Program: 7 out of 51 school districts subscribe to this service
   - Model Schools: 32 out of 51 school districts participate or subscribe to this service
   - Student Data Services: 2010-2011 baseline - 69 out of 69 school districts participate or subscribe to this service *[Measurement added subsequent to Middle States 12/08 visit]*

2016 Projection: Indicated below

SERVICE School Districts Participate In or Subscribe To	BASELINE 2007-08 # of Districts	PROJECTION 2015- 2016	RESULTS – District Participation Rates Participate or Subscribe							
			2008-09	**2009-10**	**2010-11**	**2011-12**	**2012-13**	**2013-14**	**2014-15**	**2015-16**
Arts in Education / EE	64 out of 69	69	61 / 69	60 / 69	58 / 69	53 / 69				
Library Services	51 out of 51	Continue at 51	51 / 51	51 / 51	51 /51	51 / 51				
NYS Curriculum & Development Services	37 out of 51	47 *(was 51)*	34 / 51	37 / 51	37 / 51	37 / 51				
Summer Enrichment Program	7 out of 51	12 *(was 51)*	9 / 51	11 / 51	2 / 51	1 /51				
Model Schools	32 out of 51	41 *(was 51)*	38 / 51	35 / 51	34 / 51	33 / 51				
Student Data Services**	Baseline 2010-2011 69 out of 69	Continue at 69	n/a	n/a	69 / 69	69 / 69				

Note: Due to Local, State, and Federal budget issues, some projections were changed – # reductions internally approved 5/09
 *** Measurement added subsequent to Middle States 12/08 visit*

2) Measurement B. Attendance at Activities
Baseline Year: 2007-2008
Baseline Data:
- Arts In Education: Advisory Council meeting – 75 people in attendance
- Library Services: Symposium – 107 people in attendance
- NYS Curriculum and Development Services: Literacy and Learning Conference - 475 people in attendance
- Summer Enrichment Program: 7 districts totaling 2,481 registrants *(Please note some of the programs offer 4 sessions. If a child signed up for two sessions, that child is counted twice in the total number.)*
- Model Schools: Celebration of Technology in Education – 1,400 students, educators, parents in attendance
- Student Data Services: 2010-2011 baseline - CIO/DDC meetings – average of 110 people in attendance
  [Measurement added subsequent to Middle States 12/08 visit]

2016 Projection: Indicated below

Eastern Suffolk BOCES
Strategic Action Plan III.A: Education and Information Support Services to School Districts to Improve Student Outcomes

	BASELINE 2007-08	PROJECTION 2015- 2016	RESULTS – Attendance at Activities							
			2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Arts in Education – Advisory Council Meeting	75 people	10% increase in attendance	58	56	57	70				
Library Services – Symposium	107 people	10% increase in attendance	105	125	106*	106				
NYS Curriculum & Development Services – Literacy & Learning Conference	434 people	10-15% increase in attendance	252 registra-tions	211 registra-tions	190* registra-tions	195 registra-tions				
Summer Enrichment Program	7 districts / 2,481 registrants	5% increase in attendance	2512 registra-tions	2243 registra-tions	403* registra-tions	336 registra-ions				
Model Schools – Celebration of Technology	1,400	10% increase in attendance	1,200	1,300	400* Venue changed	600 Venue changed				
Student Data Services - CIO/DDC meetings	Baseline 2010-2011 110 people	5% increase in attendance	n/a	n/a	110	130				

Measurement added subsequent to Middle States 12/08 visit
*Fiscal conditions have affected districts' ability to participate

3) Measurement C. Program Evaluations/Co-Ser Survey Results
<u>Baseline Year:</u> 2006-2007
<u>Baseline Data:</u> See below

<u>2016 Projection:</u>   See below

	BASELINE 2006-07 Avg. Rating	PROJECTION 2015- 2016	RESULTS – Co-Ser Survey Results Average Rating							
			2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Arts in Education	3.7	3.9	n/a	3.7	n/a	3.8	n/a			
Library Services	3.6	3.8	n/a	3.6	n/a	3.6	n/a			
NYS Curriculum & Development Services –	3.4	3.6	n/a	3.7	n/a	3.5	n/a			
Summer Enrichment Programs	3.75	3.9	n/a	3.8	n/a	3.8	n/a			

Eastern Suffolk BOCES
Strategic Action Plan III.A: Education and Information Support Services to School Districts
to Improve Student Outcomes

	BASELINE 2006-07	PROJECTION 2015- 2016	RESULTS – Co-Ser Survey Results Average Rating							
	Avg. Rating		2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Model Schools	3.5	3.7	n/a	3.3	n/a	3.3	n/a			
Student Data Services** - Program Evaluations/ Co-Ser Survey Results	Baseline 2008-2009 3.67			3.67	n/a	3.52	n/a			

Measurement added subsequent to Middle States 12/08 visit

4) **Measurement D. Regional Student Assessment Data**
   <u>Baseline Year:</u> 2006-2007
   <u>Baseline Data:</u>
   - 77.42% of 4th grade ELA that reached proficiency according to NYSED state standards (level 3 or 4) 2007/2008
   - 64.24% of 8th grade ELA that reached proficiency according to NYSED state standards (level 3 or 4) 2007/2008
   - 93% of High School English Regents reached a level of 2, 3, or 4
   <u>2016 Projection:</u>
   - 3-5% increase in the amount of students reaching proficiency according to NYSED State Standards (level 3 or 4) for the 4th and 8th grade ELA Assessments
   - 2-4% increase in the amount of students reaching a level of 2, 3, or 4 on the High School English Regents

	BASELINE 2006-07	PROJECTION 2015- 2016	RESULTS – Regional Student Assessment Data							
			2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
% of 4th Grade students that reached proficiency on the ELA Assessment according to NYSED State Standards (level 3 or 4)	77.42%	3-5% in amount of students	77.42%	82.84%	66.6% due to the raise in state cut scores	64.1%	67.2%			
% of 8th Grade students that reached proficiency on the ELA Assessment according to NYSED State Standards (level 3 or 4)	64.24%	3-5% in amount of students	64.24%	77.01%	63.6% due to the raise in state cut scores	57.4%	59.8%			

Eastern Suffolk BOCES
Strategic Action Plan III.A: Education and Information Support Services to School Districts to Improve Student Outcomes

	BASELINE 2006-07	PROJECTION 2015- 2016	RESULTS – Regional Student Assessment Data							
			2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
% of High School students reaching a level of 2, 3, or 4 on the High School English Regents	93%	2-4% in amount of students	86.31%	84.67%	91%	93.8%	Results in progress			

Related Operational Action Plan III.B: Professional Development and Student Programs in Cultural Competence for Component School Districts

ADDRESSES BOCES GOAL(S):
I.   High Standards for Student Achievement
II. Staff Development
IV. Program and Services Availability

RESPONSIBLE ADMINISTRATOR:
Director, Education and Information Support Services (EISS)

COLLABORATOR(S):
Administrative Coordinator, Professional Development

RELATED OPERATIONAL OBJECTIVE:
By June 2016, there will be a measurable increase in the number of offerings provided and the number of educators registering for professional development activities in the area of Cultural Competence*.

 Cultural competency is a way of being that allows individuals to interact effectively with people who differ from them, and organizations a way of operating that allows them to effectively manage the dynamics of diversity to meet goals and objectives.

ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome *(include dates - mm/dd/yy)*
1. Review and evaluate past ESS offerings in professional development in the area of Cultural Competence.	Annually in spring through 2016	Admin. Coord., Professional Development	Ongoing for June 2011 – June 2012
2. Conduct a needs assessment of component districts to determine focus for professional development in the area of Cultural Competence.	June 2012 June 2016	Admin. Coord., Professional Development	Ongoing for June 2011 - 2012.
3. Expand current cadre of consultants to assist districts in meeting their own Cultural Competence goals.	Annually in spring and summer through 2016	Admin. Coord., Professional Development	Ongoing for 2011-2012
4. Meet with organizations and individuals experienced in offering training in the area of Cultural Competence.	Ongoing through 2016	Admin. Coord., Professional Development	Ongoing for 2011-2012
5. Initiate discussions regarding professional development opportunities with district representatives.	Ongoing at Curriculum Council and during annual spring meetings through 2016	Admin. Coord., Professional Development	Ongoing for 2011-2012

Related Operational Action Plan III.B: Professional Development and Student Programs in Cultural Competence for Component School Districts

	ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome *(include dates - mm/dd/yy)*
6.	Partner with the Council of Prejudice Reduction to plan the annual fall conference "Reducing Prejudice: A Matter of Education"and/or other similar organizations.	Monthly meetings through 2016	Admin. Coord., Professional Development	Ongoing for 2011-2012

RESOURCES REQUIRED:
- Access to and collaboration with individuals and agencies able to support issues of Cultural Competence.

POSSIBLE SOURCES OF FUNDING:
- District subscriptions to programs

BASELINE DATA:

2007-2008: See chart below

2016 Projection: Indicated below

	BASELINE 2007-08	PROJECTION 2015- 2016	RESULTS – Cultural Competence Workshops							
			2008-09	**2009-10**	**2010-11**	**2011-12**	**2012-13**	**2013-14**	**2014-15**	**2015-16**
Cultural Competence Workshops:										
Offered	25	3-5% increase in number *(see note below)*	17	15	11	17				
Cancelled due to low enrollment	13 workshops		10 workshops	8 workshops	7 workshops	4 workshops				
Held	12 / Total 265 participants	3-5% increase in # of participants	8 held / 250 participants	6 held / 361 participants	7 held / 463 participants	13 held / 424 participants				

Notes: Many workshops are cancelled due to low enrollment and budgetary constraints. From 2010-2016 we will focus on the # of participants.

Eastern Suffolk BOCES
Strategic Action Plan IV.A: Human Resources Administration

ADDRESSES BOCES GOAL(S):

II.   Staff Development
III.   Shared Services
V.   Cost-Effectiveness, Quality Management, and
       Operational Efficiency
VI.   Technology
VII.   Strategic Planning
VIII. Health, Safety, Security, and Space
X.   Internal Communications
XI.   Human Resources

RESPONSIBLE ADMINISTRATOR:
Assistant Superintendent, Human Resources

COLLABORATOR(S):
Deputy Superintendent, Educational Services
Director, Communications, Research and Recruitment
Divisional Administrator, Special Education
School Personnel Officer, Human Resources
Administrative Council
Senior Administrative Assistant, Human Resources
Bargaining Units
Diversity Council
Web Manager
Office of Technology Integration

STRATEGIC PLANNING STRATEGY:
By July 2016, Eastern Suffolk BOCES will have: 1) developed initiatives for recruiting and retaining a highly qualified and diversified workforce; 2) documented and supported professional development for administrative and teacher staff units; 3) developed succession plans for select administrative and instructional positions within the agency; and 4) become a regional resource in all areas of human resources administration.

ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome
1. Professional Development – Human Resources will assess the goals and objectives of the Administrative Supervisory Unit mentoring program and provide recommendations that align with agency-wide goals and objectives.	2011	Asst. Supt., Human Resources Deputy Supt., Educational Services Director, Comm., Research & Recruit. Div. Admin., Special Education HR Committee Administrative Supervisory Unit	Ongoing – Agency leadership and the Administrative Supervisory Unit established a pilot mentoring program that was completed in 2012. A formal process will be developed in 2012-13.
2. Professional Development – Human Resources will evaluate current mentoring initiatives in the BEES unit and provide a report with recommendations that align with	2011	Asst. Supt., Human Resources Deputy Supt., Educational Services Program Admin., Ed. Support Svcs. Admin. Asst., Human Resources HR Committee	Completed - Eval. completed 2008 Revised mentoring program that merged the paraeducators and

Eastern Suffolk BOCES
Strategic Action Plan IV.A: Human Resources Administration

ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome
agency-wide goals and objectives, as well as state mandates.			teachers' mentoring initiatives. New program implemented 2009.
3. Professional Development – Human Resources will evaluate current mentoring initiatives in the classified Civil Service units and provide a report with recommendations that align with agency-wide goals and objectives.	2012	Asst. Supt., Human Resources School Personnel Officer, HR Senior Admin. Asst., HR HR Committee	To begin winter 2013
4. Recruitment and Retention – Policies and practices concerning the recruitment and retention of a diversified workforce will be evaluated internally by a committee and externally by a firm specializing in this type of organizational evaluation	2009	Asst. Supt., Human Resources Director, Comm., Research & Recruit. Administrative Council	Completed
5. Succession Planning – Human Resources will begin researching the development of a systematic approach to succession planning among the administrative and instructional ranks that ensures leadership continuity, develops potential successors, and identifies talent and focuses resources on developing that talent.	2010	Asst. Supt., Human Resources Director, Comm., Research & Recruit. Administrative Council	Completed
6. Regional Resource – Bi-monthly Personnel Administrator meetings with school districts will continue. Meeting goals and topics will be based on the identified needs of the school district Human Resources Administrators. Development of the Extranet site for this group will continue. Additionally, regional recruitment consortium initiatives will be further investigated.	Ongoing	Asst. Supt., Human Resources Director, Comm., Research & Recruit. School Personnel Officer, HR	Ongoing
7. Employee Separation – Develop a system for obtaining, monitoring and assessing the reasons for employee separation among all units.	2010	Director, Comm., Research & Recruit.	Completed

ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome
8. Enhance the efficiency and usability of the Negotiations Information Service CoSer (data collected on school employees' salaries and fringe benefits). A searchable database will be designed with report ready output features allowing districts to compare/contrast bargaining data elements more effectively.	2013	Director, Comm., Research & Recruit.	2011 - First phase of database design completed. Second phase to be completed by summer 2012
9. Establish a digital records management system for certain employee records and transactions that complies with state/federal regulations concerning secure electronic data storage.	2014	Asst. Supt., Human Resources Senior Administrative Assistant	2012 - First phase completed 2013 - Second phase (needs assessment) to be completed.
10. Establish a Formal Employee Training Program that provides: a. Fundamental understanding of compliance issues specific to the educational setting b. Continuing education on agency policies and procedures c. Guidance and training on workplace issues (e.g. supervision, customer service, wellness, conducting performance reviews, etc.)	2014	Asst. Supt., Human Resources Director, Comm., Research & Recruit.	
11. Establish a quarterly New Personnel Administrators Collegial Circle	2012	Asst. Supt., Human Resources	Completed

RESOURCES REQUIRED:
- Budget to support recruitment activities, space, technology, personnel.

POSSIBLE SOURCES OF FUNDING:
- Administrative Budget; Federal, State and Local Grants; Program Charges.

BASELINE DATA AND RESULTS:

1) **Measurement A. Initiatives for Recruiting/Retaining a Highly Diversified Workforce**
   Baseline Year: 2008
   Baseline Data:
   - School district participation at the Annual Career Fair for Culturally and Ethnically Diverse Educators.
     2008-09: 12 districts participated

   - The number of highly qualified candidates participating in the fair, as measured by certification status.
     2008-09: 560 certified candidates applied to participate in the fair

     2009-10, 2010-11, 2011-12: The fair was not held due to an anticipated reduction in instructional job opportunities across Suffolk County school districts during these school years.

   - The number of diversified candidates participating in the fair (bilingualism is the only measure of diversity for this activity, as ethnicity cannot be quantified for this purpose.)
     2008-09: 109 certified / 47 non-certified

   - Exit interviews will be conducted among all administrative and teaching staff who choose to depart from the Agency on their own accord in order to begin identifying the causes for employee separation (baseline data currently 0)

   2016 Projection:
   - The number of school districts participating in the Annual Career Fair for Culturally and Ethnically Diverse Educators will increase by 2.

   - The number of highly qualified candidates participating in the fair (as measured by certification status) is not a reliable measure as the recruitment and selection for specific certifications will be dependent upon participating school districts' expressed staffing needs.

   - The number of diversified candidates participating in the fair (bilingualism is the only measure of diversity for this activity, as ethnicity cannot be quantified for this purpose) will increase by 5%.

   - The percentage of administrative staff in the agency representing diverse cultural/ethnic backgrounds will have increased by 3%.

   - Exit Interviews are conducted for all administrative and teaching staff who express an interest in participating in an exit interview.

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	BASELINE	PROJECTION 2015- 2016	RESULTS – Annual Career Fair for Culturally and Ethnically Diverse Educators							
			2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
School District Participation at the Fair	12	*No. of School districts participating in fair will increase by 2*	12 districts	Fair <u>not</u> held*	Fair <u>not</u> held*	Fair <u>not</u> held*	Fair <u>not</u> held*			
No. of highly qualified candidates participating in the fair, as measured by certification status.	560		560 applied to participate							

Due to anticipated reduction in instructional job opportunitiesacross Suffolk County school districts for 2009-10, 2010-11, and 2011-12

Certification	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Administration	24	N/A	N/A	N/A	N/A			
Art	17	N/A	N/A	N/A	N/A			
Biology	16	N/A	N/A	N/A	N/A			
Business Marketing	12	N/A	N/A	N/A	N/A			
Chemistry	2	N/A	N/A	N/A	N/A			
Deaf & Hard of Hearing	1	N/A	N/A	N/A	N/A			
Earth Science	4	N/A	N/A	N/A	N/A			
Elementary	165	N/A	N/A	N/A	N/A			
English	37	N/A	N/A	N/A	N/A			
ESL/ESOL	7	N/A	N/A	N/A	N/A			
Family & Con. Science	2	N/A	N/A	N/A	N/A			
Library Media Specialist	3	N/A	N/A	N/A	N/A			
Mathematics	52	N/A	N/A	N/A	N/A			
Music	6	N/A	N/A	N/A	N/A			
Phys Ed/ Health Ed	28	N/A	N/A	N/A	N/A			
Physics	1	N/A	N/A	N/A	N/A			
Reading & Literacy	7	N/A	N/A	N/A	N/A			
School Counselor	37	N/A	N/A	N/A	N/A			
School Pysch.	2	N/A	N/A	N/A	N/A			
Social Worker	4	N/A	N/A	N/A	N/A			
Social Studies	46	N/A	N/A	N/A	N/A			
Speech & Lang. Disabilities	10	N/A	N/A	N/A	N/A			
Students with Disabilities	54	N/A	N/A	N/A	N/A			
Teaching Asst	7	N/A	N/A	N/A	N/A			
Tech Ed	3	N/A	N/A	N/A	N/A			

Exit Interviews – Number of Employees Interviewed

Year	Total Number of Employees
2010-11	11
2011-12	47
2012-13	
2013-14	
2014-15	
2015-16	

2) **Measurement B. Documented and Supported Professional Development for Administrative and Teacher Staff Units**
Baseline Year: 2008
Baseline Data:
- 20.4% of teachers acquired professional development hours for the purpose of salary increments as per the contract.

- 11% of Teaching Assistants acquired Level 3 certification.

- The baseline data for administrative professional development is currently 2 administrative leadership professional development days and 1 Superintendent Conference day. The total number of administrators attending this event is unavailable.

2016 Projection:
- The percentagne of teachers acquiring professional development hours for the purpose of salary increments is an unreliable measure as this is an optional professional development opportunity as per the contract.

- 100% of the agency's teachers will have met the 175 hour NYSED professional development requirement within their 5-year cycle.

- 100% of the agency's teaching assistants will have met the 75 hour NYSED professional development requirement within the 5-year cycle.

- 20% of Teaching Assistants will have acquired Level 3 certification.

- 100% of the agency's administrative staff will have met the agency established criteria for professional development.

Tracking Teacher Professional Advancement – Contractual Step Increases not mandated by ESBOCES or SED

Year	Total Number of Teachers (approximate)*	Total Number of Teachers Acquiring Professional Development Hours	Percentage
2007-08	652	133	20.4%
2008-09	639	90	14.1%
2009-10	623	46	7.4%
2010-11	588	35	5.9%
2011-12	554	29	5.2%
2012-13			
2013-14			
2014-15			
2015-16			

Tracking Teacher 175 hr. Professional Development (for maintenance of "Professional" certificate)

Year	Total Number of Teachers (approximate) *	Total Number of Teachers Holding Professional Teaching Certification
2007-08	652	1
2008-09	639	2
2009-10	623	6
2010-11	588	19
2011-12	554	30
2012-13		
2013-14		
2014-15		
2015-16		

This column represents "permanent" and "professional" certificate holders. Only new teachers are required to hold professional certification.

Per NYS, all Professional Certificate holders must complete 175 hours of professional development within each 5-year period in order to maintain active certification.

Tracking NYS Mentoring Requirements for Instructional Staff

Year	Total Mentored
2009-10	10
2010-11	30 (10 were substitutes)
2011-12	33 (13 were substitutes)
2012-13	
2013-14	
2014-15	
2015-16	

Data provided by EISS Divisional Administrator.

Tracking Teaching Assistant Certification/Professional Development

Year	Total Number of Teaching Assistants (approximate)*	Total Number of Teaching Assistants Holding Level 3 Certification
2007-08	239	26
2008-09	255	27
2009-10	250	44
2010-11	233	52
2011-12	230	65
2012-13		
2013-14		
2014-15		
2015-16		

*This column represents "permanent", "continuing", and Level 3 certificate holders. Only new teaching assistants are required to hold Level 3 certification.

- As of June 30, 2011, there are 52 Teaching Assistants who hold a Level 3 certificate. A tracking mechanism is in place and is updated when information is received from staff. Data entry into the NYSED TEACH system is updated at the same time. Effective September 1, 2009 professional development hours are being tracked in My Learning Plan.

Per NYS, all Level 3 Certificate holders must complete 75 hours of professional development within each 5-year period in order to maintain active certification.

Tracking and Evaluating Administrator Professional Development
Information from the Administrators Leadership Academy and Agency Sponsored Mentoring programs has been gathered:

- 2007-11 data not available as we are reassessing how administrative professional development in terms of the mentoring program is delivered and evaluated.

Year	Total Number of Administrators (approximate)	Number of New Administrators	Number of New Administrators Receiving Informal Mentoring	Number of Administrators w/Initial Certification	Number of Administrators Receiving Formal Mentoring
2007-08	72	5	N/A		
2008-09	74	6	N/A		
2009-10	80	11	N/A		
2010-11	71	3	N/A		
2011-12	71	5	N/A	9	4
2012-13					
2013-14					
2014-15					
2015-16					

- Data collection will begin in the 2012-13 year for Informal Administrative Mentoring.

Tracking Administrator 175 hr. Professional Development (for maintenance of "Professional" certificate)

Year	Total Number of Administrators (approximate)	Total Number of Administrators Holding Professional Administrative Certification
2007-08	72	NA
2008-09	74	1
2009-10	80	3
2010-11	71	4
2011-12	71	9
2012-13		
2013-14		
2014-15		
2015-16		

Per NYS, all Professional Certificate holders must complete 175 hours of professional development within each 5-year period in order to maintain active certification.

3) **Measurement C. Developed Succession Plans for Administrative Positions within the Agency**
Baseline Year: 2008
Baseline Data:
- Currently there is no formalized administrative succession planning taking place within the agency

2016 Projection:
- Succession plans will have been developed for Administrative Council positions as well as other select administrative and instructional positions.

RESULTS

2010-11
- The goals for Succession Planning (SP) were identified and discussed among Administrative Council and the Admin. Pro Practice Committee. A draft plan was constructed and will be furthered assessed during Fall 2011.
- Goals for Succession Planning:
- To identify elements of effective leadership.
- To develop a framework to determine how current mentoring opportunities support development of those elements of leadership.
- Develop a process for providing aspiring or upwardly mobile administrators with comprehensive evaluation of skills and a set of goals for further development.
- Create a matrix that aligns specific leadership skills with specific position (analysis of job descriptions).
- Create a structure for professional development to support development of current and future leaders in all areas identified as essential for effective leadership.

2011-12
- In 2012 the agency established a succession planning committee to develop a pipeline of highly-qualified staff to assume positions being vacated by instructional and non-instructional staff over the next two years. It is anticipated that many of these positions will be vacated due to retirements or other forms of attrition.

  Activities to date include:
  o Staff survey administered in January 2012 to identify those interested in pursuing future ESBOCES instructional and/or administrative positions and/or those who seek additional career development.
  o Succession program orientation in March 2012
  o College Fair in May 2012

      ○ Introductory workshop in August 2012 for all 2012-13 cohort participants
           ✓ "Re-introduction to BOCES"
           ✓ Setting expectations for future leadership and participation in the cohorts
           ✓ Preparing for 2012-13 program and cohort meetings

- The 2012-13 Succession Program will be comprised of a series of four to six professional development workshops and other career development opportunities that are topic driven and based on the needs of the agency and participating cohorts. The agency Succession Planning Committee will be meeting to further develop the cohort workshop schedule for the 2012-13 service-year.

- Staff participating in the program include:
  - 60   Teaching Assistants, Teacher Aides, Substitutes
  - 4   CTE Teachers
  - 2   Special Education Teachers, Itinerant Services
  - 11   Central Office and Building Level Civil Service Staff
  - 4   Central Office Middle Management Civil Service Staff
  - 12   Building and Central Office Administrators

4) Measurement D. Become a Regional Resource in all areas of human resources administration

Baseline Data: 2007-08
- An average number of 15 personnel administrators representing the agency's component school districts attended the 2007-2008 bi-monthly personnel meetings facilitated by the ESBOCES Department of Human Resources. (A survey was developed to support our ability to effectively identify the needs of component districts.)

2016 Projection:
- The average number of personnel administrators participating in the bi-monthly personnel meetings facilitated by the ESBOCES Department of Human Resources will increase by 5 participants

Results:

Regional Resource - School Human Resources Administrator meetings

Year	Total Number of Meetings	Average Number of Attendees	Total Number of Component School District HR Administrators	Topics covered
Baseline 2007-08	6	15	51	Legal - 6, Tenure/Seniority/PEL List - 2, Recruitment - 4, Certification - 2, General Staffing & HR - 4, Prof. Dev/ Evaluation - 1, Negotiations - 1

Eastern Suffolk BOCES
Strategic Action Plan IV.A: Human Resources Administration

Year	Total Number of Meetings	Average Number of Attendees	Total Number of Component School District HR Administrators	Topics covered
Projection 2008-09	4	15	51	Legal – 1, Tenure/Seniority/PEL List – 4, Recruitment – 2, Certification – 1, General Staffing & HR – 3, Negotiations – 1
Results				
2009-10	5	17	51	Contract Settlements - 1, Mandatory postings - 2, Certification - 2, Fingerprinting - 1, Mentoring - 2, 175 Prof. Dev. Req. - 1, Negotiations - 1, Tenure letters - 1, Interview questions - 1, Vacancies - 1, 2010-11 Calendar - 1, My Learning Plan - 1, Legal - 1
2010-11	6	13	51	Curriculum Council updates, Model Schools reimbursements, 3012c/APPR, Compliance Training, Substitute Services, Negotiations, Staff excessing
2011-12	6	20	51	Unemployment: Claims and Hearings Presentation; Application Process for Background Checks to Issues on Hiring Candidates Presentation; Medicaid reimbursement; Information regarding the APPR implementation; Seniority and excessing discussion; Employee Assistance Program Presentation; New York State Association of School Personnel Administrators (NYSASPA) updates;APPR for principals evaluation; Districts' positions on the requirement of lesson plans; APPR and how it relates to contract negotiations, and teacher and administrative evaluations; Course for Civil Service supervisors; SHRM/Stony Brook; New York State Association of School Personnel Administrators (NYSASPA) Annual Conference
2012-13				
2013-14				
2014-15				
2015-16				

- Extranet site developed and demonstrated at the last 2007-08 Personnel Administrators meeting.

Eastern Suffolk BOCES
Related Operational Action Plan IV.B: Performance Evaluation, Professional Development and Succession Planning Initiative

ADDRESSES BOCES GOAL(S):
I.   High Standards for Student Achievement
II.   Staff Development
X.   Internal Communications
XI.   Human Resources

RESPONSIBLE ADMINISTRATOR:
Assistant Superintendent, Human Resources
Deputy Superintendent, Educational Services
Director, Communications, Research and Recruitment

COLLABORATOR(S):
Administrative Council
School Personnel Officer, Human Resources
Senior Administrative Assistant, Human Resources
BEES Evaluation Committee
Admin. Sup. Evaluation Committee
SDM Committee

RELATED OPERATIONAL OBJECTIVE:
By July 2016, the Department of Human Resources will have: 1) reviewed and assessed performance evaluations for administrative and instructional, and classified civil service personnel; 2) identified all current professional development opportunities available to civil service and administrative personnel; 3) developed a system for ensuring all professional activities align with identified agency needs; and 4) established a strategy for succession planning among administrative and instructional personnel.

ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome *(include dates - mm/dd/yy)*
1. Form a committee to review present contractual observation/evaluation instruments for BEES and Admin. Supervisory employees with respective bargaining unit representatives. Revisions will be made to instruments as needed	2010 - BEES Fall 2011- Admin. Sup.	Asst. Supt., Human Resources Deputy Supt., Educational Services Director, Comm., Research & Recruit. BEES Evaluation Committee Admin. Sup. Evaluation Committee	BEES completed Admin. Sup. - completed
2. BEES evaluation - Make recommendations to Educational Services divisional directors and bargaining unit representatives. Admin. Sup. evaluation – Make recommendations to Admin. Council and bargaining unit representatives.	2011 - BEES 2012 - Admin. Sup.	Asst. Supt., Human Resources Deputy Supt., Educational Services Director, Comm., Research & Recruit. BEES Evaluation Committee Admin. Sup. Evaluation Committee	BEES completed Admin. Sup. - completed

Eastern Suffolk BOCES
Related Operational Action Plan IV.B: Performance Evaluation, Professional Development and Succession Planning Initiative

ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome *(include dates - mm/dd/yy)*
3. Conduct a field test of the new evaluation instrument.	2011 - BEES 2012 - Admin. Sup.	Asst. Supt., Human Resources Deputy Supt., Educational Services Director, Comm., Research & Recruit. BEES Evaluation Committee Admin. Sup. Evaluation Committee	BEES completed Admin. Sup. - completed
4. Implement new evaluation process using new observation/evaluation instrument. a. Provide trainings in using the new instrument to supervisors. b. Provide trainings in using the new instrument to all other BEES and Admin. Supervisory employees.	2011 - BEES 2012 - Admin Sup.	Asst. Supt., Human Resources Deputy Supt., Educational Services Director, Comm., Research & Recruit. BEES Evaluation Committee Admin. Sup. Evaluation Committee	BEES – Completed Sept. 2010 Admin. Sup. – completed BEES - Beginning Fall 2010/Ongoing
5. Implement My Learning Plan for use among all instructional staff. a. Track instructional participation in professional development opportunities	Ongoing	Asst. Supt., Human Resources Deputy Supt., Educational Services BEES/Paras Units	Began 2009-10/ Ongoing completed
6. Develop a report outlining all professional development opportunities available to and participated in annually by classified Civil Service and unclassified Admin. Supervisory employees. a. Track classified Civil Service employee participation in professional development activities via My Learning Plan. b. Track unclassified Admin. Supervisory employee participation in professional development activities via My Learning Plan.	2012 2016 2016	Asst. Supt., Human Resources Director, Comm., Research, & Recruit. School Personnel Officer, Human Res. Admin. Asst., Human Resources	Completed Pending Began 2010-11 - completed
7. Succession Planning for Administrative staff: Human Resources will promote continuity of organizational leadership by identifying team leadership needs agency wide.	2011	Administrative Council Asst. Supt. Human Resources Director, Comm., Research, & Recruit.	Ongoing A draft plan was constructed and will be furthered assessed during Fall 2011. *(continued on next page)*

ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome *(include dates - mm/dd/yy)*
			Fall 2011 - Succession planning for instructional staff will be discussed at the first BEES succession planning committee meeting in the fall.
8. Succession Planning for Administrative staff: Human Resources will review all Admin. Supervisory and Admin. Council job descriptions to ensure they specify actual responsibilities, degree of accountability and level of decision making involved, actual skill required, educational background required, and the amount of experience required.	2012	Administrative Council Asst. Supt., Human Resources Director, Comm., Research, & Recruit.	Completed
9. Succession Planning for Administrative and Instructional staff: Establish a committee to identify and discuss the goals of agency succession planning for Administrative and instructional staff. Committee to include bargaining unit representatives.	2012	Asst. Supt., Human Resources Deputy Supt., Educational Services Director, Comm., Research, & Recruit. SDM Committee Administrative Pro Practice Committee	Complete – Committee established Spring 2011. Goals and existing mentoring/professional development activities that promote leadership continuity were identified and reviewed. To begin Fall 2011 - A Leadership Standards Sub-Committee was established to develop standards that would support the creation of an agency Leadership Program.
10. Succession Planning for Administrative staff: Meet with those administrators who aspire to specific levels of administration to assess their personal	2016	Director, Comm., Research, & Recruit.	Completed

ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome *(include dates - mm/dd/yy)*
development plan and identify strengths and deficiencies in terms of the needs of the specific level of administration identified.			
11. Succession Planning for Administrative staff: Begin working with Admin. Supervisory members and Admin. Council members to develop personal development plans for each agency administrator. Plans are to identify skills and competencies, development needs, and action plans for meeting needs.	2015	Asst. Supt., Human Resources Director, Comm., Research, & Recruit. Admin. Council	Completed
12. Succession Planning for Instructional staff: Identify instructional staff personnel needs agency wide.	2013	Asst. Supt., Human Resources Deputy. Supt., Educational Services Director, Comm., Research, & Recruit. Admin. Council SDM Committee	Completed
13. Succession Planning for Instructional staff: Begin working with Admin. Council members, building leaders, and instructional staff to develop personal development plans for each agency teacher and paraeducators. Plans are to identify skills and competencies, development needs and action plans for meeting those needs. This activity will align with the instructional staff evaluation and professional development initiatives.	2016	Asst. Supt., Human Resources Deputy Supt., Educational Services Director, Comm., Research, & Recruit. SDM Committee	Completed
14. Employee Separation – A procedure and data tracking system for employee exit interviews will be developed and implemented.	2010	Director, Comm., Research & Recruit.	Completed

Eastern Suffolk BOCES
Related Operational Action Plan IV.B: Performance Evaluation, Professional Development and Succession Planning Initiative

ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome *(include dates - mm/dd/yy)*
15. Employee Exit Interviews – All administra-tors and teachers will be notified of the opportunity to participate in a formal exit interview upon separation from the agency.	2011	Director, Comm., Research & Recruit.	Completed

RESOURCES REQUIRED:
- Human Resources and Recruitment and Retention personnel.

POSSIBLE SOURCES OF FUNDING:
- Administrative Budget

BASELINE DATA:

2008-09
- None of the activities listed have begun, therefore, baseline data is unavailable at this time.

2009-10
- Succession planning documentation (i.e. meeting minutes, draft plans).
- Agency matrix of professional development and mentoring programs available to staffing groups.
- Employee Exit interview data.

RESULTS:

2009-10
- Employee Separation/Employee Exit Interviews *(See Plan IV.A)*
    - A procedure and exit interview process was developed.
- BEES Observation/Evaluation Tool:
    - The BEES evaluation tool was revised. The rubric aligns with a common SED rubric and performance categories were modified. The evaluation was piloted across instructional sites.

Related Operational Action Plan IV.B: Performance Evaluation, Professional Development and Succession Planning Initiative

2010-11
- An Administrative Professional Practice "Leadership Standards Sub-Committee" has been established to explore succession planning goals and objectives, as well as to assess how such goals/objectives may align with existing mentoring/professional development programs. Additionally, the sub-committee will develop standards that would support the creation of an agency Leadership Program for administrative staff. These standards will also form the criteria for administrative evaluations, as required by NYSED APPR regulations.

2011-12
- In 2012 the agency established a succession planning committee to develop a pipeline of highly-qualified staff to assume positions being vacated by instructional and non-instructional staff over the next two years. It is anticipated that many of these positions will be vacated due to retirements or other forms of attrition.

  Activities to date include:
  - Staff survey administered in January 2012 to identify those interested in pursuing future ESBOCES instructional and/or administrative positions and/or those who seek additional career development.
  - Succession program orientation in March 2012
  - College Fair in May 2012
  - Introductory workshop in August 2012 for all 2012-13 cohort participants
    - ✓ "Re-introduction to BOCES"
    - ✓ Setting expectations for future leadership and participation in the cohorts
    - ✓ Preparing for 2012-13 program and cohort meetings

  - The 2012-13 Succession Program will be comprised of a series of four to six professional development workshops and other career development opportunities that are topic driven and based on the needs of the agency and participating cohorts. The agency Succession Planning Committee will be meeting within the next month to further develop the cohort workshop schedule for the 2012-13 service-year.

  Staff participating in the program include:
  - 60 Teaching Assistants, Teacher Aides, Substitutes
  - 4 CTE Teachers
  - 2 Special Education Teachers, Itinerant Services
  - 11 Central Office and Building Level Civil Service Staff
  - 4 Central Office Middle Management Civil Service Staff
  - 12 Building and Central Office Administrators

Eastern Suffolk BOCES
Related Operational Action Plan IV.C: Recruitment and Retention of a Culturally and Racially Diverse Workforce

ADDRESSES BOCES GOAL(S):
I.   High Standards for Student Achievement
II.   Staff Development
VII.   Strategic Planning
XI.   Human Resources

RESPONSIBLE ADMINISTRATOR:
Assistant Superintendent, Human Resources
Director, Communications, Research and Recruitment

COLLABORATOR(S):
District Superintendent
School Personnel Officer, Human Resources
Web Manager
NYSED P-16 Regional Committee

RELATED OPERATIONAL OBJECTIVE:
By July 2016, the Department of Human Resources will have identified barriers to recruiting and retaining a highly qualified and diversified (instructional and administrative) workforce and will have established viable solutions for eliminating identified barriers. Establishing inclusive and consistent hiring practices that allow the agency to recruit and retain highly qualified candidates from strong candidate pipelines is the anticipated outcome of this objective.

ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome *(include dates - mm/dd/yy)*
1. Screen and assess the effectiveness of current hiring practices as per the Hiring Practices Manual. a. Ensure all teaching and administrative positions are adequately advertised. b. Ensure committee composition and practices align with approved practices as per the Manual. c. Assess current strategies for advertising to determine whether candidates from all backgrounds and levels of experience are being reached. d. Enhance promotional strategies for the annual Career Fair to encourage candidate participation.	Ongoing	Director, Comm., Research, & Recruit. Web Manager	Completed
2. Review and implement recommendations of	2009-2011	Asst. Supt., Human Resources Director, Comm., Research, & Recruit.	Completed – Hiring Practices Manual, Non-

ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome *(include dates - mm/dd/yy)*
the external Human Resources and Hiring Practices audit.			discrimination, EOE policy, job application and other documents pertaining to employment were updated to reflect recommendations from the audit.
3. Identify ways to integrate recruitment efforts between the Office of Recruitment and Retention and Substitute Services (an agency unit with the highest employment rate).	2012	Director, Comm., Research, & Recruit. School Personnel Officer, Human Res.	Completed
a. Establish procedures for ensuring all candidates recruited by the Office of Recruitment and Retention follow through with Substitute Services to reach the interview process.			Completed
4. Identify areas impacting the Agency's ability to recruit and retain staff.	2011	Asst. Supt, Human Resources Director, Comm., Research, & Recruit. Senior Administrative Assistant	Ongoing
a. Establish a system to continually monitor the alignment between staff and student demographics and diversity internally, and throughout the region.	2013		
b. Utilize an external Diversity Council to inform recruitment efforts across the region.	Ongoing		
5. Develop partnerships with regional universities/colleges and organizations to establish strong candidate pipelines into the agency.	2016	District Superintendent Director, Comm., Research, & Recruit. NYSED P-16 Regional Committee	Ongoing
a. Identify universities/colleges and establish meetings with appropriate personnel representing those organizations.			Ongoing
b. Identify local organizations with the ability to reach highly qualified and diversified candidates and establish meetings with appropriate personnel representing those organizations.			Ongoing

RESOURCES REQUIRED:
- Recruitment and Retention personnel.

POSSIBLE SOURCES OF FUNDING:
- Administrative Budget

BASELINE DATA:
- Advertising trends
- Candidate (self-identification) demographic data

RESULTS:
- See Employee Demographic data

Eastern Suffolk BOCES
Strategic Action Plan V.A: Communicating Eastern Suffolk BOCES Initiatives

ADDRESSES BOCES GOAL(S):
VI.   Technology
VII. Strategic Planning
IX.   Public Information
X.   Internal Communications
XI.   Human Resources
XII. Research, Program Improvement, and Regional Advocacy

RESPONSIBLE ADMINISTRATOR:
Chief Operating Officer
Director, Communications, Research and Recruitment

COLLABORATOR(S):
Public Relations Specialist
Graphics Supervisor
Neighborhood Aide
Website Manager
Graphics Material Designer
Translator
Divisional Administrator, Student Data Services
Communications Task Force

STRATEGIC PLANNING STRATEGY:
By July 2016, Eastern Suffolk BOCES will have established public information strategies increasing awareness about Eastern Suffolk BOCES programs and services. There will be a measurable increase in the percent of internal and external constituents who agree they are informed about agency initiatives, have opportunities for input to agency decisions, and can represent the mission and vision of the agency from a position of knowledge, understanding, and participation in its future.

ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome *(include dates - mm/dd/yy)*
1. Establish ties with most agency programs/ services to ensure compliance with agency policies and regulations related to the Office of Communications.	Ongoing	Public Relations Specialist Graphics Supervisor Neighborhood Aide	Ongoing
2. Implement a program that increases the percentage of our stakeholders and the public at large that recognize Eastern Suffolk BOCES as a quality regional educational institution.		Director, Comm., Research & Recruit. Public Relations Specialist Neighborhood Aide	Ongoing
a. Collect baseline agency-wide data from CTE and Special Education programs that measure students'/district personnel's	Ongoing	Public Relations Specialist Communications Task Force	Ongoing

ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome *(include dates - mm/dd/yy)*
awareness/knowledge of ESBOCES mission/programs/services. Quantitative and qualitative data will be obtained from surveys, phone interviews, and other sources (e.g. Open House surveys, guidance counselor surveys, SEPTA meetings, and other professional networking/outreach opportunities).			
b. Build student-to-student awareness by establishing ties with component school districts. Report student success stories to students' home school districts (e.g. via district Web sites, district newsletters, student newspapers, PTAs, guidance counselors, library media specialists, etc).	2010	Public Relations Specialist Neighborhood Aide	Ongoing
c. Implement a program ensuring pertinent agency print media items are translated to Spanish and distributed to the Spanish speaking population in eastern Suffolk County via newspapers.	Ongoing	Neighborhood Aide Translator Principal Stenographer	Completed
d. Investigate the effectiveness and implications of social networking sites (Facebook, Twitter, YouTube, MySpace, Secondlife, etc.) and determine how and if they should be utilized by ESBOCES. d.1. establish a test site for Facebook d.2. test controls, monitoring systems and functionality on these test sites.	2011	Director, Comm., Research & Recruit. Website Manager Public Relations Specialist	Completed
e. Create an ESBOCES listserv that will be accessible to current students and alumni who want information about new courses and other happenings at ESBOCES.	2013	Public Relations Specialist Program Administrator, CTE	Completed by CTE

ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome *(include dates - mm/dd/yy)*
3. Implement a plan for improving upon Web site communication initiatives and measure its effectiveness.	2009	Director, Comm., Research & Recruit. Website Manager Public Relations Specialist Graphics Supervisor Neighborhood Aide	Ongoing
a. Redesign Web site and add functionality to esboces.org.	2009		Completed
b. Ensure linkages between ESBOCES Web site and component school district Web sites.	2009		Completed
4. Evaluate the effectiveness of the agency's primary internal and external communication tools, as this pertains to our constituency groups (students, parents, school districts, employees)	Spring – Annually	Public Relations Specialist Neighborhood Aide	Completed

a. Evaluate Dialogue
  - district administration/students/parents
  - ESBOCES employees
b. Evaluate Highlights
  - district administration/students/parents
  - ESBOCES employees
c. Evaluate Intranet Awareness
  - ESBOCES employees
d. Web site
  - district administration/students/parents
  - ESBOCES employees			

5. Develop a profile of print media/graphics projects reflecting quantity and type of work requested by requisitioners to identify trends in work activity over the year.	2012	Graphics Supervisor Graphics Material Designer	Completed – Graphics Log
a. Establish a plan for developing efficient practices in addressing the yearly workload in this growing area of the office.			Completed

ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome *(include dates - mm/dd/yy)*
6. Establish ties with Public Relations and Graphics units in neighboring BOCES to identify new service areas and ways to increase service and production efficiency/effectiveness.	2012	Director, Comm., Research & Recruit. Graphics Supervisor Public Relations Specialist Neighborhood Aide	Completed
7. Seek advisement from the agency Communications Task Force to identify existing, new, and effective communications practices and outlets to enhance outreach efforts.	2009	Director, Comm., Research & Recruit. Public Relations Specialist Div. Admin., Student Data Services	Completed
8. Review and restructure the delivery of services within the PR CoSer. See V.B.	2012	Director, Comm., Research & Recruit. Public Relations Specialist	Completed
9. Create a parent portal for CTE/SCE students so parents can view student progress and access information.	June 2013	Director, Career, Tech & Adult Ed. Div. Admin., Career, Tech & Adult Ed. Building/Program Administrators Director, Comm., Research & Recruit. Public Relations Specialist	
10. Develop a brochure and a weblink of CTE department staff for district and community access.	June 2013	Director, Career, Tech & Adult Ed. Div. Admin., Career, Tech & Adult Ed. Building/Program Administrators Director, Comm., Research & Recruit. Public Relations Specialist	

RESOURCES REQUIRED:
- Continued funding
- Previous evaluation reports
- Policy and regulation documents

POSSIBLE SOURCES OF FUNDING:
- Administrative and program budgets will support the Office of Communications budget.

BASELINE DATA:

1) **Measurement A. Informing the public so there is a measurable increase in the percent of internal and external constituents who agree they are informed about agency initiatives, have opportunities for input to agency decisions, and can represent the mission and vision of the agency from a position of knowledge, understanding, and participation in its future –** *measured by agency visibility in the media and community*

Baseline Year**:** 2008

Baseline Data:
Measure: Increasing the percentage of our stakeholders and the public at large that recognize Eastern Suffolk BOCES as a quality regional educational institution

	BASELINE 2007-08	PROJECTION 2015- 2016	RESULTS							
			2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
No. of photos/articles appearing in external newspapers *2011-12 excludes articles secured by agency's external PR firm*	218*	250 (includes Spanish print media)	159	124	77	116				
No. of external TV programs featuring ESBOCES	15*	15	13	14	14	N/A				
No. of articles published on the ESBOCES website	110*	100-120**	126	148	138	403				
No. of articles published in Highlights	129*	80-100	135	80	65	62				
No. of articles published in Dialogue	23*	15-20	25	27	22	20				
Average No. of monthly external Website visitors	N/A*	35,000	N/A	29,334	23,602	22,307				
No. of print items produced (i.e. catalogs, calendars, brochures, etc)	272*	200-260	275	263	244	253				

Data updated following Middle States 12/08 visit/report (most data included in report was as of March 2008)
Projection required adjustment due to baseline data update/change

Eastern Suffolk BOCES
Strategic Action Plan V.A: Communicating Eastern Suffolk BOCES Initiatives

Measure: Increasing Awareness
- Collect community survey data on the general public's awareness and knowledge of ESBOCES mission and programs (currently no baseline data available)
- Evaluate the effectiveness of Highlights and Dialogue (currently no baseline data available)
- It is expected that approximately 60% of community members surveyed will be able to communicate the basic mission of the agency and feel informed about its primary initiatives.
- It is expected that approximately 90% of staff and school district constituents will be able to communicate the basic mission of the agency and feel informed about its primary initiatives as a result of the information released via Highlights and Dialogue.

RESULTS:

2010-11
- The Highlights publication was evaluated in 2010. The results: 90% of those surveyed responded that they have a better understanding of ESBOCES programs and would like to continue receiving the publication.
- The Dialogue publication was evaluated in 2010. The results: 90% of those surveyed responded that the Dialogue was informative and timely and would like to continue receiving the publication.

Eastern Suffolk BOCES
Related Operational Action Plan V.B: Developing the Media and Community Relations Services (MCRS) CoSer

ADDRESSES BOCES GOAL(S):
VI.   Technology
IX.   Public Information
X.   Internal Communications
XII.   Research, Program Improvement, and Regional Advocacy

RESPONSIBLE ADMINISTRATOR:
Associate Superintendent, Management Services
Chief Operating Officer
Director, Communications, Research and Recruitment

COLLABORATOR(S):
Public Relations Specialist, MCRS Services
Neighborhood Aide
Graphics Supervisor
Graphics Materials Designer

RELATED OPERATIONAL OBJECTIVE:
By July 2016, the Office of Communications will have enhanced the Media and Community Relations Services (MCRS) CoSer by providing training to all public relations in-district staff, developing a coordinated program for providing public relations services through external consulting firms, and establishing in-house print media production services.

ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome *(include dates - mm/dd/yy)*
1. Standardize procedures for press releases, communicating with the media, content collection, etc., for public relations in-district staff. a. Create guidelines manual for in-district staff. b. Work with in-district staff person and district personnel to develop customized service delivery plan for the district(s) they serve.	2012	Public Relations Specialist	The in-district staff component of the MCRS CoSer will be terminated July 2013 due to a restructure of the public relations program. All activities related to in-district staff services are no longer active.
2. Provide four annual trainings to all existing and incoming public relations professionals assigned as in-district staff. a. Rotate new in-district PR staff through the Office of Communications, providing them opportunities to cover ESBOCES events, and write press releases and articles.	Ongoing	Public Relations Specialist	Ongoing Completed

ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome *(include dates - mm/dd/yy)*
b. Evaluate in-district staff once a year.			Ongoing
3. Notify consulting firms and districts annually of the services and agreements available through the Public Relations CoSer. a. Send letters to districts and PR firms b. Contact all districts to promote cost-efficiency of shared service.	Ongoing	Director, Comm. Research & Recruit. Public Relations Specialist	Ongoing
4. Establish a system for actively and effectively coordinating, monitoring, and assessing the provision of services offered through the PR CoSer consulting component. a. Review and assess the aid-eligible billing component of the consulting service. b. Review all consulting proposals annually to ensure billing and language aligns with aid eligibility criteria. c. Develop a system for monitoring and evaluating the staff development delivered by PR consulting firms.	2009	Public Relations Specialist	Ongoing Completed Ongoing Ongoing
5. Establish the Office of Communications as a viable cost-effective print media and graphics services provider to school districts.	2013	Director, Comm. Research & Recruit.	Completed - CSS has assumed district printing services and works collaboratively with the Office of Communications on school district print jobs requiring mass printing/production.

RESOURCES REQUIRED:
- Staff – Administrative and PR Professional
- Time

POSSIBLE SOURCES OF FUNDING:
- Public Relations CoSer Budget

BASELINE DATA:
- The activities reflected in this plan are new and therefore there is no baseline data at this time.

RESULTS:

2009-10
- **Subscriptions:**
  - 3 Districts subscribed to the in-district MCRS service
  - TBD – # Districts subscribed to the ESBOCES/Vendor MCRS service

- **Professional Development for MCRS Staff:**
  - 3 professional development trainings provided to staff

- **Evaluating Services:**
  - An evaluation of services was conducted with all subscribing districts

- **Aid Eligibility:**
  - An analysis of estimated aid for districts subscribing to services was conducted.

2010-11
- **Subscriptions:**
  - 3 Districts subscribed to the in-district MCRS service
  - 20 Districts subscribed to the ESBOCES/Vendor MCRS service

- **Professional Development for MCRS Staff:**
  - 2 professional development trainings provided to staff

- **Evaluating Services:**
  - An evaluation of services was conducted with all subscribing districts

- **Aid Eligibility:**
  - An analysis of estimated aid for districts subscribing to services was conducted.

2011-12
- **Subscriptions:**
  - 3 Districts subscribed to the in-district MCRS service
  - 18 Districts subscribed to the ESBOCES/Vendor MCRS service

- **Professional Development for MCRS Staff:**
  - 3 professional development trainings provided to staff

Eastern Suffolk BOCES
Strategic Action Plan VI.A: Researching, Improving Programs/Services, and Advocating for the Region

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:

Chief Operating Officer
Deputy Superintendent, Educational Services
Assistant Superintendent, Human Resources

COLLABORATOR(S):

Director, Planning and Program Improvement
Director, Communications, Research and Recruitment
Research Analyst
Administrative Council

STRATEGIC PLANNING STRATEGY:

By July 2016, Eastern Suffolk BOCES will continue to improve its capacity for research, program/service improvement, and regional advocacy through: 1) strategic planning; 2) the Middle States Association Accreditation for Growth (AFG) process; 3) the availability of data for data-driven decision-making; 4) facilitative grants management; and 5) advocacy activities.

	ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome *(include dates - mm/dd/yy)*
1.	Facilitate strategic planning activities throughout Eastern Suffolk BOCES *(See Related Operational Action Plan VI.B)*	Ongoing through 2016	Director, Planning & Program Imprvmt.	Ongoing
2.	Facilitate the AFG activities leading to continued accreditation and re-accreditation for 2016-2023 of ESBOCES *(See Related Operational Action Plan VI.B)*	Ongoing through 2016	Director, Planning & Program Imprvmt.	Ongoing
3.	Establish the Office of Research as a provider of data for data-driven decision-making, both on the agency and regional level. *(See Related Operational Action Plan VI.D)*	Ongoing through 2016	Director, Comm., Research, & Recruit. Director, Planning & Program Imprvmt. Research Analyst	Ongoing

ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome *(include dates - mm/dd/yy)*
4. Facilitate the ESBOCES grants management process *(See Related Operational Action Plan VI.C)*	Ongoing through 2016	Director, Planning & Program Imprvmt.	Ongoing
5. Facilitate advocacy activities and provide regular reports to the Board and ESBOCES community at large. *(See Related Operational Action Plan VI.E)*	Ongoing through 2016	Cabinet Director, Planning & Program Imprvmt. Director, Comm., Research, & Recruit. .	Ongoing

RESOURCES REQUIRED:
- Planning and Program Improvement Office personnel and operating expenses
- Budget resources to cover expenses associated with Middle States AFG accreditation and validation activities

POSSIBLE SOURCES OF FUNDING:
- Integrated into the administrative and program budgets
- Special funds related to program improvement initiatives

BASELINE DATA:

1) Measurement A. Strategic Planning
Baseline Year: 2008
Baseline Data:
- Established ESBOCES strategic planning process is being followed agency wide
- Strategic plan is in place and being used, the plan for 2008-2009 has been finalized
- A new plan for 2009-2016 is being developed

2016 Projection
- 2015-2016 Strategic Plan will be finalized
- A new long-range plan for 2016-2023 will be developed

Results:
  2009-10
- Established ESBOCES strategic planning process is being followed agency wide
- The long-range plan for 2009-2016 was completed
- The 2009-10 Strategic Plan has been in place and is being implemented
- The new plan for 2010-2011 is being drafted

  2010-11
- Established ESBOCES strategic planning process is being followed agency-wide
- The 2010-11 Strategic Plan has been in place and is being implemented
- The new plan for 2011-2012 is being drafted

  2011-12
- Established ESBOCES strategic planning process is being followed agency-wide.
- The 2011-12 Strategic Plan has been in place and is being implemented
- The new plan for 2012-2013 is being drafted and reviewed.

2) Measurement B. Middle States Association Accreditation for Growth process
  Baseline Year: 2008
  Baseline Data:
- Agency preparation for the Re-Accreditation in December, 2008

  2016 Projection: The agency will:
- Have received its re-accreditation in 2008-2009
- Have had a successful mid-point review
- Be preparing for another re-accreditation visit in 2015-2016

Results:
  2008-2009
- The agency was accredited in May 2009 through 2016

  2009-10
- The agency completed all accreditation maintenance requirements for 2009-2010 *(See VI.B)*

2010-11
- The agency completed all accreditation maintenance requirements for 2010-2011 *(See VI.B)*
- Internal Coordinator was invited to serve as a member of the Middle States Association on Secondary Schools Domestic Schools Advisory Committee.

2011-12
- The agency completed all accreditation maintenance requirements for 2011-2012.
- Internal coordinator continued to serve on the Middle States Association on Secondary Schools Domestic Schools Advisory Committee
- Mid-Term Report was completed and sent to Middle States.

3) Measurement C. Availability of Data for data-driven decision-making
Baseline Year: 2008
Baseline Data: The following data sources are available for decision-making:
- Results of Co-Ser Surveys, Facilities Surveys, Middle States Surveys
- eSchool data
- RIC data
- NYSED data
- Federal data
- Other outside data sources

2016 Projection
- All data sources will be available to decision-makers based on needs
- Decisions will be based on appropriate data sources

Results:

2009-10
- Data organized by categorical need and made available to internal researchers via a shared electronic drive.
- Timelines have been established for major research initiatives; however, timetables are often dictated by the State's release of data.
- We continue to review the work of other research oriented groups and explore opportunities for partnerships. Examples include: Hofstra National Center for Suburban Studies, wherein we provide data and presentations; the Long Island Association/Long Island Education Coalition joint research initiative, etc.

2010-11
- The same activities (as 2009-10) were implemented in 2010-11. The results from 2009-10 remained the same in 2010-11.

4) Measurement D. Facilitative Grants Management
Baseline Year: 2008
Baseline Data:
- $32 million of specially funded projects
- Four NY Initiatives Group meetings
- Briefing Book on Specially Funded Projects and Funded project listing on-line and available to administrators (annually)

2016 Projection
- $52 million of specially funded projects
- 6-8 Regional Initiatives meetings
- An appealing, designed Briefing Book and a Specially Funded Project List on-line and available to staff

	BASELINE 2007-08	PROJECTION 2015- 2016	RESULTS – Grants Management							
			2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
$ worth of Grants & Specially Funded Projects within ESBOCES region and beyond	$32 million	$52 million	$28 million	$25 million*	$31 million	$29 million*				
# of Initiatives Meetings	4 NY Initiatives Meetings	6-8 Regional Initiatives Meetings	4	1**	3***	3				
Annual Publications • Briefing Book • Projects Chart			Issued	Issued	Issued	Issued				
Other Publications • Newsletters			Funding News	Funding News	Expanded Funding News	Expanded Funding News				

*Special funds were decreased throughout the year due to decreased funding amounts, discontinued and reconfigured projects.
  (In 2011-12, Tobacco Initiative money from Suffolk County was discontinued due to County Fiscal issues.)

**Meetings decreased due to lack of available time, interests, and work priorities.

***Meetings were increased to support internal communications among specially funded administrators and central and divisional offices.

Strategic Action Plan VI.A: Researching, Improving Programs/Services, and Advocating for the Region

5) Measurement E. Advocacy Activities

<u>Baseline Year</u>: 2008

<u>Baseline Data</u>:

- 21 Advocacy Activities i.e.:
  - Suffolk Region PTA Annual Presidents and Principals Dinner [2008, 09, 10, 11]
  - Martin Luther King Luncheon [2008, 09, 10]
  - Meeting Legislators to discuss State Aid   [2008, 09, 10, 11]
  - Meeting with the Long Island Association, the Long Island Education Coalition, and members of the NY State Senate [2008, 09, 10, 11]
  - Long Island School Public Relations re: Presentation on funding issues [2008, 09, 10, 11]
  - Present Suffolk County School Superintendents Association [2008, 09, 10, 11]
  - Meeting with Senator Ken LaValle [2008]
  - BOCES Lobby Day   [2008, 09, 10, 11]
  - Testimony to the NYS Commission on Property Tax Relief   [2009, 10]
  - Opening Remarks at the Long Island Teachers Institute – Promoting Literacy Across the Curriculum for LEP/ELL
  - Congressman Tim Bishop Education Advisory Council Meeting [2008]
  - Speak at Stony Brook University re: Setting the Record Straight: State Aid and Long Island Schools [2008]
  - Health Summit
  - Meeting with Senator LaValle re: Joint Project with Suffolk County Community College
  - Meeting with Suffolk County regarding Shared Services
  - Meeting with Connetquot School District regarding Shared Municipal Services Incentive Grant Program [2009, 10, 11]
  - Interview with Channel 12 regarding Shared Services/Purchasing   [2010]
  - Meeting with Southampton Town Supervisor Linda Kabot
  - PowerPoint Presentation on Costs and Outcomes to Islip Town Boards   [2009]
  - Middle Country School District Legislative Meeting   [2009, 10]
  - Presentations on the impact of the Legislative budget to district administrators and SCSSA   [2008, 09, 10, 11]

<u>2016 Projection</u>

- Expanded advocacy activities (40) will be coordinated through the Cabinet and communicated through the Communications Office to internal and external stakeholders

	BASELINE 2007-089	PROJECTION 2015- 2016	RESULTS – Advocacy Activities							
			2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
# of Advocacy Activities	20	40	62	119***	82	76				

***The documentation of 2009-2010 advocacy activities included those done by both the District Superintendent and the Chief Operating Officer.

Eastern Suffolk BOCES
Related Operational Action Plan VI.B: Agency-wide Accreditation and Strategic Planning

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:
Chief Operating Officer
Internal Coordinator(s), Agency-wide
Deputy Superintendent, Educational Services
Associate Superintendent, Management Services

COLLABORATOR(S):
Administrative Council
ESBOCES AFG Planning Team
ESBOCES AFG Ambassadors

RELATED OPERATIONAL OBJECTIVE:
By July 2016, Eastern Suffolk BOCES will be re-accredited by the Middle States Association based on: 1) the implementation of the action plans outlined in the 2009-2016 strategic plan as updated through the strategic planning process, annual strategic planning council reviews, and examination by a mid-point review by the Middle States Association; 2) the continuous adherence to Middle States Standards; and 3) the development of an approved strategic plan for the 2016-2023 period.

ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome *(include dates - mm/dd/yy)*
1. Annual update of membership of the Agency-wide Strategic Planning Council including the membership of their budget review subcommittees	Annually, July	Chief Operating Officer ESBOCES AFG Planning Team	Annual membership updates occurred 8/09, 8/10, 8/11, 8/12
2. Annual review of progress and update of Agency strategic plan by Strategic Planning Council	Annually, August	Chief Operating Officer Internal Coordinators – Agency Level Deputy Supt., Educational Services Assoc. Supt., Management Services Asst. Supt., Human Resources Directors	Annual Meetings occurred 8/09, 8/10, 8/11, 8/12
3. Review and approval by Board of revisions to Agency strategic plan	As needed	Chief Operating Officer Cabinet	Periodic updates provided in Board reports of Cabinet level administrators.

Eastern Suffolk BOCES
Related Operational Action Plan VI.B: Agency-wide Accreditation and Strategic Planning

ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome *(include dates - mm/dd/yy)*
4. Integration of strategic planning initiatives into the annual budget process	Annually, during budget preparation	Cabinet	Occurred during budget planning cycle for 2009-10, 2010-11, 2011-12
5. Review and approval of Administrative and Divisional strategic initiatives and their budgetary implications by subcommittees of the Strategic Planning Council	Annually, during budget preparation	Budget Review Subcommittees	Occurred during budget planning cycle for 2009-10, 2010-11, 2011-12
6. Facilitate accreditation activities	Annually	Director, Planning & Program Imprvmt Director, Comm., Research & Recruit. Administrative Council	Ongoing
7. On-going implementation, monitoring and evaluation of strategic initiatives	On-going	Responsible Administrative Council administrator(s) of each action plan	Ongoing
8. Regular communication to stakeholders re: strategic planning and strategic initiatives	On-going	Administrative Council	Ongoing
9. Completion of Mid-Point Review Template	Spring 2012	ESBOCES AFG Planning Team	Completed
10. Review of planning process in preparation for development of 2016-2023 Strategic Plan	Spring 2014	ESBOCES AFG Planning Team	Pending
11. Development and approval of next seven-year strategic plan for the agency	2014-2015 school year	Agency Strategic Planning Council	Pending
12. Validation Visit by Middle States Association to re-accredit the Agency	No later than Spring 2016	ESBOCES AFG Planning Team	Pending

RESOURCES REQUIRED:
- Annual membership fees to Middle States Association
- Consultant fees for special activities
- Expenses for meetings (annual meetings) and communication activities
- Travel, accommodations, meal expenses for validation team
- Staff time and substitutes for staff engaged in planning retreats, etc.

POSSIBLE SOURCES OF FUNDING:
- Integrated into the administrative/program budgets

BASELINE DATA:
- Eastern Suffolk BOCES was re-accredited by the Middle States Association of Colleges and Schools (May, 2009) at the Agency level, thus integrating all previous levels of accreditation into one total.

RESULTS:

2009-10
- An ESBOCES AFG Planning Team was established with a variety of internal and external stakeholders – to meet twice a year and at the summer meeting. The team reviewed the status of the strategic plan in November 2009 and May 2010.
- An ESBOCES AFG Ambassadors group was formed with internal staff from the agency to help inform and share information related to the AFG process. They met twice this year and will be added to the summer Annual Council Meeting.
- An annual update of all major agency programs and services was completed, sent to Middle States, shared with staff, and posted on the agency web site.
- Potential validation team member names were provided to Middle States.
- The new *(October 2008)* Middle States Standards for Educational Services Agencies was shared with staff and posted on the web site.
- Numerous articles related to agency-wide accreditation and strategic planning were written for agency newsletters – Highlights and Dialogue.

2010-11
- The ESBOCES AFG Planning Team reviewed the status of the Strategic Plan in August 2010 as part of the Annual Council meeting and in November 2010 and May 2011, as the planning team.
- The AFG Ambassadors group met in the Spring Fall, and Summer.
- An annual update of all major agency programs and services was completed, sent to Middle States, shared with staff, and posted on the agency web site.
- Potential validation team member names were provided to Middle States. Staff members attended various validation visits.
- Articles were posted on the website and other agency newsletters related to agency-wide accreditation.
- The Agency Internal Coordinator was invited to serve as a member of the Middle States Association on Secondary Domestic Schools Advisory Committee.

2011-12
- The ESBOCES AFG Planning Team reviewed the status of the Strategic Plan in August 2011 as part the Annual Council meeting and in November 2011 as the planning team.
- The AFG Ambassadors group participated in the Summer 2011 meeting and met again in the fall of 2011.

Eastern Suffolk BOCES
Related Operational Action Plan VI.B: Agency-wide Accreditation and Strategic Planning

- An annual update of all major agency programs and services was completed, sent to Middle States, shared with staff, and posted on the agency web site.
- Potential validation team member names were provided to Middle States. Staff members attended various validation visits.
- Articles were posted on the website and other agency newsletters related to agencywide accreditation.
- The Agency Internal Coordinator continued to serve as a member of the Middle States Association on Secondary Domestic Schools Advisory Committee.
- The Mid-Term Report final draft was completed.

Eastern Suffolk BOCES
Related Operational Action Plan VI.C: Expanding Agency and Regional Grants Management

ADDRESSES BOCES GOAL(S):

II.   Staff Development
III.   Shared Services
IV.   Program and Services Availability
V.   Cost-Effectiveness, Quality Management, and
       Operational Efficiency
IX.   Public Information
X.   Internal Communications
XI.   Human Resources

RESPONSIBLE ADMINISTRATOR:
Director, Planning and Program Improvement

COLLABORATOR(S):
Administrative Council

RELATED OPERATIONAL OBJECTIVE:

By July 2016, Eastern Suffolk BOCES will have expanded its capacity for regional resource and knowledge-sharing internally and externally for the purpose of expanding grant opportunities, continuing the upward trend of specially-funded project funding, enhancing service opportunities for Eastern Suffolk BOCES and component districts.

	ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome *(include dates - mm/dd/yy)*
1.	Outreach to agency constituents and component districts, through survey documents which assess training needs related to grant seeking, will be facilitated.	June 30, 2010	Prog. Admin., Regional Grant Services Administrative Council	Completed 6/10. Ongoing through OPPI and Coser 531.
2.	The grants office will facilitate partnerships upon request between Long Island entities.	Ongoing	Director, Planning & Program Imprvmnt. Administrative Council	Ongoing
3.	The grants office will promote the concept of shared servicing of grants opportunities.	Ongoing	Director, Planning & Program Imprvmnt. Administrative Council	Ongoing
4.	The grants office will continue to promote available and affordable grant writing services through CoSer 531 for component districts and for internal administrators through bid awardees.	Ongoing	Director, Planning & Program Imprvmnt. Administrative Council	Ongoing
5.	The grants office will provide regional active guidance and support in searching and acquisition of new funding sources.	Ongoing	Director, Planning & Program Imprvmnt. Administrative Council	Ongoing

ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome *(include dates - mm/dd/yy)*
6. The grants office will assist in the attraction and retention of diversified staff through attending and capitalizing upon regional opportunities.	Ongoing	Director, Planning & Program Imprvmnt.	Ongoing

RESOURCES REQUIRED:
- Staff meeting time and time to investigate initiatives
- Staff of other departments to engage in capacity-building dialogue
- Sufficient additional staff to investigate and develop potential funders of new initiatives; write proposals
- Sufficient clerical support to accommodate responsibilities associated with expected growth

POSSIBLE SOURCES OF FUNDING:
- Integrated into the administrative and program budgets

BASELINE DATA: 2008-09
  Since a regional grants administrator was reassigned in 2006:
- a checks and balances system has been established for agency wide tracking and clarity of attempted applications;
- agency wide instructional sessions were held and a Powerpoint reference tool has been designed and disseminated for staff clarification;
- monthly administrative council dissemination sessions began in April, 2009 to fully communicate grants activities.

RESULTS:

2009-2010
- Agency wide expansion from 3 to 48 subscribers of participating districts/subscribers in the Grants CoSer through improved central office outreach via print and electronic media.   Seven of the forty-eight subscribers participating in both in-district and regional services.
- Increase in the grant application rate for emerging technologies.
- Decrease in administrative inefficiencies through timely grant process follow-through
- Decrease in NY Initiatives Meetings and attendance.
- Decrease in inappropriate applications through grant reviews and consultations.

- Improved internal efficiencies through weeding, organizing and streamlining filing system
- Facilitative contract review through optimal professional linking with the Contract Examiner.
- Improved turn-around rate in completing the internal grant process.
- Increase in the demand for Foundation Center searches.
- Promoted open communication between the Office of Planning & Program Improvement, grant administrators and their support staff.
- Increased collaboration with the Research Analyst in satisfying Higher Education and internal requests for grants submission.
- Improved understanding of on-site needs through participating in on-site administrative interviews with the Director of Planning & Program Improvement and the Research Analyst.

2010-2011
- The regional grants administrator position was discontinued at the end of the year due to agency-wide fiscal challenges.
- Meetings with specially-funded project administrators were increased to promote internal communication.
- An agency-wide cost allocation plan was recommended and began to support internal costs of specially funded projects.
- *Funding News* was expanded to include targeted areas of interest based on administrative council input.
- Agency and regional participation in the Grants CoSer continued with four agency departments and 22 districts/subscribers attending regional opportunities and seven subscribers participating in district services.

2011-2012
- Meetings with specially funded project administrators, individually and in groups, were increased to provide additional support.
- Meetings continue to search for expanded grant and specially funded project opportunities.
- Two districts participated in grant writing in-district services. Grant-writing regional workshops were not offered due to State focus on APPR, Common Core Standards and other Regents and Race to the Top priorities.

Eastern Suffolk BOCES
Related Operational Action Plan VI.D: Research Performance and Capacity

ADDRESSES BOCES GOAL(S):
I.   High Standards for Student Achievement
II.   Staff Development
V.   Cost Effectiveness, Quality Management, and
         Operational Efficiency
VII.   Strategic Planning
IX.   Public Information
X.   Internal Communications
XII.   Research, Program Improvement, and Regional Advocacy

RESPONSIBLE ADMINISTRATOR:
Chief Operating Officer
Director, Communications, Research and Recruitment

COLLABORATOR(S):
Director, Planning and Program Improvement
Research Analyst
Web Manager

RELATED OPERATIONAL OBJECTIVE:
By July 2016, Eastern Suffolk BOCES will establish the Office of Research as a provider of high-quality educational, evaluation, and policy research that produces data and other information aligned with the student and funding advocacy initiatives of the ESBOCES programs and staff, component school districts, and other entities influencing public education on Long Island.

ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome *(include dates - mm/dd/yy)*
1. Maximize sharing of data. a. Centralize data available through the Office of Research b. Evaluate current internal (ESBOCES) structures for sharing and maintaining data, and modify structures based on needs of departments/offices affected. c. Encourage the regional sharing of data. (Post Factsheet on web site)	On-going	Director, Comm., Research, & Recruit. Research Analyst	Ongoing
2. Establish new (and reevaluate current) timelines and systems for obtaining data required for regional research and evaluation reports.	On-going	Director, Comm., Research, & Recruit. Research Analyst	Completed – timelines for all annual projects were identified.
3. Support collaborative research opportunities with regional partners. a. Foster and formalize linkages with regional agencies and organizations engaging in research affecting public education.	On-going	Director, Comm., Research, & Recruit. Director, Planning & Program Imprvmt. Research Analyst	Ongoing

RESOURCES REQUIRED:
- Communications, Research and Recruitment office personnel and operating expenses.
- Access to state and internal student achievement and financial data.

POSSIBLE SOURCES OF FUNDING:
- Administrative budget

BASELINE DATA:
- Number of times reports are accessed via web site.
- Number of reports and data related projects developed by the Office of Research each year.

RESULTS:

2009-10
- Data organized by categorical need and made available to internal researchers via a shared electronic drive.
- Timelines have been established for major research initiatives; however, timetables are often dictated by the State's release of data.
- We continue to review the work of other research oriented groups and explore opportunities for partnerships. Examples include: Hofstra National Center for Suburban Studies, wherein we provide data and presentations; the Long Island Association/Long Island Education Coalition joint research initiative, etc.

2010-11, 2011-12
- Documents produced by the office included various analyses on the potential impact of different tax caps proposed by the NYS Assembly and Senate, the BOCES Report Card, presentations on student outcomes, analyses of low wealth v. wealthiest school districts, etc.
- We continue to review the work of other research oriented groups and explore opportunities for partnerships. Examples include: Hofstra National Center for Suburban Studies, wherein we provide data and presentations; the Long Island Association/Long Island Education Coalition joint research initiative, etc.

Eastern Suffolk BOCES
Related Operational Action Plan VI.E: ESBOCES Agency and Regional Advocacy

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:
Chief Operating Officer
District Superintendent
Assistant Superintendent, Human Resources
Deputy Superintendent, Educational Services

COLLABORATOR(S):
Administrative Council
Director, Communications, Research and Recruitment
Director, Planning and Program Improvement
Suffolk County School Superintendents Association (SCSSA)
    Legislative Committee
Long Island Education Coalition (LIEC)
Long Island Regional Planning Council (LIRPC)

RELATED OPERATIONAL OBJECTIVE:
By July 2016, Eastern Suffolk BOCES will have established ongoing initiatives that promote, inform and influence various local and regional stakeholders in order to build their support for the agency's mission and Long Island as a region.

	ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome *(include dates - mm/dd/yy)*
1.	Identify current agency advocacy activities.	June 2010 and Ongoing	Director, Planning & Program Imprvmt Director, Comm., Research & Recruit. Communications Task Force	Ongoing
2.	Identify current regional advocacy activities (i.e. Suffolk Country School Superintendents Association Tax Relief Proposal)	June 2010 and Ongoing	Director, Comm., Research & Recruit Director, Planning & Program Imprvmt Communications Task Force	Ongoing
3.	Establish and implement evaluation tools for all advocacy activities	Ongoing	Administrative Council	Completed – Agency-wide communication efforts collected and cataloged in 2012 by the Communications Task Force.

ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome *(include dates - mm/dd/yy)*
4. Analyze results of advocacy evaluation tools and identify successful initiatives.	Ongoing – to begin in 2012	Administrative Council Director, Planning & Program Imprvmt Director, Comm., Research & Recruit.	Pending – Impact of communication efforts to be measured in 2012 by the Communications Task Force.
5. Respond to the Long Island Regional Planning Council Agenda	Ongoing	Administrative Council	Ongoing
6. Explore additional resources (Institutes of Higher Education, ESBOCES alumni groups, local collective bargaining units, parent groups, businesses, and community organizations) to form partnerships that support the mission of the agency to serve the region.	Begin September 2011 – 2016	Administrative Council	Ongoing

RESOURCES REQUIRED:
- Staff
- Access to data

POSSIBLE SOURCES OF FUNDING:
- Operational and administrative budgets

BASELINE DATA: 2008
- Current listing of baseline data advocacy activities in strategic action plan VI.A measures 2008 baseline year
- No advocacy activity evaluative tools are currently being used.
- An Agency Advocacy Outreach and Professional Practice Assessment Survey 2008-2009 being sent to various selected staff members to begin to collect data on agency and regional advocacy.

Eastern Suffolk BOCES
Related Operational Action Plan VI.E: ESBOCES Agency and Regional Advocacy

RESULTS: *(See VI.A - Measurement 5E)*

2009-10
- A database listing relationships/partnerships/collaborations between ESBOCES staff and institutes of higher education (IHE) was begun, posted on the intranet, and will be updated annually.
- The Communications Task Force has begun to investigate the overall relationships and ways the agency communicates/advocates with external and internal stakeholders.
- An initiative with the Center for Suburban Studies at Hofstra University was begun related to educational equity and celebrating diversity on Long Island.
- For 2009-10, the District Superintendent's advocacy activities were added to the collection of data.

2010-11
- Data collected by the Communications Task Force was shared with Cabinet and Board.
- The IHE database was updated.
- The advocacy activities of the agency increased due to the challenges in the region, state and national arenas.
- The initiative with the Center for Suburban Studies at Hofstra University continued with regional conferences and meetings.

2011-12
- The IHE database was updated.
- The advocacy activities of the agency increased due to the challenges in the region, state and national arenas.
- The initiative with the Center for Suburban Studies at Hofstra University continued with regional conferences and meetings.
- A regional ESBOCES Career and Technical Education (CTE) Task Force was formed to examine all aspects of CTE programs and offer recommendations that will enhance opportunities for students in the region.
- The agency collaborated with Lower Hudson Council of School Superintendents (LHCSS) and Nassau County Council of School Superintendents on the development of a comprehensive mandate relief proposal.

Eastern Suffolk BOCES
Strategic Action Plan VII.A: Ensuring Operations, Management, and Finance

ADDRESSES BOCES GOAL(S):

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
X.   Internal Communications
XI.   Human Resources
XII.   Research, Program Improvement, and Regional Advocacy

RESPONSIBLE ADMINISTRATOR:

Associate Superintendent, Management Services
Assistant Superintendent, Human Resources

COLLABORATOR(S):

Administrative Council Members

STRATEGIC PLANNING STRATEGY:

By July 2016, Eastern Suffolk BOCES will: 1) continue to review and update its Board Policies, Administrative Regulations, rules, procedures, practices, and forms ensuring alignment with federal and state requirements; agency vision, mission, beliefs, and goals; and best practices; 2) continue to evaluate and improve the agency's internal controls to ensure compliance with all regulatory authorities; and 3) provide expanded regional leadership and resources to school districts in the areas of school operations, business management, and educational finance.

	ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome *(include dates - mm/dd/yy)*
1.	Annual review of agency Board policies, Administrative regulations, etc. to align with the latest and most current federal state and local requirements.	Ongoing through 2016	Assoc. Supt., Management Services Asst. Supt., Human Resources Divisional Directors	Ongoing
2.	Conduct annual evaluations and implement improvements for internal controls agency-wide.	Ongoing through 2016	Assoc. Supt., Management Services Divisional Directors	Ongoing
3.	Increase internal and external leadership/resources/support role of all administrators and other appropriate staff within the division.	Ongoing through 2016	Assoc. Supt., Management Services Divisional Directors	Ongoing

RESOURCES REQUIRED:
- Time

POSSIBLE SOURCES OF FUNDING:
- Administrative and Program Budgets

BASELINE DATA:

1) **Measurement A. ESBOCES Board Policies and Procedures**
   Baseline Year: 2007-2008
   Baseline Data:
   The following data sources are available to all ESBOCES Intranet users.
   - 745 employees have access online to:
       - Board Policies
       - Administrative Regulations
       - Procedures
       - Agency forms
   - Alerts notify users via e-mail of any new, revised, or deleted Board Policies, Administrative Regulations, Procedures and Forms
   - Updates are provided on as needed basis due to changes in the law or internal procedures
   - Annual list is compiled of Policies requiring notification or action
   - One word search feature is available on the Intranet
   - Internet access available to component districts for Board policies

   2016 Projection:
   - Intranet access will be upgraded to provide all ESBOCES employees with access to the ESBOCES Policies, Regulations, Procedures, and Forms.
   - Internet access to ESBOCES Policies will be provided to component districts.
   - Electronic filing of forms will be instituted, including electronic signatures and tracking components
   - Automatic updates will be provided to Administrative Council members when a policy calls for action or notification
   - Updates to policies, administrative regulations, procedures, and forms will continue to be provided on an as needed basis
   - Workshops on an annual basis will be provided to all users of the system
   - Upgrades to the system will allow for multi-word searches for Intranet and Internet

Results:

2008-09:
- Went live with eDocs (Document Management System) Program. Most of the agency employees have access. All Policies, Regulations, Procedures and Forms are available and searchable through this program
- New Policies, Regulations, Procedures and Forms are continually added and existing Policies, Regulations, Procedures and Forms are continually revised follows:
  - Policies – 16 Revised, 4 New
  - Regulations – 3 Revised, 1 New
  - Procedures – 5 Revised/New
  - Forms – 75 Revised/New

2009-2010:
- All agency employees have access to the eDocs (Document Management System) Program.
- Policies were added to ESBOCES Website. Public and all employees have access.
- Procedures are in place to notify Administrative Council of all changes or updates to Policies and Regulations.
- New Policies, Regulations, Procedures and Forms are continually added and existing Policies, Regulations, Procedures and Forms are continually revised follows:
  - Policies – 20 Revised, 6 New
  - Regulations – 23 Revised, 6 New
  - Procedures – 7 Revised/New
  - Forms – 28 Revised/New

2010-2011:
- New Policies, Regulations, Procedures and Forms are continually added and existing Policies, Regulations, Procedures and Forms are continually revised follows:
  - Policies – 25 Revised, 4 New
  - Regulations – 22 Revised, 4 New
  - Procedures – 17 Revised/New
  - Forms – 57 Revised/New

2011-2012:
- New and Updated Policies, Regulations, Procedures and Forms are now handled in the Human Resources Department.

Eastern Suffolk BOCES
Strategic Action Plan VII.A: Ensuring Operations, Management, and Finance

2) **Measurement B. Evaluate and Improve the Agency's Internal Controls**
<u>Baseline Year</u>:   2007-2008
<u>Baseline Data</u>:
   - Report to the ESBOCES Board on audits which have been completed by internal and external auditors over the past ten years
   - Provide to the ESBOCES Board corrective action plans for the past five years
   - Provide annual update to the ESBOCES Board regarding status of corrective action plans

<u>2016 Projection</u>:
   - Continue to provide updated reports to the ESBOCES Board on Audits that have been conducted for the past ten years
   - Prepare a five-year cycle for audits as identified by the external auditors to be completed each year by the internal auditors hired by the ESBOCES Board
   - Corrective action plan for each audit completed by external or internal auditors
   - Provide annual update to the corrective action plan to the ESBOCES Board
   - Corrective action plans will be available on ESBOCES website for internal and external audits

<u>Results</u>:
Each year in November, the Board is presented with the Annual Report on Select Assets and Resources at ESBOCES. Included in this report is a full listing of all the corrective action plans that are currently being addressed.

2008-2009:
   - Annual audit of prior years' financial statements presented to the Audit Committee on October 28, 2008 and approved by the Board on October 29, 2008. Corrective Action Plan presented to the Audit Committee and approved by the Board on December 15, 2008
   - Internal Audits:
     o Annual Risk Assessment Update
     o Internal Audit Agreed Upon Procedures Capital Assets
     o Internal Audit Agreed Upon Procedures Payroll/Personnel

2009-2010:
   - Annual audit of prior years' financial statements presented to the Audit Committee on October 28, 2009 and approved by the Board on October 28, 2009. Corrective Action Plan presented to the Audit Committee and approved by the Board on December 16, 2009.
   - Internal Audits:
     o Initial Risk Assessment by new Internal Auditors

2010-2011:
- Annual audit of prior years' financial statements presented to the Audit Committee on October 27, 2010 and approved by the Board on October 27, 2010. Corrective Action Plan presented to the Audit Committee and approved by the Board on February 3, 2011.
- Internal Audits:
  - Initial Risk Assessment
  - Internal Audit – Facilities
  - Risk Assessment Update
  - Internal audit – Employee Benefits/Food Services

2011-2012:
- Annual audit of prior year's financial statements presented to the Audit Committee on October 19, 2011 and approved by the Board on October 19, 2011. Corrective Action Plan presented to the Audit Committee and approved by the Board on January 25, 2012
- Internal Audits:
  - Annual Risk Assessment Update
  - Areas to be studied for 2012 are under discussion.

3) **Measurement C. Provide Expanded Regional Leadership and Resources to School Districts in the Areas of School Operations, Business Management and Educational Finance**
Baseline Year: 2007-2008
Baseline Data:
- **Regional Leadership** - For the 2007-2008 school year, the Office of Management Services provided eight in-service meetings to school business officials
- **Resources** - ESBOCES currently supports a SharePoint site which provides up-to-date information to school business officials and a number of topics relating to fiscal issues impacting schools, workshops available or leadership information. There are over 120 users from component and non-component school districts with access to the site.
- ESBOCES currently provides a cooperative bidding service to 65 districts and three town governments. This cooperative bidding service has over 30 bid categories available and provides participants with Request for Proposal (RFP) specifications for eleven services via the online library which is accessed through the ESBOCES website.
- Associate Superintendent for Management Services is serving on the Purchasing International ASBO Committee and has presented a workshop at the annual NYS ASBO Summer Academy

2016 Projection:
- The number of workshops for school business officials will increase to ten per year offering topics that will benefit fiscal management operations and business management.

Eastern Suffolk BOCES
Strategic Action Plan VII.A: Ensuring Operations, Management, and Finance

- SharePoint will be expanded to accommodate additional users and will be accessible from the Suffolk County ASBO website. Users will be encouraged to add items to SharePoint. A SharePoint website will be set up for Superintendents to provide users with information regarding regional issues relating to schools. (Suffolk County ASBO requested that we utilize their new website for ASBO members as opposed to Sharepoint to help coordinate the information to members. In 2010 we switched from SharePoint to fully utilizing the Suffolk County ASBO website which reaches not only component districts but all of Suffolk County and is linked to NYS ASBO website as well.)
- The cooperative bidding service will provide access to e-procurement, a fully integrated online bidding system. The number of bids available will increase by 20% as will the number of RFPs.
- The Associate Superintendent for Management Services will continue to serve on various committees with international, state, and local ASBO chapters. In addition, the Associate Superintendent for Management Services will present at three or more conferences per year.

	BASELINE 2007-08	PROJECTION 2015- 2016	RESULTS – Provide Expanded Regional Leadership and Resources to Districts in the Areas of School Operations, Business Management and Educational Finance							
			2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Regional Leadership - # of In service meetings and workshops for School Business Officials	8 provided	Increase to 10 per year	9	11	11	11				
Cooperative Bidding Service										
Provided to	65 districts 3 town govts		66 districts 3 town govts	66 districts 3 town govts	66 districts 3 town govts	66 districts 4 town govts				
# of Bid Categories	Over 30	Bids Available will increase by 20%	32	38	42	45				
# of RFPs/RFQs	For 11 services via online library	Will increase by 20%	For 11 services via online library	For 11 services via online library	16 services via online library	20 services via online library				
Associate Supt. for Management Services										
Serve on committees (international, state, and local ASBO chapters)	1		3	4	4	6				
Present at Conferences	1	3 or more per year	2	3	3	3				

Eastern Suffolk BOCES
REVISED   Related Operational Action Plan VII.B: PeopleSoft Upgrade and Transition to WinCap

ADDRESSES BOCES GOAL(S):
I.   High Standards for Student Achievement
II.   Staff Development
V.   Cost-Effectiveness, Quality Management, and
       Operational Efficiency
VI.   Technology
VII.   Strategic Planning
X.   Internal Communications
XI.   Human Resources

RESPONSIBLE ADMINISTRATOR:
Associate Superintendent, Management Services
Director, Technology Integration

COLLABORATOR(S):
Assistant Superintendent, Human Resources
Director, Business Services
Director, Special Education
Director, Career, Technical and Adult Education

RELATED OPERATIONAL OBJECTIVE:
By July 2015, Eastern Suffolk BOCES will complete a comprehensive conversion of the ESBOCES Management Information System (PeopleSoft) to WinCap. WinCap is a Windows based Financial and Human Resource Management System designed specifically for school districts and BOCES. Included in this upgrade is total redesign of our technology infrastructure.

This conversion will be implemented in four phases. Phase 1 is the upgrade of the technical infrastructure installation of the software in a test environment and the training of the technical staff. Phase 2 is the implementation of the payroll/human resources module. Phase 3 is the implementation of the WinCap financial application module. *Phase 4 was the implementation of the student management module, which is now unnecessary due to the implementation of a new student data management system being done by the Department of Special Education.* Phase 4 will now be the implementation of the WinCap Payroll/Human Resources module.

ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome *(include dates - mm/dd/yy)*
PHASE 1 – Upgrade Infrastructure **1.** Evaluate hardware and related software needs and develop a 5 year purchase and deployment plan.	September 2009	Director, Technology Integration	Complete 09/09
2. Technical staff to attend training on new version of PeopleSoft, ie. Technical tools, data structure, report structure, etc.	September 2009	Director, Technology Integration	Complete 11/09
3. Install Oracle Database and train technical staff.	October 2009	Director, Technology Integration	Complete 1/10

ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome *(include dates - mm/dd/yy)*
PHASE 2 –Implementation of Payroll/HR module 4. Perform fit/gap analysis with core group of end users. Identify gaps in software. Determine if a procedure change is feasible and if not, develop plan for software customization	August 2009	Director, Technology Integration Asst. Supt., Human Resources Director, Business Services	Complete 11/10
5. Complete software customizations identified in fit/gap analysis. Technical staff to work with core group of end users to test software modifications.	June 2010	Director, Technology Integration Asst. Supt, Human Resources Director, Business Services	Complete 1/11
6. Finalize data conversion	June 2010	Director, Technology Integration	Complete 1/11
7. User training for all staff in the Payroll and HR departments	February 2011	Director, Technology Integration Asst. Supt., Human Resources Director, Business Services	Complete 2/11
8. Parallel testing between current version of PeopleSoft and new version..	February 2011	Director, Technology Integration Asst. Supt., Human Resources Director, Business Services	Complete 2/11
9. Go live with Payroll and Human Resources	March 2011	Director, Technology Integration Asst. Supt., Human Resources Director, Business Services	Complete 3/11
PHASE 3 –Implementation of Financials module 10. Meet with Capital Computing to determine feasibility of using WinCap software in lieu of PeopleSoft. Attend webinars with core group of end users.	February 2012	Director, Technology Integration Director, Business Services	Complete 2/12
11. Present new plan to cabinet for approval	April 2012	Director, Technology Integration Director, Business Services	Complete 4/12
12. Install new environment to support WinCap – Citrix/VMWare and finalize data conversion	September - November 2012	Director, Technology Integration	Pending
13. User training for all staff in the Business Service departments.	December - February 2012	Director, Technology Integration Director, Business Services	Pending

ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome *(include dates - mm/dd/yy)*
14. Parallel testing between current version of PeopleSoft and new version	April - June 2013	Director, Technology Integration Director, Business Services	Pending
15. End user training for staff in various programs and buildings for budget management and remote requisitioning	June 2013	Director, Technology Integration Director, Business Services	Pending
16. Go live with Financials Module	July 2013	Director, Technology Integration Director, Business Services	Pending
PHASE 4 – Implementation of WinCap Payroll/ Human Resources **17.** Convert PeopleSoft Payroll/Human Resources to WinCap	To Be Determined	Director, Technology Integration Director, Business Services Asst. Supt., Human Resources	Pending

RESOURCES REQUIRED:
- Staff Time
- Consultants to assist in aspects of implementation

POSSIBLE SOURCES OF FUNDING:
- Budget Allocation

BASELINE DATA:
- Current version of PeopleSoft

RESULTS:
- 2009-2010:
  - Hardware and software needs evaluated – 1st phase infrastructure for HR deployment installed and configured
  - Technical staff trained on new software via Oracle and Red Hat training classes
  - Oracle database and new PeopleSoft HR modules installed on new virtual infrastructure
- 2010-2011:
  - End users trained in new HR module
  - Went live with new HR module March 2011
- 2011-2012
  - Began analysis of Financials module
  - Made decision to implement WinCap in lieu of PeopleSoft after extensive research to determine functionality and cost/benefit.

ADDRESSES BOCES GOAL(S):
I.   High Standards for Student Achievement
II.   Staff Development
III. Shared Services
V.   Cost-Effectiveness, Quality Management, and
      Operational Efficiency
VI.   Technology
VII. Strategic Planning
X.   Internal Communications
XI.   Human Resources

RESPONSIBLE ADMINISTRATOR:
Associate Superintendent, Management Services
Director, Business Services

COLLABORATOR(S):
Director, Technology Integration
School Purchasing Agent

RELATED OPERATIONAL OBJECTIVE:
By September 2012, Eastern Suffolk BOCES will implement a web-based e-procurement system to be used by both BOCES and school districts. An e-procurement system will electronically compile all valid purchasing sources for items in one web-hosted database, enabling users at all levels to compare prices on one web page when purchasing approved items.

	ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome *(include dates - mm/dd/yy)*
1.	Develop RFP for e-procurement system, select vendor and approve contract with vendor.	June 2009	Assoc. Supt., Management Services Director, Business Services	Complete
2.	Communicate the concept of e-procurement to NYS and obtain their approval.	October 2009	Assoc. Supt., Management Services	Complete
3.	Establish a project manager/leader and train technical staff and begin implementation of software at ESBOCES.	December 2009	Assoc. Supt., Management Services Director, Business Services Director, Technology Integration	Complete
4.	Build on-line catalogs. Work with vendors to collect electronic data files for bids and NYS contract items.	July 2010	Assoc. Supt., Management Services Director, Business Services	Complete
5.	Set-up of system, design workflow and approval structure.	July 2010	Assoc. Supt., Management Services Director, Business Services	Complete

ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome *(include dates - mm/dd/yy)*
6. Establish a production environment and testing.	December 2010	Assoc. Supt., Management Services Director, Business Services Director, Technology Integration	Complete
7. Work with software vendor to develop custom reports and establish dynamic link catalogs for selected major vendors	June2011	Assoc. Supt., Management Services Director, Business Services	In Process
8. Prepare training materials and train end users	July 2011	Assoc. Supt., Management Services Director, Business Services	In Process
9. Go Live with system at ESBOCES	August 2011	Assoc. Supt., Management Services Director, Business Services	In Process
10. Evaluate WinCap e-procurement which is a more cost effective integrated system	To Be Determined	Assoc. Supt., Management Services Director, Business Services	In Process

RESOURCES REQUIRED:
- Staff time
- Consulting for portions of Implementation

POSSIBLE SOURCES OF FUNDING:
- Budget Appropriation
- Possible Efficiency Grant

BASELINE DATA:
- Current bids in public folders and Intranet, currently no electronic versions of NYS OGS contracts are available

RESULTS:

2009-10
- An RFP was developed, issued E-Schoolmall was chosen as the vendor.
- A letter was sent to and approved by the NYS Education Department to gain State support for the concept of e-procurement.

- A consultant project manager was hired to oversee the project.
- Software modification requests were sent to the vendor
- A detailed project implementation timeline was developed
- A roles and responsibilities document was prepared
- A test group of users has been chosen to pilot software

2010-11
- Test and production environment established
- Vendor software and report modifications complete
- Electronic relationships established with vendors where good are purchased

2011-12
- System was piloted with Group of Users
- Additonal reports and catalogs loaded
- Regular use of system for select users.

Eastern Suffolk BOCES
Related Operational Action Plan VII.D: Enhance Division's Leadership Position in School Finance, Business Management and Information Technology

ADDRESSES BOCES GOAL(S):
I.   High Standards for Student Achievement
II.   Staff Development
IV.   Program and Services Availability
V.   Cost-Effectiveness, Quality Management, and
       Operational Efficiency
VI.   Technology
VII. Strategic Planning
X.   Internal Communications

RESPONSIBLE ADMINISTRATOR:
Associate Superintendent, Management Services
Director, Business Services
Director, Technology Integration
Manager, Administrative Services
Manager, Building Services

COLLABORATOR(S):
School Purchasing Agent
Safety & Administrative Support Manager

RELATED OPERATIONAL OBJECTIVE:
By July 2016, the Management Services Division shall have measurably enhanced its stature as a regional leader in the areas of school finance, business management, operations, and information technology by means of increased staff expertise, the release of findings from new research projects, serving on local, regional, and state committees, establishing and/or expanding strategic relationships with institutions of higher education, and expanding relationships with NYSED and various educational and business associations.

	ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome *(include dates - mm/dd/yy)*
1.	Increase administrator and staff expertise through participation in relevant professional development opportunities and self directed study.	On-going	Assoc. Supt., Management Services Director, Business Services Manager, Administrative Services Manager, Building Services	In Progress
2.	Enhance regional leadership by holding regular meetings for school business officials, building and grounds professionals, district purchasing agents, transportation supervisors, and other groups on an as needed basis.	On-going	Assoc. Supt., Management Services Director, Business Services Manager, Administrative Services Manager, Building Services	In Progress
3.	Serve on or chair various pertinent local, regional, and state committees. Serve as a presenter at various local, regional, state, and international workshops.	On-going	Assoc. Supt., Management Services Director, Business Services Manager, Administrative Services Manager, Building Services	In Progress

Related Operational Action Plan VII.D: Enhance Division's Leadership Position in School Finance, Business Management and Information Technology

ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome *(include dates - mm/dd/yy)*
4. Bring experts to the region to hold workshops on relevant topics in the areas of school business management, facilities, transportation, and technology.	On-going	Assoc. Supt., Management Services Director, Business Services Manager, Administrative Services Manager, Building Services	In Progress
5. Establish and/or expand relationships with NYSED and educational and business associations.	On-going	Assoc. Supt., Management Services Director, Business Services Manager, Administrative Services Manager, Building Services	In Progress

RESOURCES REQUIRED:
- Staff time

POSSIBLE SOURCES OF FUNDING:
- Budget Allocation

BASELINE DATA:
- Current list of meeting and committee memberships

RESULTS:

See results in Plan VII.A

Eastern Suffolk BOCES
Related Operational Action Plan VII.E: Implement Web-Based School District Service Requests

ADDRESSES BOCES GOAL(S):
I. High Standards for Student Achievement
II. Staff Development
III. Shared Services
V. Cost-Effectiveness, Quality Management, and Operational Efficiency
VI. Technology
VII. Strategic Planning
X. Internal Communications
XI. Human Resources

RESPONSIBLE ADMINISTRATOR:
Associate Superintendent, Management Services
Director, Business Services
Manager, Administrative Services

COLLABORATOR(S):
Director, Technology Integration
Senior Administrative Assistant, Central Support Services

RELATED OPERATIONAL OBJECTIVE:
By September 2013, Eastern Suffolk BOCES will implement a web-based school district service request system. An electronic school district service request system will enable school districts to subscribe to ESBOCES services through a web-based application (WinCap). School districts will be able to see historical data, subscribe to ESBOCES services and electronically approve prior to sending to ESBOCES. ESBOCES will be able to monitor services requests at all stages of the approval process.

	ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome *(include dates - mm/dd/yy)*
1.	Select a web-based service request system	July 2011	Manager, Administrative Services Director, Business Services	July 2011
2.	Communicate the concept of web-based service requests to the districts	September 2011	Assoc. Supt., Management Services Manager, Administrative Services	August 2011
3.	Work with vendor and technical staff to develop electronic interface with PeopleSoft	November 2011	Director, Business Services Director, Technology Integration Manager, Administrative Services	Completed manually March 2012
4.	Build WinCap service tables for all ESBOCES services and modify the existing services in PeopleSoft to align codes. Meet with various program administrators and staff who are responsible for tracking services to districts.	Fall 2011	Director, Business Services Manager, Administrative Services Senior Administrative Assistant	November 2012
5.	Enter Shared Service Guide descriptions for each program into WinCap	Fall 2011	Manager, Administrative Services Senior Administrative Assistant	March 2012

Eastern Suffolk BOCES
Related Operational Action Plan VII.E: Implement Web-Based School District Service Requests

ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome *(include dates - mm/dd/yy)*
6. Select 5 to 10 school districts to pilot services request for 2012-13	Fall 2011	Assoc. Supt., Management Services Director, Business Services Manager, Administrative Services	Four Districts Selected by September 2012
7. Develop a training plan and train pilot districts.	Fall 2011	Director, Business Services Manager, Administrative Services Senior Administrative Assistant	Spring 2012
8. Train ESBOCES program administrators and related staff to use system	Fall 2011	Director, Business Services Manager, Administrative Service Senior Administrative Assistant	Summer 2012
9. Pilot school districts to begin to develop 2012-13 initial service request (contract)	February 2012	Manager, Administrative Services Senior Administrative Assistant	Spring 2012
10. Go Live with pilot districts for initial contracts	July 2012	Manager, Administrative Services Senior Administrative Assistant	July 2012
11. Train pilot districts to do contract modifications	Fall 2012	Assoc. Supt., Management Services Director, Business Services	Pending
12. Train all districts to use system	Winter 2013	Director, Business Services Manager, Administrative Services Senior Administrative Assistant	Pending
13. School districts to begin to develop 2013-14 initial service request (contract)	February 2013	Manager, Administrative Services Senior Administrative Assistant	Pending
14. Go Live with school districts for initial contracts	July 2013	Manager, Administrative Services Senior Administrative Assistant	Pending
15. Train school districts to do contract modifications	Summer 2013	Assoc. Supt., Management Services Director, Business Services	Pending

RESOURCES REQUIRED:
- Staff time
- Consulting for portions of Implementation

POSSIBLE SOURCES OF FUNDING:

- Budget Appropriation

BASELINE DATA:

- Currently no web based version of school district electronic service requests exist

RESULTS:

2011-12
- Four districts have been trained to use the software for initial contract sign up.

Eastern Suffolk BOCES
Strategic Action Plan VIII.A: Leading the Region in Technology Services

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
XII.   Research, Program Improvement, and Regional Advocacy

RESPONSIBLE ADMINISTRATOR:
Director, Regional Information Center (RIC)

COLLABORATOR(S):
RIC Administrators
Various internal stakeholders e.g. EISS/SDS Administrators
Various external stakeholders e.g. Directors of Technology,
   School Business Officials

STRATEGIC PLANNING STRATEGY:
By July 2016, Eastern Suffolk BOCES will become a regional leader in technology services, offering new and enhanced technologies to improve efficiencies and strengthen the quality of the programs and services offered to all members of our educational community.

	ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome *(include dates - mm/dd/yy)*
1.	Engage in Disaster Recovery Planning activities, both tactical and strategic with component school districts to effect a common strategy that can be supported through collaborative service offerings to maximize the efficiency and resources required to support a regional solution	Ongoing July 2016	Director, Regional Information Center RIC Administrators School district stakeholders	In Progress – Currently providing services to 30 districts with demand continuing to increase
2.	Continue to develop and expand upon current research and development partnerships with Higher Education institutions and other industry leaders, with school district involvement, to further the efficiencies and economies of scale that can be achieved through collaborative, regional services and maintain the highest standard of quality in delivery and support for all participating districts	Ongoing July 2016	Director, Regional Information Center RIC Administrators EISS/SDS Administrators School district stakeholders Higher Education partners Industry partners	In Progress – Continuing research and development partnership with NYIT/TBLS. Re-established partnership with Dowling College around data analysis for instruction.

ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome *(include dates - mm/dd/yy)*
3. Expand upon the details and measures defined within the annual Chapter 793 Technology Plan authored through the RIC with collaboration from both Eastern and Western Suffolk BOCES to continue to develop and deliver the highest quality technology related services for the region in compliance with all NYSED, and other guidelines as appropriate and applicable	Ongoing July 2016	Director, Regional Information Center RIC Administrators EISS / SDS Administrators Model Schools Administrators from both Eastern and Western Suffolk BOCES	In Progress 2009-10 Plan completed 2010-11 Plan completed 2011-12 Plan completed 2012-13 Plan created
4. Develop and implement full array of cloud based computing resources as part of Eastern Suffolk BOCES, Suffolk RIC private education network for all participant school districts	Ongoing July 2016	Director, Regional Information Center RIC Administrators EISS Administrators	In Progress Hosted NOC Management and insourcing for districts begun Cloud based Internet and LAN/WAN management model introduced with significant cost efficiencies BYOD/Mobile Device Management pilots and strategies in progress and under development

RESOURCES REQUIRED:
- Personnel
    - An anticipated increase of 3 or more FTE's is targeted
- Facilities
    - Physical workspace has been reconfigured within Sherwood to accommodate and support expanding program performance and management of all resources, as well as account for reorganization of SDS programs between RIC and EISS
    - Need for additional workspace for expanding RIC programs is anticipated
- Time
    - Timeframes for meeting new state and federal requirements can exceed RIC and school districts ability to react in order to become compliant

- Equipment
  - Workstations for new personnel, SAN equipment, network infrastructure expansion to accommodate increasing cloud based, hosted service offerings with high-bandwidth connections to districts from RIC NOC
  - Onsite and offsite electronic storage capacity, internet bandwidth provisioning and network infrastructure expansions to accommodate new hosted service options as a result of grant awards and NYSED request to host statewide Technology Literacy Assessments system

POSSIBLE SOURCES OF FUNDING:
Moderate funding required including participation by subscribing districts and grant funding.

BASELINE DATA:

1) **Measurement A. Chapter 793 Planning**
   Baseline Year: 2008
   Baseline Data:
   - 2008-2009 Chapter 793 plan was developed with participation from Eastern Suffolk BOCES, Western Suffolk BOCES, and Regional Information Center staff members
   - Chapter 793 Plan is in place and being used. Plan encompasses technology goals across the region relative to services delivered for 5 years into the future
   - A new plan for 2009-2010 will be developed by March 2009 for annual submission to SED. This plan will be reduced to 3 years worth of visioning as per SED mandate
   - As defined in Sections 3: Current Context, 4:Implementation Plan, and 5:Evaluation of the plan, progress against annual goals can be defined in measurable terms and will be demonstrated more specifically in accordance with the new template being provided by SED for the development and submission of these annual planning documents

   2016 Projection:
   - 2016-2017 Chapter 793 Plan will be finalized
   - A new long-range plan for 2016-2023 will be developed

   Results
   2009-2010
   - Specific measures against technology goals were put into place and will be reported on the 2010-11 planning document.
   - Plan was submitted to NYSED although no approval letters were sent to any of the 12 Regional Information Centers across the state.

Eastern Suffolk BOCES
Strategic Action Plan VIII.A: Leading the Region in Technology Services

2010-2011
- 2010-11 Chapter 793 was developed with participation from all stakeholders, completed and submitted to SED as described above in the three year planning format.
- All of the specific RIC statewide and regional goals were addressed and outcomes noted as appropriate.
- Plan was submitted to NYSED although no approval letters were sent to any of the 12 Regional Information Centers across the state for the second year in a row.

2011-2012
- 2011-12 Chapter 793 was developed with participation from all stakeholders, completed and submitted to SED as described above in the three year planning format.
- All of the specific RIC statewide and regional goals were addressed and outcomes noted as appropriate.
- Plan was submitted to NYSED although no approval letters were sent to any of the 12 Regional Information Centers across the state for the third year in a row.

2) **Measurement B. Contractual School District Participation in Regional Information Center services**
Baseline Year: 2008

Baseline Data:
- a. Shared Services contracts and contract modification requests are being prepared, finalized and approved by school districts electing to participate in RIC services for 2007-2008
- b. Cross contracts for school districts outside of Eastern Suffolk wishing to participate in RIC services are being received and approved for 2008-2009
- c. Multi-year contracts for goods and services are being fulfilled for 2008-2009

2016 Projection: The RIC will:
- Have increased participation in RIC services by school districts by at least 3% overall
- Have begun participating in RIC statewide service delivery models with other RICs across the state

	BASELINE 2007-08	PROJECTION 2015- 2016	RESULTS – Contractual School District Participation in Regional Information Center services							
			2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Participation in RIC services by School Districts	161	At least 3% Overall increase	139 – Loss due to Nassau BOCES taking back districts	160	114 RIC 46 addt'l EISS /SDS 160 Total	118 RIC 46 EISS/SDS 164 Total				

3) Measurement C. Increased Communications and Participation in RIC Sponsored Events

Baseline Year: 2008

Baseline Data: The following data sources are available to document communication mediums and to document participation in RIC Sponsored events:

- Agendas and attendance information from Suffolk Technology Directors meetings (Meetings currently occur in person 6 times per year)
- Agendas and attendance information from District Clerk meetings/trainings (Meetings currently occur in person 2 times per year)
- Agendas and attendance from CIO meetings (Meetings currently occur in person 10 times per year)
- Software training opportunities for school districts occur based upon demand across multiple RIC programs/services at least 30 times per year for various topics
- Statewide RIC Directors meet in person at least 8 times per year

2016 Projection:

- Scope of events sponsored by the RIC will increase in frequency and breadth related to RIC services by at least 2% overall
- New communication paths will be developed and implemented to facilitate increased information sharing to all stakeholder groups. Current modes include paper, email, and website. Additional forms of interaction will be implemented and utilized
- Electronic records of meetings and training events will be deployed to facilitate greater access to event information

	BASELINE 2007-08	PROJECTION 2015- 2016	RESULTS – Communications and Participation in RIC Sponsored Events							
			2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Suffolk Technology Directors Meetings	4/yr	6+/yr	4/yr	6/yr	6/yr	6/yr				
District Clerk Meetings/ Trainings	1/yr	2/yr	2/yr	2/yr	2/yr	2/yr				
CIO Meetings	8/yr	10/yr	8/yr	10/yr	10/yr	10/yr				
Statewide RIC Directors meetings	8 per year	8/yr	8/yr	8/yr	8/yr	8/yr				
NYS BROADBAND COMMITTEE	0	6/yr	2/yr	4/yr	4/yr full council 6/yr Chair/ Co-Chair	2/yr full council 2/yr Chair/ Co-Chair				
NYS Board of Regents Technology Practices and Policy Committee	0	4/yr	0	0	0	1 as new RIC Represen tative				

Eastern Suffolk BOCES
Related Operational Action Plan VIII.B: Continue Assessment of RIC Service Offerings and Fee Structures

ADDRESSES BOCES GOAL(S):
III.   Shared Services
IV.   Program and Services Availability
V.   Cost Effectiveness, Quality Management, and
        Operational Efficiency
VI.   Technology
VII.   Strategic Planning
XII.   Research, Program Improvement, and Regional Advocacy

RESPONSIBLE ADMINISTRATOR:
Director, Regional Information Center

COLLABORATOR(S):
RIC Administrators
Various external stakeholders e.g. Directors of Technology,
        School Business Officials

RELATED OPERATIONAL OBJECTIVE:
By July 2016, the Regional Information Center will have successfully realigned all pricing models to be consistent across all service areas, as appropriate and where consistency can be established. Additionally, in areas where scaled administrative fees are more appropriate, a consistent methodology will be fully implemented. Combining service programs to better maximize service offerings and opportunities will also be explored to better align services to district needs and to support both tactical and strategic directions as well as to maximize the efficiency and resources required to support regional solutions.

ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome *(include dates - mm/dd/yy)*
1. Assess current pricing structures and services with RIC Administrators and make recommendations for improvements/ consistent pricing models. This will be an ongoing process	Ongoing through July 2016	Director, Regional Information Center RIC Administrators	In Progress Scaled pricing model for Technology Acquisitions completed July, 2011
2. Present new models to RIC Budget Planning Committee for feedback and solicit additional input from school district administrators through the Suffolk Technology Directors meetings and the SBO meetings. This will be an ongoing process	Ongoing through July 2016	Director, Regional Information Center RIC Administrators	TBD as models ready for presentation and discussion

	ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome *(include dates - mm/dd/yy)*
3.	Implement new pricing models and inform school districts of new service opportunities and package offerings through the Shared Services Guide and other informational materials, as appropriate and ready for launch. This will be an ongoing process	Ongoing through July 2016	Director, Regional Information Center RIC Administrators	In Progress Offsite Data storage services implemented 2008-09 Email archiving – to be implemented Fall/Winter 2009 Google Apps for Education to be implemented Fall 2011 Cafeteria Management and Transportation Management Systems – to be implemented Fall/Winter 2011 Electronic Forms Management and Data Integration to be piloted Fall/Winter 2011

RESOURCES REQUIRED:
- There are no additional resources required to carry out the tasks related to this objective.

POSSIBLE SOURCES OF FUNDING:
- As this will be part of the each RIC Administrators regular job duties, no additional funds are required.

BASELINE DATA:

Baseline Year: 2008

Baseline Data:
a. Shared Services contracts and contract modification requests are being prepared, finalized and approved by school districts electing to participate in RIC services for 2007-2008
b. Cross contracts for school districts outside of Eastern Suffolk wishing to participate in RIC services are being received and approved for 2008-2009
c. Multi-year contracts for goods and services are being fulfilled for 2008-2009
d. 2008-09 CoSer Survey responses and feedback from participating districts

2016 Projection: The RIC will:
- Have achieved consistency in pricing and appropriate administrative fee scales for all programs as demonstrated through Shared Service Guide service fee definitions and district feedback

RESULTS:
- See 2009-10 Results VIII.A, *Participation in RIC Services by School District*
- See 2010-11 Results VIII.A, *Participation in RIC Services by School District*

Eastern Suffolk BOCES
Related Operational Action Plan VIII.C: Disaster Recovery Planning with Districts

ADDRESSES BOCES GOAL(S):
III.   Shared Services
IV.   Program and Services Availability
V.   Cost Effectiveness, Quality Management, and
       Operational Efficiency
VI.   Technology
VII.   Strategic Planning

RESPONSIBLE ADMINISTRATOR:
Director, Regional Information Center

COLLABORATOR(S):
RIC Administrators
Various External Stakeholders e.g. Directors of Technology,
       School Business Officials

RELATED OPERATIONAL OBJECTIVE:
By July 2016, the Regional Information Center will engage component districts across the region in Disaster Recovery Planning activities, both tactical and strategic to effect a common strategy that can be supported through collaborative service offerings to maximize the efficiency and resources required to support a regional solution.

ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome *(include dates - mm/dd/yy)*
1. Conduct Disaster Recovery Planning meetings and workshops with component school districts across the region to assist them in developing their respective disaster recovery plans, and to strategize how best to address gaps as part of their strategic technology and capital improvement plans	Ongoing through July 2016	Director, Regional Information Center	In Progress
2. Work collaboratively with the other RICs across the state as common standards and approaches are developed across centers relative to disaster recovery planning activities, strategies, and approaches	Ongoing through July 2016	Director, Regional Information Center	In Progress

3. Develop new services to address disaster recovery planning and recovery needs for component school districts based upon district feedback and anticipated needs
    a. Off-site Data Storage and Recovery
    b. Email Archiving
	Ongoing through July 2016	Director, Regional Information Center
		RIC Administrators
			Completed
			Offsite Data storage services implemented 2008-09 – fully subscribed.
			Email archiving – implemented Fall/Winter

ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome *(include dates - mm/dd/yy)*
c. Hosted NOC Management services d. Other services – TBD based upon need	New 2012-13		2009 – fully subscribed. Google Apps for Education with gmail archival and Google Docs repository management – will be implemented Fall 2011 In Progress Piloting hosted NOC management services as new addition to suite of services with full service to be launched Spring 2013 Microsoft 365 archival and document repository will be implemented Fall 2012
4. Research and development into new technologies and solutions to help provide enhanced DR and Business Continuity offerings to component school districts	Ongoing through July 2016	Director, Regional Information Center RIC Administrators Higher-education and other stakeholder partners	In Progress Hosted NOC Management Services BYOD/MDM service pilots

RESOURCES REQUIRED:

- Personnel
  - An anticipated increase of 1-2 or FTE's in the Network Technical Support area and/or District Services is targeted in addition to the 2 positions added in 2011-12
- Facilities
  - Physical workspace, while expanded to include the Westhampton Beach DeFeo building to accommodate the growing FTE population needed to support expanding program performance and management of all resources may grow short again at Sherwood as programs continue to expand and grow
  - Physical workspace at Sherwood for RIC programs will need to be expanded to accommodate additional program growth by Spring 2013

- Equipment
  - Workstations for new personnel, expanded SAN equipment, network hardware and infrastructure expansion to accommodate increasing high-bandwidth connections to districts from SRIC NOC

POSSIBLE SOURCES OF FUNDING:
- Annual district participation in RIC services
- Grant funding will be sought as appropriate and available to support these types of activities

BASELINE DATA:

Baseline Year: 2008

Baseline Data:
   a. Shared Services contracts and contract modification requests are being prepared, finalized and approved by school districts electing to participate in RIC services for 2007-2008
   b. Cross contracts for school districts outside of Eastern Suffolk wishing to participate in RIC services are being received and approved for 2008-2009
   c. Multi-year contracts for goods and services are being fulfilled for 2008-2009
   d. Suffolk Technology Directors Meeting agendas and discussion topics as well as district feedback
   e. 2008-09 CoSer Survey responses and feedback from participating districts

2016 Projection: The RIC will:
   - Have increased participation in RIC DR and BC types of services by school districts by at least 3% overall
   - Have begun participating in RIC statewide service delivery models with other RICs across the state, as available and appropriate

RESULTS:

	BASELINE 2008-09	PROJECTION 2015- 2016	RESULTS							
			2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Email Archiving	0	30	0	10	12	15				
Disaster Recovery Planning	2	30	2	5	8	10				
Off-Site Data Storage	0	1Pb	10Gb	1Tb	2Tb	50Tb				
Finance Mgr Offsite	5	45	5	10	27	30				

Eastern Suffolk BOCES
Related Operational Action Plan VIII.D: Research and Develop Technology to Continue to be Regional Leaders Meeting District Needs

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
XII. Research, Program Improvement, and Regional Advocacy

RESPONSIBLE ADMINISTRATOR:
Director, Regional Information Center

COLLABORATOR(S):
RIC Administrators
Various internal Stakeholders e.g. EISS / SDS Administrators
Various External Stakeholders e.g. Directors of Technology,
     School Business Officials

RELATED OPERATIONAL OBJECTIVE:
By July 2016, the Regional Information Center will continue to facilitate and participate in regional, statewide, and other leadership activities around all areas of the technology planning, research and development, etc. for all component districts and the BOCES. All of these efforts are centered around providing expert knowledge resources and collaborative service offerings to maximize the efficiency and resources required to support regional solutions.

ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome *(include dates - mm/dd/yy)*
1. Continue to host meetings for all Suffolk County Technology Directors, and provide informational sessions from expert knowledge resources and vendors as appropriate and desired by district constituency	Ongoing through July 2016	Director, Regional Information Center	In Progress
2. Maintain R&D contract relationship with higher-ed partners and others as appropriate, to continue to stay ahead of technology trends and offerings	Ongoing through July 2016	Director, Regional Information Center	In Progress
3. Develop contractual relationships with various technology partners to facilitate the delivery of new services to districts in newer	Ongoing through July 2016	Director, Regional Information Center RIC Administrators	In Progress Negotiated premium Microsoft licensing for

ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome *(include dates - mm/dd/yy)*
technologies as appropriate and desired by districts			region effective 7/1/10. Google Apps for Education service to launch in Fall 2011
4. Continue to participate in statewide technology meetings and various deployment opportunities as appropriate and related to regional and statewide goals through groups like the Regional Information Center Directors and their sub-committees, NYS TC Technology Committee, etc…	Ongoing through July 2016	Director, Regional Information Center RIC Administrators	In Progress J. Weber Co-Chair eGovt Subcommittee, NYS Broadband Technology Council – appointed 10/09 J. Weber invited member of LISTNet CIO Council May 2011 J.Weber RIC Representative to NYS Board of Regents Technology Practices and Policy Council March 2012
5. Pursue various grant opportunities related to the development / implementation of new technology tools and strategies for school districts across the region as desired and appropriate.	Ongoing through July 2016	Director, Regional Information Center RIC Administrators	In Progress • NTIA/BTOP $8.8 million infrastructure grant application – not awarded • i3 $5 million grant application Creating Capacity, Change and Innovation in federal review with USDOE – resubmitting in 2011 application round for $12M - $13M – not

ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome *(include dates - mm/dd/yy)*
			awarded • IES grant application participant with NYIT submitted to USDOE – award pending • i3 grant application COE3: Change, Opportunity, Enrich, Engage, Empower submitted to USDOE in 2012 application round for $15 million

RESOURCES REQUIRED:
- Personnel
  - Additional FTE's may be needed to support various new service programs as they are defined/developed for district participation
- Facilities
  - Additional work space may be needed at Sherwood ISC to accommodate additional staff to support new programs as they are introduced and gain participation
- Time
  - Compliance with state and/or federal regulations relative to any new technologies could be inhibited by the resource capacity of the RIC and/or school districts to take on additional responsibilities

POSSIBLE SOURCES OF FUNDING:
- Funding
  - Revenue from district participation in RIC services
  - Additional funding from grant opportunities may be sought as appropriate for larger scale projects/implementations

BASELINE DATA:
    Baseline Year: 2008

Eastern Suffolk BOCES
Related Operational Action Plan VIII.D: Research and Develop Technology to Continue to be Regional Leaders Meeting District Needs

Baseline Data:
   a. Shared Services contracts and contract modification requests are being prepared, finalized and approved by school districts electing to participate in RIC services for 2007-2008
   b. Cross contracts for school districts outside of Eastern Suffolk wishing to participate in RIC services are being received and approved for 2008-2009
   c. Multi-year contracts for goods and services are being fulfilled for 2008-2009
   d. Suffolk Technology Directors Meeting agendas and discussion topics as well as district feedback
   e. 2008-09 CoSer Survey responses and feedback from participating districts
   f. 2008-2009 Chapter 793 plan was developed with participation from Eastern Suffolk BOCES, Western Suffolk BOCES, and Regional Information Center staff members
   g. Chapter 793 Plan is in place and being used. Plan encompasses technology goals across the region relative to services delivered for 3 years into the future as per new template implemented by SED beginning with 2009-10 plan
   h. As defined in Sections 3: Current Context, 4:Implementation Plan, and 5:Evaluation of the plan, progress against annual goals and new programs can be defined in measurable terms and will be demonstrated more specifically in accordance with the new template being provided by SED for the development and submission of these annual planning documents

2016 Projection: The RIC will:
   - Have increased participation in RIC services by school districts by at least 3% overall with an additional minimum 5% of RIC services being offered in technologies that didn't exist or weren't part of RIC service models in 2008-09
   - Continue participating in RIC statewide service delivery models with other RICs across the state, as available and appropriate to enhance technology backed offerings
   - 2016-2017 Chapter 793 Plan will be finalized with all new technology offerings and services detailed with measureable terms
   - A new long-range plan for 2016-2023 will be developed

	BASELINE 2007-08	PROJECTION 2015- 2016	RESULTS							
			2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Suffolk Tech Dir Mtgs	4/yr	6/yr	4/yr	6/yr	6/yr	6/yr				
Higher Ed Rltnshps	2 partners	3 partners	2 partners	2 partners	2 partners	2 partners				
Technology Partners	30 partners	50 partners	30 partners	35 partners	37 partners	41 partners				

	BASELINE 2007-08	PROJECTION 2015- 2016	RESULTS							
			2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Statewide Technology	RICs	Multiples	RICs/SED/ DATAG	RICs/SED/ DATAG/ NYS Broadband Committee	RICs/SED/ NYS Broadband Technology Council /LISTNet CIO Council	RICs/SED/ NYS Broadband Technology Council /LISTNet CIO Council/ NYS Regents TPPC Council				
Grants	1-Medicaid	Multiples	1 Medicaid	2- Medicaid/Ti tle IID	RIC – 1 Title IID TLA System EISS/SDS – 1 Medicaid	RIC – 1 Title IID TLA System EISS/SDS – 1 Medicaid				

Eastern Suffolk BOCES
Related Operational Action Plan VIII.E: K-12 Data Integration and Management

ADDRESSES BOCES GOAL(S):
II.   Staff Development
III.   Shared Services
IV.   Program and Services Availability
V.   Cost Effectiveness, Quality Management, and
        Operational Efficiency
VI.   Technology
VII.   Strategic Planning
XII.   Research, Program Improvement, and Regional Advocacy

RESPONSIBLE ADMINISTRATOR:
Director, Regional Information Center

COLLABORATOR(S):
RIC Administrators
Various external stakeholders e.g. Directors of Technology,
        School Business Officials

RELATED OPERATIONAL OBJECTIVE: By 2016 Eastern Suffolk BOCES will have developed and phased in various systems that will fully inform school districts about data management, as well as facilitate inter-system integration of various common data elements as can be negotiated and designed with the various third party student, financial, and other systems utilized by K-12 school districts across the region.

ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome *(include dates - mm/dd/yy)*
1. Develop and deliver informative presentations on various data management and storage requirements and options to all school districts	Ongoing through July 2016	Director, Regional Information Center	In Progress
2. Research data elements and identify common points of integration across data systems as an ongoing parallel activity towards the development and implementation of software tools that could facilitate data integration across systems	December, 2012	Director, Regional Information Center RIC Administrators	In Progress New i3 grant proposal targeted for October 2011 Award – not awarded New i3 grant proposal targeted for December 2012 Award
3. Develop software tools/schemas that would automate the integration of data elements across various software systems	Ongoing through July 2016	Director, Regional Information Center RIC Administrators	In Progress Alphinat Electronic Form Management and

ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome *(include dates - mm/dd/yy)*
			Data Integration solution to be piloted Fall/Winter 2011; Full implementation fall 2012

Collabridge: Psychometrics for the Administrative Side of Data – a collaborative partnership with various vendor entities in progress |
| **4.** Continue to participate in statewide/national technology meetings / conferences / conversations as appropriate and related to regional and statewide goals for data management through groups like the Regional Information Center Directors and their sub-committees, NYS TC Technology Committee, NYS Broadband Technology Committee, etc. | Ongoing through July 2016 | Director, Regional Information Center RIC Administrators | In Progress |
| **5.** Pursue various grant opportunities related to the development / implementation of new technology tools and strategies for school districts across the region as desired and appropriate as relates to data management and integration | Ongoing through July 2016 | Director, Regional Information Center RIC Administrators | In Progress
i3 Grant Proposal in progress – pending October 2011 Award – not awarded

i3 Grant Proposal in progress pending December 2012 Award |

RESOURCES REQUIRED:
- Personnel
  - Additional FTE's may be needed to support various new service programs as they are defined/developed for district participation
- Facilities
  - Additional work space may be needed at Sherwood ISC to accommodate additional staff to support new programs as they are introduced and gain participation
- Time
  - Compliance with state and/or federal regulations relative to any new technologies could be inhibited by the resource capacity of the RIC and/or school districts to take on additional responsibilities

POSSIBLE SOURCES OF FUNDING:
- Funding
  - Revenue from district participation in RIC services
  - Additional funding from grant opportunities may be sought as appropriate for larger scale projects/implementations

BASELINE DATA:
Baseline Year: 2010

Baseline Data:
a. Shared Services contracts and contract modification requests are being processed from school districts electing to participate in RIC services for 2010-11
b. Suffolk Technology Directors Meeting agendas and discussion topics as well as district feedback
c. 2010-2011 Chapter 793 plan was developed with participation from Eastern Suffolk BOCES, Western Suffolk BOCES, and Regional Information Center staff members and is in place

2016 Projection: The RIC will:
- Have developed and delivered at least one annual presentation to school district leaders on the topic of data management
- Continue to develop and support RIC services related to data managements, as well as research and develop new software tools that can be used to facilitate data integration across systems

RESULTS: See VIII.A

Eastern Suffolk BOCES Board and Administration

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