



# Strategic Plan **2025-2032**

Reimagining Educational Services to Build Bridges for Success



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## Introduction

Engaging in strategic planning has afforded Eastern Suffolk BOCES a meaningful opportunity to define a clear direction for both our current initiatives and future endeavors. This process ensures that our resources are aligned with our defined goals and that measurable criteria are established to assess progress with transparency and accountability. Our strategic plan provides a cohesive framework for decision-making, ensuring that every action taken by the Agency reflects our established mission, values, and goals.

As we pursue a fourth consecutive reaccreditation from the Middle States Association of Colleges and Schools (MSA), we reflect on the milestones achieved and lessons learned throughout the implementation of our 2017-2025 strategic plan. This moment of reflection serves not only as a celebration of our successes but also as a catalyst for continued growth and innovation. With a firm commitment to backward planning, we are able to chart a purposeful and focused path forward.

Rooted in the ever-evolving needs of our Eastern Suffolk region and the 51 school districts we proudly serve, this plan is built upon the foundation of innovation, goal setting, and accountability. At the heart of our work lies our steadfast commitment to students of all ages, abilities, and backgrounds. We are unwavering in our pursuit of equitable educational opportunities for every learner, and we remain deeply committed to championing diversity, equity, and inclusion, even in the face of unprecedented challenges to this critical work.

Eastern Suffolk BOCES is grounded in integrity, guided by strong values, and driven by the determination to effect meaningful, lasting change. We recognize that sustainable progress cannot occur in isolation. Collaboration among stakeholders, including our faculty and staff, families, component districts, and community partners, at every stage of the strategic planning process strengthens our collective capacity to serve with clarity and purpose.

As we move forward, this strategic plan reinforces our identity as a forward-thinking organization, dedicated to advocacy, equity, and excellence in education. It affirms our responsibility to create unique pathways to success for every student and positions Eastern Suffolk BOCES as a leader in *Reimagining Educational Services to Build Bridges for Success*.

## **Mission of Eastern Suffolk BOCES**

Eastern Suffolk Board of Cooperative Educational Services (ESBOCES), an inclusive educational agency of 51 Long Island school districts, provides leadership, advocacy, direct instruction, management, and support - locally, regionally, and across New York State. Our diverse community consists of learners of all ages and abilities supported by dedicated educators, support staff, families, and community partners. We are committed to building bridges and unique pathways by reimagining educational services to ensure success for all through accessibility, dignity, and equitable outcomes.

*Approved by the Eastern Suffolk BOCES Board, December 2024*

## **Vision Statement**

Eastern Suffolk BOCES: Educational Services That Transform Lives

*Approved by the Eastern Suffolk BOCES Board, October 2001*

## **Agency Beliefs**

We believe that...

- Everyone has the right to a safe, healthy, caring, and culturally responsive environment that fosters equity, dignity, and belonging.
- Our organization must prioritize each individual's right to an inclusive, nurturing environment that supports all individuals connected to them, fostering respect, honesty, trust, and integrity in all interactions.
- Our diverse community of children and adults are our greatest strength and are entitled to high-quality, cost effective, and equitable services.
- A diverse, motivated, and valued workforce, who embrace the agency's mission and beliefs, is essential for achieving high-quality, equitable outcomes.
- Effective methods and practices empower a diverse workforce to be accountable for the programs and services they deliver, utilizing their expertise and resources to meet the expectations of those they serve.
- The foundation of our organizational success lies in continuous evaluation, innovation, and effective communication, providing space for all individuals to be seen, heard, and valued.
- The integrity, equity, and high standards inherent in our educational programs equip students with the personalized skills needed to become active and engaged members of their communities.

*Approved by the Eastern Suffolk BOCES Board, December 2024*

## **Agency Goals 2025-2032**

In order to continue providing innovative and needs based services that support the success of all learners while being cost effective and efficient, Eastern Suffolk BOCES has established the following goals for the 2025-2032 period:

### **I. HIGH STANDARDS FOR STUDENT ACHIEVEMENT**

Eastern Suffolk BOCES will ensure every learner who is educated in an Eastern Suffolk BOCES program meets or exceeds expectations set by the New York State Board of Regents.

### **II. PROFESSIONAL DEVELOPMENT**

Eastern Suffolk BOCES will support the continued professional growth of current and future educators, leaders, and support staff by providing coordinated programs of needs-based, effective, and affordable professional development delivered through a culturally responsive lens.

### **III. PROGRAMS AND SERVICES**

Eastern Suffolk BOCES will promote and offer a wide array of innovative, needs-based services to school districts locally, regionally, and across New York State, facilitating partnerships between school districts, business and industry, municipalities, and institutions of higher education.

### **IV. COST EFFECTIVENESS, QUALITY MANAGEMENT, AND OPERATIONAL EFFICIENCY**

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

### **V. TECHNOLOGY**

Eastern Suffolk BOCES will implement and continuously improve integrated technology systems to enhance operational and instructional effectiveness and efficiency, ensure data privacy and support improved outcomes for all members of the educational community.

## **VI. STRATEGIC PLANNING**

Eastern Suffolk BOCES will continuously obtain stakeholder input reflective of the communities that we serve to identify, assess, prioritize, and communicate its goals and objectives using a flexible strategic planning and budgetary process to support this endeavor. These goals will be used to develop objectives within our programs to create measurable targets anchored in data.

## **VII. HEALTH, SAFETY, SECURITY, AND SPACE**

Eastern Suffolk BOCES will ensure that all students and staff have a safe, secure, and accessible environment that supports both physical and mental well-being in which to work, learn, and succeed.

## **VIII. INTERNAL AND EXTERNAL COMMUNICATION**

Eastern Suffolk BOCES will ensure that all stakeholders and their communities are fully informed about the full range and benefits of Eastern Suffolk BOCES services.

## **IX. HUMAN RESOURCES**

Eastern Suffolk BOCES will recruit, retain, and empower a highly-qualified and diverse staff from varied backgrounds and experiences, while serving as a regional resource and model for human resource administration.

## **X. RESEARCH, PROGRAM EVOLUTION, AND REGIONAL ADVOCACY**

Eastern Suffolk BOCES will serve as leaders to meet the present and future needs of its diverse community of stakeholders through outreach, research, program evolution, and regional advocacy.

*Approved by the Eastern Suffolk BOCES Board, December 2024*

## Strategic Action Plan I: Career Technical and Adult Education

### Responsible Administrators:

- Associate Superintendent of Educational Services
- Director, Career, Technical and Adult Education
- Divisional Administrators
- Program Administrators
- Principals

### Collaborators:

- Director of Diversity, Equity & Inclusivity
- Administrative Coordinators
- Assistant Principals
- All Teachers (CTE, Literacy, Lead, Academic, Curriculum, etc.)
- School Counselors/Vocational Advisors/Social Workers
- Shared Data Expert
- Outreach Coordinator
- Data Coordinator
- Career Planning Specialists
- Work Based Learning Coordinators
- Career Guidance Technicians
- Vocational Rehabilitation Counselors

**Objective:** By July 2032, Eastern Suffolk BOCES will make improvements to the educational outcomes and opportunities available to Eastern Suffolk BOCES career, technical and adult education students/participants.

The success of this objective will be measured by:

- State and industry assessments
- Certificates, endorsements, and credentials
- Community service and student-led opportunities
- New models of service and support
- Follow up outcomes
- Passing rates on licensing and certification exams
- Achievement of applicable stackable credentials

- Program Completion Rates
- Business and Industry partnerships
- Work based learning opportunities
- Other data specific to funding sources and state/federal requirements
- Admissions and program requests for specific courses and services
- Survey and evaluation data

\*\* (S) indicates Secondary Program activities only

\*\* (A) indicates Adult Program activities only

### Strategy 1: Provide High Quality Teaching and Learning to Improve Student Outcomes

Addresses BOCES Goal(s):

- I. High Standards for Student Achievement
- II. Professional Development
- III. Programs and Services

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
<p><b>1. Onboarding Staff</b></p> <ul style="list-style-type: none"> <li>• Refine, develop or improve an onboarding system for each program/building that integrates induction, mentoring and/or instructional coaching for new staff, aiming to enhance their pedagogical/andragogical skills, fosters a supportive</li> </ul>	<p>Associate Superintendent for Educational Services            Director of Career, Technical and Adult Education            Divisional Administrators            All program and building leaders            Teacher/staff leaders</p>	<p>Annually through June 2032</p>	<p>Onboarding Checklists</p> <p>Participation in new staff induction, Teach to Lead workshops, mentoring and / or instructional coaching program.</p> <p>Programs/buildings will annually indicate whether the onboarding process was completed.</p> <p>Staff survey results</p>	

<p>community, and/or promotes the effective use of instructional resources.</p> <ul style="list-style-type: none"> <li>• Departmental Induction program delivered in first 2 years (S)</li> <li>• Agency Induction program delivered in second 2 years/cycle (S)</li> <li>• Use teacher evaluation data to determine targeted support for instructional growth (S)</li> </ul>				
<p><b>2. Professional Development &amp; Instructional Resources</b></p> <ul style="list-style-type: none"> <li>• Ensure coordination of professional development related to curriculum, licensing, and certification exams via career cluster meetings, collegial circles, and/or industry meetings. Focus on best practices in inclusive teaching, culturally responsive pedagogy, and bias reduction.</li> </ul>	<p>Associate Superintendent for Educational Services  Director of Career, Technical and Adult Education  Divisional Administrators  Program Administrators  Building Principals  Teachers  Vocational Rehab Specialists  Academic/Curriculum Teachers</p>	<p>Annually through June 2032</p>	<p>Observation/Evaluation evidence reflect a commitment to continuous growth and student learning outcomes</p> <p>All staff complete the required mandatory PD hours</p> <p>List professional development efforts annually</p>	
<p><b>3. Fostering classroom engagement</b></p>	<p>Director of Career, Technical and Adult Education</p>	<p>Annually through June 2032</p>	<p>Written and/or performance assessment results</p> <p>Certification achievement results</p>	

<ul style="list-style-type: none"> <li>• Foster rigorous and relevant learning experiences for all students/participants.</li> <li>• Continuously expand curriculum to provide experiential integration (students apply content knowledge, along with practical application in project-based learning, simulations and immersive experiences)</li> <li>• Integrate culturally relevant materials and examples in lesson plans that reflect backgrounds and experiences of all students.</li> <li>• Promote language and literacy skills across curriculum.</li> <li>• Provide a variety of opportunities for ELL to practice their language and technical skills.</li> </ul>	<p>Divisional Administrators  Program Administrators  Building Principals  All Teachers  Vocational Rehab Specialists  DEI Liaisons</p>		<p>Measurable skill/educational gain</p> <p>Student completion rates</p> <p>Staff and student survey results</p> <p>Progress made on Program Annual Goals</p> <p>Observation/Evaluation reports</p>	
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Measurements to be used to track progress

Adult Education	BASELINE 2024-25	PROJECTION 2032	RESULTS – Licensing and Certification						
			2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
<b>Adult CTE</b>	Avail March 2026	These data points are available two years after the school year. We will input the data on licensing and certification and build projections in March.							
<b>Health Sciences</b>	Avail March 2026	These data points are available two years after the school year. We will input the data on licensing and certification and build projections in March.							
<b>Adult Corrections</b>	Avail March 2026	These data points are available two years after the school year. We will input the data on licensing and certification and build projections in March.							

**Data Source:** Xenegrade

**Name of Adult Program:** Adult CTE and Health Sciences Programs

**Title of Responsible Person(s):** Program Administrators

Adult Education	BASELINE 2024-25	PROJECTION 2032	RESULTS – Educational Gain						
			2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
<b>Adult Literacy</b>	43%	2% increase annually							
<b>Adult Corrections</b>	55%	1% increase annually							
<b>Incarcerated Youth</b>	23%	1% increase annually							
<b>Alternative to Incarceration</b>	50%	1% increase annually							

**Data Source:** ASISTS Program Evaluation Reports, HSE Report (internal), Distract  
**Name of Adult Program:** Adult CTE, Jail Education & Funded Programs  
**Title of Responsible Person(s):** Program Administrators

Adult CTE & Health Sciences	BASELINE 2024-25	PROJECTION 2032	RESULTS – Enrollment and Completion (Adult Count)						
			2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
Number/Percent of Completers	1517/1752 86.59%	>86% annually							
Number/Percent of Leavers	169/1752 9.65%	<10% annually							
Number/Percent of Continuing Students (2 Year Programs)	66/1752 3.77%	>5% annually							

**Data Source:** Xenegrade, ASISTS, Perkins and EPE Follow-up Surveys, BOCES Report Card  
**Name of CTE Program:** Adult CTE and Health Sciences  
**Title of Responsible Person(s):** Program Administrators

Career and Technical Academies	BASELINE 2024-25	PROJECTION 2032	RESULTS –Enrollment and Completion (Secondary Count)						
			2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
1 <sup>st</sup> year students enrolled in two-year program	823	N/A							
2 <sup>nd</sup> year students enrolled in second year of two-year program	227 (currently 22% of all enrolled in a 2 year program)	Increase 1% annually							
Two-year program completers	205 (90% of all 2 <sup>nd</sup> year students)	Increase to 95% by 2032							
Two-year program completers with a technical endorsement	174 (84% of 2 <sup>nd</sup> year completers)	Increase to 90% by 2032							
Students enrolled in one-year program	544	N/A							
Other one-year programs (non-NYSED approved)	658	N/A							

Data Source: NYS BOCES Report Card/eschool

Name of CTE Program: Career and Technical Academies

Title of Responsible Person(s): Program Administrator

CTE Programs	Completed in 2024-25	RESULTS – Formal Onboard System for New Staff						
		2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
Adult CTE	No							
Adult Literacy	No							
Corrections/Incarcerated Youth	No							
Health Sciences	No							
Secondary CTE Programs	No							
Supported Employment	Yes							
Clerical/Non-Instructional Staff	No							

## Strategy 2: Provide Student Transition Planning and Practices to Improve Student Outcomes

Addresses BOCES Goal(s):

- I. High Standards for Student Achievement
- II. Professional Development
- III. Programs and Services

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
<p><b>1. Post-Secondary Transitions</b></p> <ul style="list-style-type: none"> <li>• Develop and renew dual enrollment and articulation agreements.</li> </ul>	Divisional Administrators Program Administrators Administrative Coordinators Teacher Coordinators	Annually through June 2032	Dual enrollment, program completion, earned credentials and employment outcome data	
<p><b>2. Develop a system to track work-based learning experiences</b></p>	Director of Career, Technical, and Adult Education Divisional Administrators Program Administrators Administrative Coordinators Building Principals Teachers Work Based Learning Coordinators	June 2026	Creation of eSchool system of tracking hours for secondary programs	
<p><b>3. Employment Transitions</b></p> <ul style="list-style-type: none"> <li>• Hosting networking events, career and/or transition fairs, and Networking fairs</li> </ul>	Director of Career, Technical, and Adult Education Divisional Administrators Program Administrators Administrative Coordinators Building Principals Teachers	Annually through 2032	Post-program surveys Number/percentage of students participating in a work experience/clinical rotation Number/percentage of follow-up outcomes	

<ul style="list-style-type: none"> <li>Scheduling industry experts to be guest speakers</li> <li>Virtual/in-person college tours</li> <li>Customer Service</li> </ul>	Career Planning Specialists Vocational Advisors Work Based Learning Coordinators		Student/Participant success stories	
<b>4. Employment Preparation</b> <ul style="list-style-type: none"> <li>Provide employment preparation assistance and instruction to program participants               <ul style="list-style-type: none"> <li>Job Exploration</li> <li>Work-Readiness Training</li> <li>Instruction in Self-Advocacy</li> <li>Industry Certifications</li> </ul> </li> </ul>	Divisional Administrators Principals Assistant Principals Career Planning Specialists Vocational Advisors Teachers Vocational Rehab Counselors	Annually through June 2032  Ongoing until adopted by NYSED	Stakeholder surveys Number/percentage of students participating in a work experience Student/Participant success stories  Advocate to replace industry certifications/credentials as approved technical assessments Increase in students earning certifications/credentials (building based data)	

Secondary Programs	Work Experience Student Count								
	2024-25 (data collection skewed – cannot be used for baseline)	Baseline 2025-2026	Projection 2032	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
BTC	21.72% 191/879								
MTC	22.83% 200/876								
WTC	42.98% 239/556								
ICC	30.00% 141/470								

Data Source: Work Experience categories in eSchool/Data Mgmt. of WBL experiences including COOP; CEIP, Unregistered experiences and Internships (Clinical/Formal)

	Post-Secondary Relationship Count								
Secondary Programs	Baseline 2024-25	Projection 2032	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
Dual Enrollment Agreements	17	20							
Articulations Agreements	111	115							

Articulation Agreements signed/submitted on June 1 each year) Divisional Administrator – NYSED curriculum approval data

	Post Completer Data (Percentages from Student Survey)								
Secondary Program	Baseline 2024-25	Projection 2032	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
% of students employed	60.20%	These data points are important in that students choose either to attend a post-secondary, military and/or employment opportunity. The goal is for students to have a next step increasing or decreasing one area is not a goal.							
% of students attending a 4-year IHE	27.37%	These data points are important in that students choose either to attend a post-secondary, military and/or employment opportunity. The goal is for students to have a next step increasing or decreasing one area is not a goal.							
% of students attending a 2-year IHE	18.12%	These data points are important in that students choose either							

		to attend a post-secondary, military and/or employment opportunity. The goal is for students to have a next step increasing or decreasing one area is not a goal.							
% of students attending a trade or technical program	9.09%	These data points are important in that students choose either to attend a post-secondary, military and/or employment opportunity. The goal is for students to have a next step increasing or decreasing one area is not a goal.							
% of students entering the military	4.40%	These data points are important in that students choose either to attend a post-secondary, military and/or employment opportunity. The goal is for students to have a next step increasing or decreasing one area is not a goal.							
% of students unemployed and seeking work	33.24%	< 20%							
% of students not seeking work	6.56%	< 5%							
% of students not going to college or undecided	14.60%	< 7.6%							

**June survey data used to develop Completer Data Program Administrator – Survey Monkey from secondary programs**

Building/ Programs	Student Orientation Systems							
	Baseline 2024-25	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
Adult Literacy	Yes							
Adult CTE	No							
BTC	No							
ICC	No							
MTC	No							
WTC	No							
Incarcerated Ed	No							
Health Sciences	No							

**Program/Building Reports – Orientation materials submitted to Divisional Administrators**

**Strategy 3: Provide wholistic and wraparound supports; create a culturally responsive and sustaining institution.**

Addresses BOCES Goal(s):

- I. High Standards for Student Achievement
- II. Professional Development
- III. Programs and Services

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
<b>1. Student Voice</b> <ul style="list-style-type: none"> <li>• Conduct needs assessment through surveys and focus groups involving students and other stakeholders to identify barriers to educational success and specific support needs. (A)</li> </ul>	Director of Career, Technical, and Adult Education Divisional Administrator Program Administrators Building Principals Social Workers School Counselors Work Based Learning Coordinators Teachers	Annually through June 2032	Annually review data from program/buildings to create annual goals focused on improving student outcomes	

<ul style="list-style-type: none"> <li>• Use student climate surveys to assess student perspective (S)</li> <li>• Management/Student Support Team meetings</li> </ul>	<p>Career Planning Specialists Vocational Advisors</p>		<p>Case Management notes Community referrals</p>	
<p><b>2. Orientations</b></p> <ul style="list-style-type: none"> <li>• Provide an organized student orientation system of career guidance and academic counseling to all students/participants</li> </ul>	<p>Director of Career, Technical, and Adult Education Divisional Administrator Program Administrators Teachers Career Planning Specialists Vocational Advisors</p>	<p>Annually through June 2032</p>	<p>Development of Orientation programs across buildings/ programs</p>	
<p><b>3. Compassion and Belonging</b></p> <ul style="list-style-type: none"> <li>• Engage staff in culturally responsive curriculum development that reflects the backgrounds and experiences of adult learners, incorporating diverse perspectives, learning styles and disability needs.</li> <li>• Continue annual review cycle of updating building/program equity plans</li> </ul>	<p>Director of Career, Technical, and Adult Education Divisional Administrator Program Administrators Building Principals Director of Diversity, Equity &amp; Inclusivity Administrative Coordinators Assistant Principals All Teachers (CTE, Literacy, Lead, Academic, Curriculum, etc.) School Counselors/Vocational Advisors /Social Workers Shared Data Expert</p>	<p>Annually through 2032</p>	<p>Annually review data to improve staff and student experiences in programs/buildings. Participation in Learning Walks Lesson plans Stakeholder feedback PBL projects Observations/evaluations Stakeholder surveys NYSED curriculum review NYSED Site Visit preparation Learning walks Restorative practices Professional development</p>	

	<p>Outreach Coordinator  Data Coordinator  Career Planning Specialists  Work Based Learning Coordinators  Career Guidance Technicians  Vocational Rehabilitation Counselors</p>			
<p><b>4. Expanding opportunities</b></p> <ul style="list-style-type: none"> <li>Expand opportunities for learners to attend career readiness programs (A) including: <ul style="list-style-type: none"> <li>Summer Career Exploration</li> <li>Summer Pre-ETS (Pre-Employment and Training Services)</li> </ul> </li> <li>Increase student involvement in industry networking, SkillsUSA, work based learning, and other value-added experiences (S)</li> </ul>	<p>Director of Career, Technical, and Adult Education  Divisional Administrators  Program Administrators  CTE Public Relations Specialist Building Principals  Teachers  Career Planning Specialists  Vocational Advisors  Work Based Learning Coordinators  SkillsUSA Advisors</p>	<p>Annually through 2032</p>	<p>All buildings/programs host in person and/or virtual career readiness workshops</p> <p>Summer Enrollment</p>	

Summer Programming Enrollment Count									
Adult Education	Baseline 2024-25	Projection 2032	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
Summer Career Exploration	136	2% increase annually							
Pre-ETS Summer Program	15	5% increase annually							

Pre-ETS – Pre-Employment and Training Services (Grant)

Data Source: XenDirect (Adult Education database)

SkillsUSA Membership and Skills-Based Competition Participation Count									
Secondary Programs	Baseline 2024-25	Projection 2032	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
ICC SkillsUSA Membership	171/470 36.4%	43% (1% annually)							
BTC SkillsUSA Membership	25.4% 223/878	32% (1% annually)							
MTC SkillsUSA Membership	41.3% 378/915	48% (1% annually)							
WTC SkillsUSA Membership	35% 195/558	43% (1% annually)							
ICC Competitors	16	10% of chapter							
BTC Competitors	85	20% of chapter							
MTC Competitors	60	20% of chapter							
WTC Competitors	72	20% of chapter							

Data Source: SkillsUSA building Chapters: enter into eSchool

## Strategic Action Plan II: Special Education

### Responsible Administrators:

- Director of Special Education

### Collaborators:

- Associate Superintendent for Educational Services
- Director of Diversity, Equity & Inclusivity
- Divisional Administrators
- Program Administrators
- Building Principals/Assistant Principals
- Lead Teachers
- Teachers
- Guidance Counselors
- Shared Data Expert
- Student Management Systems Team

**Objective:** By July 2032, there will be a measurable improvement in the educational outcomes of Eastern Suffolk BOCES Special Education students.

The success of this objective will be measured by:

- State Assessments
- Diploma, endorsements, credentials, seals
- Community Service opportunities
- Curricular Audits and Trainings to Promote Culturally Responsive Teaching
- Behavioral Intervention Strategies
- New models of service and support
- Appropriate post-graduate outcomes
- Integrity, equity and high standards

## Strategy 1: Instructional Quality and Curriculum Impact

Continuously enhance curriculum to increase efficacy and ensure commitment to diversity, equity, and inclusion (DEI) by conducting regular reviews and updates.

Addresses BOCES Goal(s):

- I. High Standards for Student Achievement
- II. Professional Development
- III. Programs and Services

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
<b>1. Curriculum Audit and Mapping</b> <ul style="list-style-type: none"> <li>• Conduct comprehensive audit of current curriculum to ensure that curriculum reflects diverse perspectives and is free of biases, while evaluating the effectiveness and efficiency of current content delivery of Culturally Responsive Lessons and Assignments.</li> </ul>	Director of Special Education Director of Diversity, Equity & Inclusivity Divisional Administrators Program Administrators Building Principals/Assistant Principals Lead Teachers DEI Liaisons	Ongoing.	Shared, accessible, electronic curriculum and lessons aligned to the CRSE framework	

Using the Culturally Responsive lessons and assignments, increase the percentage of lessons that reflect culturally responsive teaching strategies by 3.5% by 2032.

	Results – Culturally Responsive Lessons and Assignments								
	Baseline 2024-25	Projection 2032	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
<b>Alternate Assessment Programs</b>	TBD								
<b>Elementary Programs</b>	TBD								

<b>Secondary Programs</b>	2.9%								

<b>Activities</b>	<b>Person Responsible</b>	<b>Target Date for Completion</b>	<b>Indicators of Success</b>	<b>Status/Outcome</b>
2. <b>Professional Development</b>  IV. Organize regular professional development workshops that focus on best practices in inclusive teaching, culturally responsive pedagogy, and bias reduction.	Director of Special Education Director of Diversity, Equity & Inclusivity Divisional Administrators Program Administrators Building Principals/Assistant Principals Lead Teachers DEI Liaisons	Ongoing	Participation in Professional Development opportunities.	Ongoing and continuous.

*Equip staff with ability to participate in taking professional develop to increase knowledge needed to create an inclusive classroom environment. Measurements used to track progress in the number of participants in professional development activities related to Curriculum Development, DEI and Culturally Responsive-Sustaining Education (CRSE) Practices will increase by 10% by 2032.*

<b>Results - Participation in Professional Development Opportunities</b>									
	<b>285</b>	<b>Projection 2032</b>	<b>2025-2026</b>	<b>2026-2027</b>	<b>2027-2028</b>	<b>2028-2029</b>	<b>2029-2030</b>	<b>2030-2031</b>	<b>2031-2032</b>
<b>Curriculum Development</b>	TBD	TBD							
<b>CRSE Practices</b>	38	TBD							
<b>DEI Professional Development</b>	108	TBD							

Measurement used to track the number of newly hired teachers and administrators attending in the Induction Program will increase by 20% by 2032.

	Results – Participation in Induction Program								
	Baseline 2024-25	Projection 2032	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
<b>Teacher Induction Program</b>	93.5%	TBD							
<b>Administrator Induction Program</b>	96.4%	TBD							
<b>Building-Level Induction Program</b>	TBD	TBD							

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
<b>3. Data-Driven Curriculum</b> <ul style="list-style-type: none"> <li>Ensure curriculum effectiveness in promoting equitable outcomes and adjust content and instructional methods accordingly.</li> </ul>	Director of Special Education Director of Diversity, Equity & Inclusivity Divisional Administrators Program Administrators Building Principals/Assistant Principals Lead Teachers Classroom Teachers	Ongoing	ULS Benchmarks, NYSAA, NWEA MAP RIT scores, NYS 3-8 scores, Fountas and Pinnell reading levels, and Regents scores	

**Unique Learning Systems (ULS)** benchmark assessments in Reading and Math will be used to track students that increase or maintain their level. The percentage of students that increase or maintain their level will increase by 7% by 2032.

	Results - ULS								
	Baseline 2024-25	Projection 2032	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032

<b>Reading</b>	78.8%	85.8%							
<b>Math</b>	75.1%	82.1%							

***NYSAA** assessments in ELA and Math will be used to track the percentage of students that score a Level 3 or greater. The percentage of students that score a Level 3 or greater will increase by 1% per year, on average, from 2025 to 2032.*

	<b>Results - NYSAA</b>								
	<b>Baseline 2024-25</b>	<b>Projection 2032</b>	<b>2025-2026</b>	<b>2026-2027</b>	<b>2027-2028</b>	<b>2028-2029</b>	<b>2029-2030</b>	<b>2030-2031</b>	<b>2031-2032</b>
<b>ELA</b>	72.7%	79.8%							
<b>Math</b>	72.3%	79.2%							

	<b>Results - NYSAA Grade Levels</b>								
	<b>Baseline 2024-25</b>	<b>Projection 2032</b>	<b>2025-2026</b>	<b>2026-2027</b>	<b>2027-2028</b>	<b>2028-2029</b>	<b>2029-2030</b>	<b>2030-2031</b>	<b>2031-2032</b>
<b>ELA 3</b>	72.7%	79.7%							
<b>ELA 4</b>	70.7%	77.7%							
<b>ELA 5</b>	70.3%	77.3%							
<b>ELA 6</b>	74.2%	81.2%							
<b>ELA 7</b>	87.5%	94.5%							
<b>ELA 8</b>	71.8%	78.8%							
<b>ELA HS</b>	60.8%	67.8%							
<b>Math 3</b>	74.8%	81.8%							
<b>Math 4</b>	63.8%	70.8%							
<b>Math 5</b>	60.3%	67.3%							
<b>Math 6</b>	49.9%	56.9%							
<b>Math 7</b>	76.0%	83.0%							
<b>Math 8</b>	48.1%	55.1%							
<b>Math HS</b>	66.1%	73.1%							

***NWEA MAP** assessments in ELA and Math will be used to track students that increase or maintain their level. The percentage of students that increase or maintain their RIT score will increase by 7% by 2032.*

	Results - NWEA								
	Baseline 2024-25	Projection 2032	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
ELA	30.1%	37.1%							
Math	28.3%	35.3%							

*Independent Reading Level scores will be used to track the percentage of students that increase their Fountas and Pinnell reading level. The percentage of students improving by one or more Fountas & Pinnell levels annually will increase by 1% per year by 2032.*

	Results - Fountas & Pinnell Independent Reading Level								
	Baseline 2024-25	Projection 2032	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
Tecumseh ES	75%	82%							
Westhampton Beach LC	75%	82%							

*Instructional Reading Level scores will be used to track the percentage of students that increase their Fountas and Pinnell reading level. The percentage of students improving by one or more Fountas & Pinnell levels annually will increase by 1% per year by 2032.*

	Results - Fountas & Pinnell Instructional Reading Level								
	Baseline 2024-25	Projection 2032	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
Tecumseh ES	75%	82%							
Westhampton Beach LC	75%	82%							

*NYS Regents Physical Setting (2024)/Earth Science and Earth and Space Sciences (2025-2026) scores will be used to track percentage of students by score range. The percentage of students attaining the low pass option (55-64) or pass (65 or higher) will increase by 7% by 2032.*

	Results - NYS Regents Physical Setting/Earth Science** and Earth & Space Sciences								
Score Range	Baseline 2024-25	Projection 2032	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032

<b>55-64</b>	78%	TBD							
<b>65-100</b>	55%	TBD							

***NYS Regents Living Environment (2024) and Life Sciences: Biology (2025-2026)** scores will be used to track percentage of students by score range. The percentage of students attaining the low pass option (55-64) or pass (65 or higher) will increase by 7% by 2032.*

<b>Results - NYS Regents Physical Setting/Earth Science** and Earth &amp; Space Sciences</b>									
Score Range	Baseline 2024-25	Projection 2032	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
<b>55-64</b>	56%	TBD							
<b>65-100</b>	41%	TBD							

***NYS Regents English Language Arts** scores will be used to track percentage of students by score range. The percentage of students attaining the low pass option (55-64) or pass (65 or higher) will increase by 7% by 2032.*

<b>Results - NYS Regents English Language Arts</b>									
Score Range	Baseline 2024-25	Projection 2032	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
<b>55-64</b>	51%	TBD							
<b>65-100</b>	38%	TBD							

***NYS Regents Algebra I** scores will be used to track percentage of students by score range. The percentage of students attaining the low pass option (55-64) or pass (65 or higher) will increase by 7% by 2032.*

<b>Results - Regents Algebra I</b>									
Score Range	Baseline 2024-25	Projection 2032	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
<b>55-64</b>	43%	TBD							
<b>65-100</b>	22%	TBD							

*NYS Regents US History and Government scores will be used to track percentage of students by score range. The percentage of students attaining the low pass option (55-64) or pass (65 or higher) will increase by 7% by 2032.*

Results - NYS Regents US History and Government									
Score Range	Baseline 2024-25	Projection 2032	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
55-64	54%	TBD							
65-100	33%	TBD							

*NYS Regents Global History and Geography II scores will be used to track percentage of students by score range. The percentage of students attaining the low pass option (55-64) or pass (65 or higher) will increase by 7% by 2032.*

Results - NYS Regents US History and Government									
Score Range	Baseline 2024-25	Projection 2032	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
55-64	58%	TBD							
65-100	45%	TBD							

## Strategy 2: Student Transition Planning and Growth Opportunities

Enhance student success by implementing comprehensive transition planning and support services that ensure seamless progress from enrollment to graduation, including developing individualized pathways, providing targeted academic and career opportunities, and offering resources tailored to diverse needs.

Addresses BOCES Goal(s)

- I. High Standards for Student Achievement
- II. Professional Development
- III. Programs and Services

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
<p><b>1. Professional Development on Graduation Requirements</b></p> <ul style="list-style-type: none"> <li>Offer professional development workshops that focus on updated graduation requirements, including the Blue-Ribbon Commission.</li> <li>Offer opportunities to assist student understanding of graduation requirements.</li> </ul>	Associate Superintendent for Educational Services Director of Special Education Director of Diversity, Equity & Inclusivity Divisional Administrators Program Administrators Building Principals/Assistant Principals Lead Teachers Teachers	Ongoing	Increased graduation and endorsement outcomes for students	

*Equip staff with the tools and knowledge needed to understand updated graduation requirements to assist students with transition planning. Measurements used to track progress in the number of participants in professional development activities related to graduation requirements will increase by 5% by 2032.*

Score Range	Results - Professional Development – Graduation Requirements								
	Baseline 2024-25	Projection 2032	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
Blue Ribbon Commission Professional Development for Staff	TBD								
Graduation Requirement Updates for Students	TBD								

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
<b>2. Academic and Career Advising</b> <ul style="list-style-type: none"> <li>Provide ongoing personalized support to help students make informed academic decisions and develop pathways toward graduation endorsements, seals, credentials/rewards.</li> </ul>	Associate Superintendent for Educational Services Director of Special Education Divisional Administrators Program Administrators Building Principals/Assistant Principals Lead Teachers Teachers	Ongoing	Increased graduation/endorsement outcomes	Ongoing

Measurements to be used to track progress is the percentage of special education students receiving a Local Diploma, Regents Diploma, Advanced Regents Diploma, CDOS Credential, SACC Credential, and seals/endorsements will increase by the percentage 5% by 2032.

Score Range	Results - Graduation Pathways								
	Baseline 2024-25	Projection 2032	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
Local Diploma	61	64%							
Regents Diploma	38	40%							
Advanced Regents Diploma	5	5.25%							
CDOS Credential	49	51%							
SACC Credential	18	18.90%							
Seals/Endorsements	8	8.4%							

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
<b>3. Develop Relationships with Post-Secondary Institutions</b> <ul style="list-style-type: none"> <li>Partner with local post-secondary institutions to increase offerings and participation in college and career opportunities.</li> </ul>	Associate Superintendent for Educational Services Director of Special Education Director of Diversity, Equity & Inclusivity Divisional Administrators Program Administrators Building Principals/Assistant Principals Teachers DEI Liaisons	June 2032	Increased opportunities for high education.	TBD

*Help students gain experience in post-secondary classes and career experiences. Measurements to be used to track progress is the number of college courses offered at secondary programs as well as number of students enrolled will increase by the percentage 5% by 2032.*

Score Range	Results - Graduation Rate								
	Baseline 2024-25	Projection 2032	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
Number of College Course Offerings	4 Courses	5							
Number of Students Enrolled	21	22							

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
<b>4. Career Exploration</b> <ul style="list-style-type: none"> <li>Continue to develop opportunities to support student participation in Career and Technical Education and embedded Special Career Education and Transition Services Program</li> </ul>	Director of Special Education Director of Diversity, Equity & Inclusivity Divisional Administrators Program Administrators Building Principals/Assistant Principals Lead Teachers Classroom Teachers DEI Liaisons	Ongoing	TBD	Ongoing

*Assist students in gaining practical experience and build career readiness skills. Measurements to be used to track progress is the number of students participating in CTE, SCE, Embedded SCE, and TSP will increase by the percentage 5% by 2032.*

Score Range	Results – Career Exploration								
	Baseline 2024-25	Projection 2032	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
CTE	12	13							
SCE	202	212							
Embedded SCE	54	57							
TSP	24	26							

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
<b>5. Parent Engagement</b> <ul style="list-style-type: none"> <li>Actively engage parents in the student transition planning process by providing frequent communication through the parent portal, communication applications. Increase Parent University offerings throughout the year.</li> </ul>	Director of Special Education Divisional Administrators Program Administrators Building Principals/Assistant Principals Lead Teachers Classroom Teachers	June 2032	Increased opportunities for partnering with parents to ensure best outcomes for students	TBD

*Continuously improve building partnerships with parents in order to work as a team to ensure best practices in planning for student transition and post-graduation outcomes. Measurements to be used to track progress is the usage of Parent Portal, Parent Communication Platforms and Parent University Offerings will increase by 5% by 2032.*

	Results - Parent Engagement								
	Baseline 2024-25	Projection 2032	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
Parent Portal	3,193	3,353							
Parent Communication Platforms	TBD	TBD							
Parent University Offerings	8	9							

### Strategy 3: Inclusive and Supportive Learning Environment

Foster an inclusive and supportive learning environment by prioritizing student voice, integrating restorative practices and ensuring the use of least restrictive environments for all students. This approach will empower students to actively participate in their educational experience and engage in a school culture that values equity, dignity and respect.

Addresses BOCES Goal(s):

- I. High Standards for Student Achievement
- II. Professional Development
- III. Programs and Services

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
<b>1. Student Centered Decision Making</b> <ul style="list-style-type: none"> <li>• Establish student advisory councils and student voice programs that meet regularly where students work directly with staff to provide input on school climate, policy and changes.</li> </ul>	Director of Special Education Divisional Administrators Program Administrators Building Principals/Assistant Principals Lead Teachers Teachers	June 2042	Increased opportunities for students to partner with school staff and participate in decision making.	Ongoing/Continuous

*Actively engage students in decision-making processes, ensuring their voices are valued in shaping the learning environment. Measurements used to track progress is the number of participants in student voice activities will increase by the percentage 5% by 2032.*

Score Range	Results - Student Voice Activities								
	Baseline 2024-25	Projection 2032	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
<b>Student Council</b>	4	6							
<b>National Honor Society</b>	1	2							

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
<p>2. <b>Restorative Practices</b></p> <ul style="list-style-type: none"> <li>Implement restorative practices as a means to support students and staff to work collaboratively to discuss issues, solve problems, and build stronger connections. Restorative practices will include community circles, restorative circles, educational programs as intervention.</li> </ul>	Director of Special Education Divisional Administrators Program Administrators Building Principals/Assistant Principals Lead Teachers Teachers	June 2032	Increased opportunities for students to utilize restorative practices to decrease number of behavior incidents and reduce number of days suspended.	Ongoing/Continuous

*Promote communication and learning, allowing students to understand different perspectives and restore relationships in a constructive manner. Measurements used to track progress is the number of student instances in restorative practices as an intervention measure will increase by the percentage 20% by 2032.*

Score Range	Results - Restorative Practices								
	Baseline 2024-25	Projection 2032	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
Students Participating in Restorative Practices	30	36							
Students Participating in Restorative Programs in Lieu of Long-Term Suspension	5	6							

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
<b>3. <i>Least Restrictive Environment</i></b> <ul style="list-style-type: none"> <li>Maximize student success in the least restrictive environment by implementing building wide behavior programs and ensuring all students have access to any supports needed to promote their growth and success.</li> </ul>	Director of Special Education Divisional Administrators Program Administrators Building Principals/Assistant Principals Lead Teachers Teachers	June 2032	Reduction of non-mandated BIPs	Ongoing/Continuous

*Provide students with the support they need to succeed socially, academically ensuring behavior is addressed in ways that respect their dignity and promotes positive growth while maintaining least restrictive interventions. Measurements used to track progress is the number of mandate Behavior Intervention Plans, non-mandated Behavior Intervention Plans, and individual aide support will decrease by the percentage 5% by 2032.*

Score Range	Results - Least Restrictive Environment								
	Baseline 2024-25	Projection 2032	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
<b>Mandated BIPs</b>	227	215							
<b>Non-Mandated BIPs</b>	117	111							
<b>Individual Aide Needs</b>	440	418							

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
<p><b>4. Mental Health and Well-Being</b></p> <ul style="list-style-type: none"> <li>Integrate social-emotional learning programs into the curriculum, providing both students and staff with lessons that focus on empathy, emotional regulation, and mental health issues within the educational system in order to support an affirming, welcoming and inclusive environment.</li> </ul>	Director of Special Education Director of Diversity, Equity & Inclusivity Divisional Administrators Program Administrators Building Principals/Assistant Principals Lead Teachers DEI Liaisons	June 2032	Increased opportunities for students and staff to participate in activities on social-emotional well-being and mental health topics.	Ongoing and continuous.

*Promote students' emotional well-being and mental health by providing students and staff with modules on mental health and social-emotional lessons to support overall student success. Measurements used to track progress is the number of mental health modules for both students and staff as well as participants - will increase by the percentage 5% by 2032.*

Score Range	Results - Mental Health and Well-Being								
	Baseline 2024-25	Projection 2032	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
Number of Mental Health Initiative Modules for Staff	11	12							
Number of Mental Health Initiative Modules for Students	3	4							
DEI Modules	3	4							

## Strategic Action Plan III: Educational Support Services (ESS)

### Responsible Administrators:

- Director, Educational Support Services
- Educational Support Services Administrators

### Collaborators:

- New York State Education Department
- Nassau and Western Suffolk BOCES
- Curriculum Council Members
- District Advisory Board Members
- ESBOCES Administrative Council
- ESBOCES Office of Technology Integration (OTI)
- ESS Employees

**Objective:** By July 2032, the Department of Educational Support Services will deliver a comprehensive range of high-quality, innovative programs and services tailored to support the unique and evolving needs of our school districts within Eastern Suffolk BOCES, as well as other educational institutions across New York State.

The success of this objective will be measured by:

- District Participation: Continued engagement and utilization of our programs and services by school districts, reflecting their relevance and alignment with educational goals.
- Survey Analysis: Positive stakeholder feedback indicating satisfaction with the quality and effectiveness of the support provided.
- Program Evaluations: Ongoing assessments to ensure continuous improvement and responsiveness to the evolving needs of the educational community we serve.

Resources required for this objective:

- Highly Qualified Staff
- Financial Resources/District Funds and Community Support
- Technological Resources/AI Support and Integration
- Facilities and Operational Resources
- Evaluation and Data Collection Systems
- Communication and Outreach Tools
- Community Resources and Partnership

**Strategy 1: Provide relevant, high-quality Professional Development that empowers educators within ESBOCES and component school districts to adapt to evolving educational challenges, implement best practices, and drive student success.**

Addresses BOCES Goal(s):

- I. High Standards for Student Achievement
- II. Professional Development
- III. Programs and Services
- IV. Cost Effectiveness, Quality Management, and Operational Efficiency
- VI. Strategic Planning
- VIII. Internal and External Communication
- X. Research, Program Evolution, and Regional Advocacy

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Conduct a combined survey and needs assessment to collect feedback on in-district professional learning opportunities and identify needs, ensuring diverse, equitable, and inclusive perspectives are represented	Program Administrator, PD	March/April Annually	District responses are collected and reviewed. Feedback will inform future professional learning opportunities.	
2. Expand professional learning trainings to include after-school sessions, offered virtually or in-person, ensuring accessibility and inclusivity for all participants	Program Administrator, PD	June 2028	After school professional learning offering(s) are offered.	
3. Expand blended synchronous/asynchronous Professional Learning offerings to increase accessibility for ALL educators to participate in professional learning (assist with substitute shortages/costs)	Program Administrator, PD	June 2028	Blended and Asynchronous professional learning modules are offered.	

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
4. Establish Teacher Collaborative Circles in specific topic areas.	Director, ESS Program Administrator, PD	June 2028	Offer teacher collaborative circles in specific topic areas including Algebra I, Geometry, Algebra II, ELA Biology, Earth Science and Chemistry	
5. Curate and present relevant information at monthly Curriculum Council meetings to provide professional learning that empowers educators to implement best practices, adapt to evolving challenges, promote equity in the classroom, and drive student success.	Director, ESS Divisional Administrator, ESS Curriculum Advisory Board	Annually	Attendance remained consistent or increased, with active participation from district leaders and educators.	
6. Redesign the Leadership Development and Placement Service (LDPS) with input and guidance from the Curriculum Advisory Board, ensuring that leaders are equipped to be inclusive and equitable in their approach to leadership and decision-making.	Director, ESS Curriculum Advisory Board	June 2027	Increased engagement and enrollment in the redesigned LDPS.	

Measurements to be used to track progress

	Baseline 2024-25	Projection 2032	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
# After School sessions through PD	New* 2025-26 Baseline	TBD after Baseline	See Baseline						
# Asynchronous Offerings through PD	New* 2025-26 Baseline	TBD after Baseline	See Baseline						
Avg Attendance at CC Meetings	41	41							

<b>LDPS District Enrollment</b>	9	12							
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**Strategy 2: Provide innovative and comprehensive School Library Services by providing school districts with high-quality media resources, rich professional learning opportunities, and engaging quarterly liaison meetings to foster collaboration and enhance student learning.**

Addresses BOCES Goal(s):

- II. Professional Development
- III. Programs and Services
- V. Cost Effectiveness, Quality Management, and Operational Efficiency
- VI. Technology
- VII. Strategic Planning
- VIII. Internal and External Communication
- X. Research, Program Evolution, and Regional Advocacy

<b>Activities</b>	<b>Person Responsible</b>	<b>Target Date for Completion</b>	<b>Indicators of Success</b>	<b>Status/Outcome</b>
1. Monitor feedback from school librarians who participate in quarterly liaison meetings to determine their professional development needs	Administrative Coordinator, SLS SLS Council Members	Annually	Librarian meeting agendas reflect feedback and evaluations are used to inform future liaison meeting agendas	
2. Monitor and update the Virtual Reference Collection (VRC) to include databases for the High School, Middle School, and Elementary School with collections that are engaging, relevant, and align with the updated NYS learning standards	Administrative Coordinator, SLS SLS Council Members	Annually	VRC databases are aligned with the updated NYS learning standards and school districts are actively utilizing the collections	
3. Promote databases that support cultural responsiveness and are available on the Virtual Reference Collection (VRC)	Administrative Coordinator, SLS SLS Council	Annually	VRC usage reports show active utilization of databases that support cultural responsiveness	

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
4. Promote supplemental database offerings to meet the equity needs of ALL students, ensuring access to resources that support diverse learning styles, backgrounds, and perspectives.	Administrative Coordinator, SLS SLS Council	Annually	The promotion of supplemental databases is integrated through communication with districts and professional learning offerings	

Measurements to be used to track progress

	Baseline 2024-25	Projection 2032	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
<b>Usage of Cultural Responsiveness Databases within VRC</b>	New* 2025-26 Baseline	TBD after Baseline	See Baseline						
<b># of Districts Utilizing Culturally Responsive Supplemental Databases</b>	New* 2025-26 Baseline	TBD after Baseline	See Baseline						

**Strategy 3: Provide innovative, engaging, and enriching Arts-in-Education and Exploratory Enrichment experiences that inspire creativity and encourage a mindset of exploration and development for students and educators within ESBOCES and component school districts.**

Addresses BOCES Goal(s):

- I. High Standards for Student Achievement
- II. Professional Development
- III. Programs and Services
- IV. Cost Effectiveness, Quality Management, and Operational Efficiency

- V. Technology
- VI. Strategic Planning
- VII. Health, Safety, Security, and Space
- IX. Human Resources
- X. Research, Program Evolution, and Regional Advocacy

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Review district feedback surveys for satisfaction and quality of performances	Program Administrator, AIE	Annually through 2032	Feedback surveys indicate that districts are satisfied with their choices of artists or visiting experts and they are receiving high quality presentations	
2. Establish and maintain partnerships with artists and presenters to promote and expand the Arts-in Education /Exploratory Enrichment catalog with programs that highlight many different cultures.	Program Administrator, AIE	2026-2027	Programs that highlight many different cultures are utilized within ESBOCES schools and across our districts	
3. Facilitate partnerships between classroom teachers, arts educators, and community arts organizations that promote arts integration to create rich, immersive learning experiences for ALL students.	Program Administrator, AIE	Annually	Arts integration programs are scheduled in-district and regionally	
4. Establish a new Instructional Musical Instrument Service.	Program Administrator, AIE	2025-2026	District Participation	
5. Enhance and modernize the Arts-in Education/ Exploratory Enrichment website and database system for improved functionality and user experience.	Program Administrator, AIE	2026-2027	New features are integrated, improving ease of use for district administrators and vendors to make changes and updates.  User interface is intuitive, with clear navigation and minimal training required for	

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
			<p>new users.</p> <p>Positive feedback from users (districts and vendors) regarding the ease of use and efficiency of the system.</p> <p>The system is scalable to accommodate additional users or expanded data requirements as the program grows.</p>	

Measurements to be used to track progress

	Baseline 2024-25	Projection 2032	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
<b>Programs that highlight cultural relevance</b>	New* 2025-26 Baseline	TBD after Baseline	See Baseline						
<b>IMIS District Participation</b>	New* 2025-26 Baseline	TBD after Baseline	See Baseline						

**Strategy 4: Provide innovative technology support and professional learning opportunities that empower educators to integrate instructional technology effectively, enhancing student learning through the Model Schools Program.**

Addresses BOCES Goal(s):

- I. High Standards for Student Achievement
- II. Professional Development
- III. Programs and Services
- V. Technology
- VI. Strategic Planning
- VII. Health, Safety, Security, and Space

- VIII. Internal and External Communication
- IX. Human Resources
- X. Research, Program Evolution, and Regional Advocacy

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
<p>1. Realign the base service structure to accommodate multiple tiers, with more than two levels, based on the size of the school district.</p> <p>Update value-added services to be more closely tied to district participation, ensuring that the offerings scale according to district needs and size.</p>	<p>Program Administrator for Curriculum and Assessment Services Asst. Administrative Coordinator for Curriculum and Assessment Services</p>	<p>June 2027</p>	<p>Increase number of levels above 2</p> <p>Updated offerings that districts receive as part of participating in the base service.</p>	
<p>2. Provide guidance and support to districts on how to easily and effectively utilize their Model Schools Days</p>	<p>Program Administrator for Curriculum and Assessment Services Asst. Administrative Coordinator for Curriculum and Assessment Services</p>	<p>Ongoing Annually</p>	<p>Districts are successfully using allocated Model Schools Days</p>	
<p>3. Develop strategic opportunities with the Educational Technology Coaches (ETCs) to develop best practices in communicating with districts</p>	<p>Program Administrator for Curriculum and Assessment Services Asst. Administrative Coordinator for Curriculum and Assessment Services</p>	<p>June 2027</p>	<p>Training and professional learning opportunities are provided</p>	
<p>4. Increase the capacity of the Educational Technology Coaches (ETCs) in the areas of innovation, pedagogy and/or coaching strategies and culturally responsive education</p>	<p>Program Administrator for Curriculum and Assessment Services Asst. Administrative Coordinator for Curriculum and Assessment Services</p>	<p>June 2032</p>	<p>Training and professional learning opportunities are provided</p>	
<p>5. Educational Technology Coaches will stay at the forefront of Artificial Intelligence by enhancing their</p>	<p>Program Administrator for Curriculum and Assessment Services</p>		<p>Educational Technology Coaches continue to lead</p>	

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
expertise to support the needs of educators.	Asst. Administrative Coordinator for Curriculum and Assessment Services		educators in our region on best practices utilizing AI	

Measurements to be used to track progress

	Baseline 2024-25	Projection 2032	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
<b>Trainings Offered to ETCs on Innovation, Pedagogy, Coaching and CRSE</b>	New* 2025-26 Baseline	TBD after Baseline	See Baseline						
<b>AI Offerings Provided</b>	New* 2025-26 Baseline	TBD after Baseline	See Baseline						

**Strategy 5: Design and provide Summer Enrichment programs that foster creativity, critical thinking, and collaboration, while catering to diverse learning needs. These programs will integrate hands-on activities and real-world applications to ignite a passion for learning in all students.**

Addresses BOCES Goal(s):

- I. High Standards for Student Achievement
- II. Professional Development
- III. Programs and Services
- IV. Cost Effectiveness, Quality Management, and Operational Efficiency
- VI. Strategic Planning
- VII. Health, Safety, Security, and Space
- VIII. Internal and External Communication
- IX. Human Resources

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Review and enhance summer enrichment programs through comprehensive evaluation of district goals, stakeholder feedback, and program outcomes through surveys and interviews, ensuring inclusion and cultural responsiveness	Program Administrator, Enrichment Services Asst. Administrative Coordinator, Enrichment Services	Annually	Feedback data is received and analyzed to inform future offerings to maintain/increase student enrollment in summer enrichment programs.	
2. Develop a counselor-in-training program that fosters collaboration and critical thinking for middle and high school students.	Program Administrator, Enrichment Services Asst. Administrative Coordinator, Enrichment Services	2025-2026	Middle and high school counselor in training program is created and offered.	

Measurements to be used to track progress

	Baseline 2024-25	Projection 2032	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
# Students Supported	1,000	1,000							

### Summer Enrichment Enrollment Data

Summer Enrichment Programs	Student Enrollment							
	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
Bay Shore	298							
Bayport-Blue Point	79							
Central Islip	304							
Comsewogue	215							
Connetquot	104							
Total:	1000							

**Strategy 6: Offer high-quality and innovative Enrichment Programs throughout the School Year that cater to diverse interests and learning styles.**

Addresses BOCES Goal(s):

- I. High Standards for Student Achievement
- II. Professional Development
- III. Programs and Services
- IV. Cost Effectiveness, Quality Management, and Operational Efficiency
- VI. Strategic Planning
- VII. Health, Safety, Security, and Space
- VIII. Internal and External Communication
- IX. Human Resources

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Offer professional development for staff aligned with district goals and stakeholder needs, providing research-based training in instruction.	Program Administrator, Enrichment Services Asst. Administrative Coordinator, Enrichment Services	2025-2026	Professional development tailored to district and staff needs.	
2. Partner with interested districts to expand extended day enrichment programs, customizing offerings to meet their unique needs.	Program Administrator, Enrichment Services Asst. Administrative Coordinator, Enrichment Services	June 2026	Expansion in 2025-2026 for customized enrichment residencies.	
3. Distribute surveys to students, parents and program staff to assess the quality of programs.	Program Administrator, Enrichment Services Asst. Administrative Coordinator, Enrichment Services	Annually	Surveys are distributed and feedback is reviewed.	
4. Coordinate programming that celebrates diversity, promotes cultural understanding, and fosters welcoming learning environments.	Program Administrator, Enrichment Services Asst. Administrative Coordinator, Enrichment Services Director, DEI	Annually	Students are participating in programs that promote cultural understanding, and foster a welcoming environment.	

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
	Enrichment Program Directors			
5. Partner with IHEs for the purposes of offering expanded Enrichment program opportunities.	Program Administrator, Enrichment Services Asst. Administrative Coordinator, Enrichment Services	2032	Students are participating in expanded enrichment opportunities with IHEs.	
6. Expand partnerships with vendors to offer expanded opportunities for students to compete in local, state and National competitions.	Program Administrator, Enrichment Services Asst. Administrative Coordinator, Enrichment Services	2032	Partnerships are created to provide students with additional opportunities to participate in educational competitions.	

Measurements to be used to track progress

	Baseline 2024-25	Projection 2032	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
<b>% of School Year Staff Attending PD</b>	New* 2025-26 Baseline	TBD after Baseline	See Baseline						
<b># of Districts Participating in all Enrichment Programs</b>	New* 2025-26 Baseline	TBD after Baseline	See Baseline						
<b>% of Positive Evaluations from Parents/Students of School Year Programs</b>	95%	95%							
<b># of CRSE Programs offered for School Year Programs</b>	New* 2025-26 Baseline	TBD after Baseline	See Baseline						

**Strategy 7: Provide innovative programs and services through School Data Bank Services (SDBS) that enhance data literacy, inquiry, analysis, assessment scoring, and professional learning, promoting systemic progress and aligning with state and district initiatives.**

Addresses BOCES Goal(s):

- I. High Standards for Student Achievement
- II. Professional Development
- III. Programs and Services
- IV. Cost Effectiveness, Quality Management, and Operational Efficiency
- V. Technology
- VII. Strategic Planning
- VIII. Health, Safety, Security, and Space
- IX. Internal and External Communication
- X. Human Resources

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Enhance Data-Driven Decision-Making & Accountability Support by providing dynamic data visualizations, predictive analytics, and customized dashboards to improve instructional decisions and meet State and Federal accountability goals.	Program Administrator, SDBS  Administrative Coordinator, SDBS	Annually	Districts continue to utilize data visualizations and predictive analytics for decision-making, as evidenced by data deliverables and professional learning participation.	
2. Enhance Professional Learning Opportunities by providing differentiated sessions in data literacy, analysis, and assessment tools.	Program Administrator, SDBS  Administrative Coordinator, SDBS	Annually	Educators receive training in data literacy and analysis, professional development evaluations indicate that the content was relevant and appropriately aligned with participants' needs.	

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
3. Update the SDBS website with real-time and self-service dashboard and centralized data tools.	Program Administrator, SDBS Administrative Coordinator, SDBS	June 2028	Districts report the website offers timely, relevant, and user-friendly data tools, with positive engagement and feedback.	
4. Provide full-service constructed response scoring for NYS 3-8 Assessments, NYSESLAT, and Regents exams. Offer workshops to support the planning process for exam intake and packaging and test administration and maintain same level of district participation.	Program Administrator, SDBS  Administrative Coordinator, SDBS	Beginning in 2025 Ongoing Annually	District participation in the full-service scoring service.  Participation in regional workshops.	

Measurements to be used to track progress

	Baseline 2024-25	Projection 2032	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
<b># of district data projects created (This metric will change over time as technology changes)</b>	354	354							
<b># of participants in all PD sessions</b>	3,962	4,358							
<b>% of Positive Evaluations from PD sessions</b>	New* 2025-26 Baseline	90%							
<b>Website Visits</b>	6,179	7,105							

**Strategy 8: Continually evaluate and enhance Educational Support Services (ESS) services for ESBOCES and component school districts to remain responsive to the needs of our Region.**

Addresses BOCES Goal(s):

- I. High Standards for Student Achievement
- II. Professional Development

- III. Programs and Services
- V. Technology
- VII. Health, Safety, Security, and Space
- VIII. Internal and External Communication
- X. Research, Program Evolution, and Regional Advocacy

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Distribute the ESS survey every other year, alternating with the ESBOCES CoSer survey, to evaluate program quality and identify emerging district needs.	Director, ESS	Annually	Survey responses reflect high levels of satisfaction with ESS programs.  Identified district needs are addressed within ESS capacity and reflected in service adjustments.	
2. Hold annual meetings with Assistant Superintendents from various districts to review ESS services, gather feedback, and discuss emerging needs.	Director, ESS Divisional Administrator, ESS	Annually	ESS administrators address district questions and needs on an individual basis, ensuring tailored support.	

**Strategy 9: Provide secondary Regional Summer School programs that support the academic needs of students by offering credit recovery options tailored to district needs.**

Addresses BOCES Goal(s):

- I. High Standards for Student Achievement
- II. Professional Development
- III. Programs and Services
- V. Technology
- VII. Health, Safety, Security, and Space
- VIII. Internal and External Communication
- X. Research, Program Evolution, and Regional Advocacy

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Review and update course offerings to align to new NYSED Graduation Measures	Divisional Administrator, ESS	June 2030	Course offerings are aligned with NYSED guidelines and district needs.	
2. Improve accessibility to registration for secondary courses and NYS Regents exams, ensuring a streamlined and user-friendly process.	Divisional Administrator, ESS	June 2027	A decrease in registration-related inquiries or issues and a reduction in the time required to complete the registration process.	
3. Develop a clear, consistent, and equity-centered grading policy to ensure fairness, transparency, and alignment with educational standards, while addressing the diverse needs and experiences of all students.	Divisional Administrator, ESS	June 2028	Completion and adoption of the grading policy	
4. Enhance student engagement through curriculum that fosters active participation, motivation, and a deeper understanding of content, while promoting inclusion, equity, and cultural responsiveness.	Divisional Administrator, ESS	June 2032	% of students who successfully completed credits through Regional Summer School	

Measurements to be used to track progress

	Baseline 2024-25	Projection 2032	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
<b>% of Students Completing Credit Recovery through RSS</b>	89%	90%							

**Strategy 10: Provide a comprehensive and high-quality Third-Party Assessments program that enables districts to make data-driven, informed decisions regarding curriculum development and instructional practices to continually improve student outcomes.**

Addresses BOCES Goal(s):

- I. High Standards for Student Achievement
- II. Professional Development
- III. Programs and Services
- V. Technology
- VI. Strategic Planning
- VII. Health, Safety, Security, and Space
- VIII. Internal and External Communication
- IX. Human Resources
- X. Research, Program Evolution, and Regional Advocacy

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Develop a fully functioning service for College Board: PSAT/SAT and AP suite of assessments, ensuring equitable access and support for ALL students.	Program Administrator for Curriculum and Assessment Services Asst. Administrative Coordinator for Curriculum and Assessment Services	June 2027	<ul style="list-style-type: none"> <li>• Contract in place</li> <li>• Districts subscribed</li> <li>• User Meetings offered</li> <li>• Continued increase in participation in the service</li> </ul>	
2. Develop or adopt a Third-Party Inventory and Evaluation tool to assist districts in self-assessing and evaluating their assessment needs	Program Administrator for Curriculum and Assessment Services Asst. Administrative Coordinator for Curriculum and Assessment Services	June 2032	Inventory and Evaluation tool created  Districts utilize our inventory and evaluation tool	

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
3. Evaluate regional needs to determine additional Third-Party Assessment needs, ensuring access to high-quality assessment tools that support the diverse learning needs of ALL students	Program Administrator for Curriculum and Assessment Services Asst. Administrative Coordinator for Curriculum and Assessment Services	June 2027	Provide access to additional Third-Party Assessments that align with their needs, promoting equitable and effective evaluation of student learning and progress.	
4. Identify regional professional development needs to inform and guide the delivery of targeted support.	Program Administrator for Curriculum and Assessment Services Asst. Administrative Coordinator for Curriculum and Assessment Services	2025-2026 Ongoing Annually	Professional development offerings are aligned with identified regional needs	

Measurements to be used to track progress

	Baseline 2024-25	Projection 2032	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
# of districts participating in College Board offerings	New* 2025-26 Baseline	TBD after Baseline	See Baseline						
# of participants attending Regional PD Offerings	New* 2025-26 Baseline	TBD after Baseline	See Baseline						

**Strategy 11: Provide a robust Community School Resources program in partnership with healthcare systems, which includes professional learning and programs that deliver mental health and clinical support to students to improve student outcomes.**

Addresses BOCES Goal(s):

- I. High Standards for Student Achievement
- II. Professional Development

- III. Programs and Services
- IV. Cost Effectiveness, Quality Management, and Operational Efficiency
- VI. Strategic Planning
- VII. Health, Safety, Security, and Space
- VIII. Internal and External Communication
- X. Research, Program Evolution, and Regional Advocacy

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Add additional healthcare partners (i.e., PM Pediatrics) and licensed social workers and/or psychologists as consultants	Program Administrator, PD	June 2028	Aim to add PM Pediatrics and continue to add additional mental health consultants, as needed.	
2. Establish Mental Health Collaborative Circle to allow space for mental health professionals to share best practices	Director of ESS, Program Administrator, PD	June 2028	Establish mental health collaborative circles	
3. Become an approved provider of continuing education (CEU) credits for Licensed Master Social Workers (LMSW) and Licensed Clinical Social Workers (LCSW)	Director of ESS, Program Administrator, PD	June 2030	Apply and receive approval as a Continuing Education Provider for Licensed Master Social Workers (LMSW) and Licensed Clinical Social Workers (LCSW)	

**Strategy 12: Develop and implement comprehensive Training and Onboarding Programs that foster a positive organizational culture, promote professional growth, and support the onboarding and retention of ESBOCES employees.**

Addresses BOCES Goal(s):

- I. High Standards for Student Achievement
- II. Professional Development
- III. Programs and Services
- IV. Cost Effectiveness, Quality Management, and Operational Efficiency
- VI. Strategic Planning
- VIII. Internal and External Communication

X. Research, Program Evolution, and Regional Advocacy

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Create a comprehensive toolkit for Mentors containing onboarding resources, best practices for mentoring, training modules, and guides to ensure mentors have the necessary materials to support new hires.	Divisional Administrator ESS Teacher Mentor Coordinator Paraeducator Mentor Coordinator	Ongoing Annually	Yearly resources added and edited on Mentor Resources Website  Mentor feedback gathered from Mentor Survey	
2. Increase collaboration between the Mentor Support Team and Building Principals to create a cohesive and streamlined onboarding process for new teachers and paraprofessionals, ensuring they feel supported, prepared, and integrated into the school community.	Divisional Administrator ESS	Ongoing Annually	Administrator Feedback from yearly mentor program survey	
3. Enhance the ESBOCES induction program for new educators to ensure it effectively incorporates insights into the Agency's culture, procedures, employee resources and offers focused professional learning opportunities that emphasize pedagogy and instructional practices that support all students inclusive of ELLs	Director, ESS Divisional Administrator, ESS	Ongoing Annually	Annual survey indicate that new educators are satisfied with the support received through Induction on ESBOCES culture, procedures and resources.	
4. Foster the growth of the Agency Wide Professional Growth Opportunities (AWPGO) program by creating opportunities for employees to share best practices and promote professional learning tailored to the diverse needs of various employee groups throughout the agency.	Director, ESS Divisional Administrator, ESS	Ongoing Annually	Annual survey will obtain feedback and requests for new topics.	

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
5. Research opportunities with universities and colleges to support paraeducators in entering the Teaching field through the Para to Teacher Pipeline Program	Divisional Administrator, ESS	Ongoing Annually	Opportunities are provided to paraprofessionals	

**Baseline Data, Projections and Results:**

**Measurement A - District Participation:**

District Participation # of districts that participate or subscribe	Baseline 2024-25	Projection 2032	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
<b>AIE: Arts-in-Education</b>	60/69	62/69							
<b>AIE: Exploratory Enrichment</b>	33/51	33/51							
<b>AIE: Instructional Musical Instrument Service</b>	New* 2025-26 Baseline	TBD after Baseline	See Baseline						
<b>Community School Resources program</b>	New* 2025-26 Baseline	TBD after Baseline	See Baseline						
<b>Educational Leadership, Development &amp; Placement</b>	9/51	11/51							
<b>Enrichment Programs – School Year Only</b>	2/51	4/51							
<b>Enrichment Programs - Summer</b>	5/51	5/51							
<b>Model Schools</b>	45/51	45/51							
<b>NYS Curriculum &amp; Assessment Services</b>	40/51	40/51							

District Participation # of districts that participate or subscribe	Baseline 2024-25	Projection 2032	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031- 2032
School Library: School Library Automation	42/51	42/51							
School Library: Virtual Reference Collection	36/51	36/51							
School Data Bank Services (SDBS)	58/69	58/69 Average over 7 years							
SDBS: Assessment Services	64/69	65/69 Average over 7 years							
Third Party Assessments	53/69	53/69							

**Measurement B - Program Evaluations – ESBOCES CoSer Survey Results (Bi-Annual Survey)**

*\*Possible new rating scale*

Program Evaluations/ ESBOCES CoSer Survey	Baseline 2024-25	Projection 2032	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031- 2032
AIE: Arts-in-Education	3.8	3.9		N/A		N/A		N/A	
AIE: Exploratory Enrichment	3.6	3.8		N/A		N/A		N/A	
Community School Resources program	New* 2026-27 Baseline	TBD after Baseline	N/A	N/A		N/A		N/A	
Educational Leadership, Development & Placement	3.0	3.4		N/A		N/A		N/A	
Enrichment Programs – School Year	4.0	4.0		N/A		N/A		N/A	
Enrichment Programs - Summer	3.7	3.9		N/A		N/A		N/A	
Model Schools	3.5 (average of all)	3.6		N/A		N/A		N/A	

Program Evaluations/ ESBOCES CoSer Survey	Baseline 2024-25	Projection 2032	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031- 2032
Regional Summer School	3.0 <small>(under CTE all this time)</small>	3.2		N/A		N/A		N/A	
School Library: Library Services/Media/VRC	3.6	3.6		N/A		N/A		N/A	
School Library: Supplemental Databases	3.6	3.6		N/A		N/A		N/A	
School Data Bank Services (SDBS)	3.7 <small>(average of all)</small>	3.8		N/A		N/A		N/A	
Third Party Assessments	3.7 <small>(average of all)</small>	3.7		N/A		N/A		N/A	

**Measurement C: Program Evaluations – ESS Bi-Annual Survey (opposite year of ESBOCES CoSer Evaluation Survey)**

*\*Rating scale will possibly be aligned with new CoSer Evaluation Survey*

Program Evaluations/ ESS Bi-Annual Survey	Baseline 2025-26 <small>*possible new rating scale</small>	Projection 2032	2025-2026 <small>*see baseline data</small>	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031- 2032
AIE: Arts-in- Education/EE	TBD	TBD after Baseline	See Baseline	N/A		N/A		N/A	
AIE: Instructional Musical Instrument Service	TBD	TBD after Baseline	See Baseline	N/A		N/A		N/A	
Community School Resources program	TBD	TBD after Baseline	See Baseline	N/A		N/A		N/A	
Curriculum Council	TBD	TBD after Baseline	See Baseline	N/A		N/A		N/A	
Curriculum Development Service	TBD	TBD after Baseline	See Baseline	N/A		N/A		N/A	
Educational Leadership, Development & Placement	TBD	TBD after Baseline	See Baseline	N/A		N/A		N/A	

<b>Program Evaluations/ ESS Bi-Annual Survey</b>	<b>Baseline 2025-26 *possible new rating scale</b>	<b>Projection 2032</b>	<b>2025-2026 *see baseline data</b>	<b>2026-2027</b>	<b>2027-2028</b>	<b>2028-2029</b>	<b>2029-2030</b>	<b>2030-2031</b>	<b>2031- 2032</b>
<b>Enrichment Programs – School Year</b>	TBD	TBD after Baseline	See Baseline	N/A		N/A		N/A	
<b>Enrichment Programs - Summer</b>	TBD	TBD after Baseline	See Baseline	N/A		N/A		N/A	
<b>Educational Technology Coaches – Model Schools</b>	TBD	TBD after Baseline	See Baseline	N/A		N/A		N/A	
<b>PD – In-District Consultants</b>	TBD	TBD after Baseline	See Baseline	N/A		N/A		N/A	
<b>PD – Regional Workshops</b>	TBD	TBD after Baseline	See Baseline	N/A		N/A		N/A	
<b>Regional Summer School</b>	TBD	TBD after Baseline	See Baseline	N/A		N/A		N/A	
<b>School Library: School Library Automation</b>	TBD	TBD after Baseline	See Baseline	N/A		N/A		N/A	
<b>School Library: Virtual Reference Collection</b>	TBD	TBD after Baseline	See Baseline	N/A		N/A		N/A	
<b>Full Service Scoring Constructed Response Only</b>	TBD	TBD after Baseline	See Baseline	N/A		N/A		N/A	
<b>Shared Data Experts - School Data Bank Services</b>	TBD	TBD after Baseline	See Baseline	N/A		N/A		N/A	
<b>Third Party Assessments ESBOCES Training</b>	TBD	TBD after Baseline	See Baseline	N/A		N/A		N/A	

## Strategic Action Plan IV: Federal and State Supported School Initiatives (FSSSI) SAP IV-A

### Responsible Administrators:

- Program Administrator for ENL/Bilingual Programs
- Administrative Coordinators for L.I. RBERN
- Administrative Coordinator for 21<sup>st</sup> CCLC

### Collaborators:

- District Superintendent
- NYS Education Department Office of Bilingual Education and World Languages
- Western Suffolk BOCES
- Nassau BOCES
- L.I. RBERN Resource Specialists
- Brentwood UFSD
- Youth Enrichment Services of West Islip
- Morrison Mentors
- Model Schools Departments of Eastern Suffolk, Western Suffolk and Nassau BOCES
- Eastern Suffolk BOCES School Data Bank

**Objective:** By July 2032, Eastern Suffolk BOCES will have delivered a broad variety of high-quality support, training and resources through Federal and State Supported School Initiatives.

The success of this objective will be measured by:

- District Participation
- Survey analysis
- Program evaluations
- Student participation

**Strategy 1: Provide support, training and resources related to educating English Language Learners, heritage speakers of World Languages and immigrant students to schools and districts across Long Island through supporting the operation of the Long Island RBERN.**

Addresses BOCES Goal(s):

- I. High Standards for Student Achievement
- II. Professional Development
- III. Programs and Services
- IV. Cost Effectiveness, Quality Management, and Operational Efficiency

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
<b>1. Conduct Regional Planning Process with fidelity</b>	Program Administrator for ENL/Bilingual Programs Administrative Coordinators for L.I. RBERN	September 30, 2025	<ul style="list-style-type: none"> <li>• Annual online survey is conducted;</li> <li>• Steering committee is convened</li> <li>• Regional action plan is developed</li> </ul>	
<b>2. Conduct a minimum of 5 Bilingual/ENL Coordinators' Networking Meetings per year</b>	Program Administrator for ENL/Bilingual Programs Administrative Coordinators for L.I. RBERN	Annually in: <ul style="list-style-type: none"> <li>• October</li> <li>• December</li> <li>• February</li> <li>• April</li> <li>• June</li> </ul>	<ul style="list-style-type: none"> <li>• Agendas reflect NYSED priorities and topics based on feedback from school district surveys and steering committee</li> <li>• Maintain or increase participation of L.I. school districts serving ELLs</li> </ul>	
<b>3. Conduct the L.I. Teachers' Institute (LITI)</b>	Program Administrator for ENL/Bilingual Programs Administrative Coordinators for L.I. RBERN	By June 30, 2026	<ul style="list-style-type: none"> <li>• Meet or exceed 300 participants per year</li> <li>• Maintain or increase the number of school districts participating</li> <li>• Positive feedback from attendees</li> </ul>	

<b>4. Conduct high quality regional professional learning</b>	Program Administrator for ENL/Bilingual Programs  Administrative Coordinators for L.I. RBERN  L.I. RBERN Resource Specialists  Contractors	June 30, 2026	<ul style="list-style-type: none"> <li>• Offerings reflect feedback from steering committee</li> <li>• Positive feedback from attendees</li> </ul>	
<b>5. Respond to all requests for assistance by OBEWL</b>	Program Administrator for ENL/Bilingual Programs  Administrative Coordinators for L.I. RBERN  L.I. RBERN Resource Specialists  Contractors	June 30, 2026	<ul style="list-style-type: none"> <li>• 100% of OBEWL requests for assistance are met</li> </ul>	

**Resources Required**

- Personnel: Adequate and appropriately trained staff including Resource Specialists and outside contractors
- Facilities: Conference space to conduct professional learning activities
- Time
- Funding

**Measurements to be used to track progress:**

- Participant responses to the Long Island RBERN professional learning offerings.

**Projection:** Maintain or increase the average satisfaction rate of participants in the following post-workshop evaluation criteria. Evaluations are presented on a Scale of 1 to 5.

**1 = Strongly Disagree**

**5 = Strongly Agree**

<b>L.I. RBERN Professional Learning - Overall</b>									
<b>Average of Survey Responses</b>	<b>Baseline 2024-2025</b>	<b>Projection 2032</b>	<b>2025-2026</b>	<b>2026-2027</b>	<b>2027-2028</b>	<b>2028-2029</b>	<b>2029-2030</b>	<b>2030-2031</b>	<b>2031-2032</b>
This professional learning was relevant to my needs	4.51	4.65							
This professional learning enhanced my ability to support English Language Learners	4.47	4.65							
I would recommend this professional learning to others	4.48	4.65							

<b>Long Island Teacher Institute</b>									
<b>Survey Responses</b>	<b>Baseline 2024-2025</b>	<b>Projection 2032</b>	<b>2025-2026</b>	<b>2026-2027</b>	<b>2027-2028</b>	<b>2028-2029</b>	<b>2029-2030</b>	<b>2030-2031</b>	<b>2031-2032</b>
This professional learning was relevant to my needs	4.62	4.7							
This professional learning enhanced my ability to support English Language Learners	4.57	4.7							
I would recommend this professional learning to others	4.6	4.75							

<b>Long Island Bilingual/ENL Coordinators' Networking Meetings</b>									
<b>Survey Responses</b>	<b>Baseline 2024-2025</b>	<b>Projection 2032</b>	<b>2025-2026</b>	<b>2026-2027</b>	<b>2027-2028</b>	<b>2028-2029</b>	<b>2029-2030</b>	<b>2030-2031</b>	<b>2031-2032</b>
This professional learning was relevant to my needs	4.0	4.25							
This professional learning enhanced my ability to support English Language Learners	3.91	4.5							

I would recommend this professional learning to others	3.93	4.5							
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**Strategy 2: Support ESBOCES to act as Lead Applicant for the L.I. RBERN to coordinate and administer the Long Island Title III Consortium to provide targeted and specific training and services to qualifying member districts.**

Addresses BOCES Goal(s):

- I. High Standards for Student Achievement
- II. Professional Development
- III. Programs and Services
- IV. Cost Effectiveness, Quality Management, and Operational Efficiency

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Offer Title III Consortium membership to all eligible districts annually.	Program Administrator, ENL/Bilingual Programs  Administrative Coordinator for L.I. RBERN	Annually by August 31st	<ul style="list-style-type: none"> <li>• 100% of eligible school districts offered consortium membership</li> </ul>	
2. Submit Consolidated Application to serve as lead applicant of the L.I. Title III Consortium	Program Administrator, ENL/Bilingual Programs  Administrative Coordinator for L.I. RBERN	Annually by August 31st	<ul style="list-style-type: none"> <li>• Timely and complete submission of Consolidated Application</li> <li>• Approval of application by NYSED OBEWL</li> <li>• No critical deficiencies identified in the application review process</li> </ul>	
3. Conduct a Steering Committee process to ensure Consortium activities meet district needs.	Program Administrator, ENL/Bilingual Programs  Administrative Coordinator for L.I. RBERN	Three times per year: November February June	<ul style="list-style-type: none"> <li>• Minimum of 3 Steering Committee Meetings conducted annually</li> <li>• 100% of member school districts invited to attend steering committee meeting.</li> </ul>	

			<ul style="list-style-type: none"> <li>• Documented meeting minutes showing active district input and needs assessment</li> <li>• Consortium program reflects steering committee findings.</li> </ul>	
4. Conduct Orientation Session for all member districts to disseminate information related to Consortium member participation, professional development schedule, and the provision of resources.	<p>Program Administrator, ENL/Bilingual Programs</p> <p>Administrative Coordinator for L.I. RBERN</p>	October 2025	<ul style="list-style-type: none"> <li>• Number of districts attending the Orientation Meeting is maintained or increased.</li> <li>• Minimum of 4.25 average satisfaction rate via post-session survey</li> <li>• Comprehensive information packet (Members' Guide) distributed to all participants</li> </ul>	
5. Design and conduct a regional professional development series for ENL teachers and content-area co-teachers for all member districts focused on an annually identified theme including two days of classroom embedded support by a Technology Integration Specialist and one day of on-site Shared Data Expert services to examine ELL performance data	<p>Administrative Coordinator for L.I. RBERN</p> <p>Technology Integration Specialists</p>	Ongoing through June 2026	<ul style="list-style-type: none"> <li>• Conduct full professional development series for ENL teachers and content area co-teachers as described in Members' Guide</li> <li>• Maintain or increase average participant satisfaction rate via post session survey.</li> <li>• Provide two full days of Technology Integration Specialist support to each member district requesting service</li> <li>• Provide (1) full day of on-site data analysis for each member district requesting service</li> </ul>	

<p>6. Promote the integration of technology and researched-based instructional practices for ELLs for all Consortium member districts through annual Title III Consortium Celebration of Learning Symposium.</p>	<p>Program Administrator, ENL/Bilingual Programs</p> <p>Administrative Coordinator for the L.I. RBERN</p> <p>Technology Integration Specialists</p>	<p>By June 2026</p>	<ul style="list-style-type: none"> <li>• Host annual symposium</li> <li>• Maintain or increase the number of participating member districts.</li> <li>• Showcase at least (5) innovative project-based learning experiences that integrate technology and best instructional practices for ELLs</li> <li>• Publish teacher projects to L.I. RBERN Title III Celebration of Learning Website, highlighting key learnings and best practices.</li> </ul>	
<p>7. Conduct an annual survey regarding Consortium activities to measure satisfaction with programming and resources provided by the Consortium.</p>	<p>Program Administrator, ENL/Bilingual Programs</p> <p>Administrative Coordinator for L.I. RBERN</p>	<p>Annually by August 31st</p>	<ul style="list-style-type: none"> <li>• Aggregate results reflect that Title III Consortium teachers are satisfied with the services offered.</li> <li>• Comprehensive analysis of survey results presented to Steering committee</li> <li>• Survey feedback for subsequent year is reflected in subsequent Consolidated Application</li> </ul>	

**Resources Required**

- Personnel
  - Technology Integration Specialists (consultants)
  - Shared Data Expert (consultant)
  - Administrative and Support Staff
- Equipment and Technology
- Conference Room Space
- Collaboration with component districts and business partners (vendors)

**Measurements to be used to track progress:**

- Participant responses to the Long Island RBERN Title III Consortium professional learning program.

**Projection:** Maintain or increase the average satisfaction rate of participants in the following post-workshop evaluation criteria. Evaluations are presented on a Scale of 1 to 5.

**1 = Strongly Disagree**

**5 = Strongly Agree**

<b>Title III Consortium Professional Learning</b>									
<b>Survey Responses</b>	<b>Baseline 2024- 2025</b>	<b>Projection 2032</b>	<b>2025-2026</b>	<b>2026-2027</b>	<b>2027-2028</b>	<b>2028-2029</b>	<b>2029-2030</b>	<b>2030-2031</b>	<b>2031- 2032</b>
<b>This professional learning was relevant to my needs</b>	4.61	4.7							
<b>This professional learning enhanced my ability to support English Language Learners</b>	4.62	4.7							
<b>I would recommend this professional learning to others</b>	4.69	4.75							

**Strategy 3: Support the continued operation of the 21<sup>st</sup> Century Community Learning Center to provide quality outside-of-school time programming to students targeted by the grant.**

Addresses BOCES Goal(s):

- I. High Standards for Student Achievement
- II. Programs and Services

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Provide at least 15 hours of outside-of-school time programming to a minimum of 575 to eligible students in the Brentwood UFSD.	Administrative Coordinator for 21 <sup>st</sup> CCLC  Site Coordinators	June 30, 2026	Meet or exceed grant target of 575 students attending 15 hours or more of Programing	
2. Engage families of 21 <sup>st</sup> CCLC participants in literacy and informational opportunities and celebrations of student achievements.	Administrative Coordinator for 21 <sup>st</sup> CCLC  Site Coordinators	June 30, 2026	Meet or exceed grant target for the number of families attending literacy and informational opportunities and celebrations of student achievements  Grant targets for serving 140 family members by building: <ul style="list-style-type: none"> <li>▪ 40 at EMS</li> <li>▪ 40 at NMS</li> <li>▪ 40 at SMS</li> <li>▪ 20 at BHS</li> </ul>	
3. Collaborate with existing vendors and establish new relationships with community-based	Administrative Coordinator for 21 <sup>st</sup> CCLC  Site Coordinators	June 30, 2026	Maintain or increase collaboration with vendors, partners, and community-based organizations	

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
organizations and other grant funded programs				
4. Provide mentorship & leaderships opportunities to eligible students in the Brentwood UFSD	Administrative Coordinator for 21 <sup>st</sup> CCLC  Site Coordinators	June 30, 2026	Meet or exceed grant target for the number of Mentorship & Leadership opportunities for eligible students in the Brentwood UFSD  Meet or exceed grant target for the number of eligible students in the Brentwood UFSD that participate in Mentorship & Leadership opportunities	
5. Provide hands-on science, technology, engineering, and math projects (robotics, coding, environmental science, etc.) opportunities for eligible students in the Brentwood UFSD	Administrative Coordinator for 21 <sup>st</sup> CCLC  Site Coordinators	June 30, 2026	Meet or exceed grant target for the number of hands-on sciences, technology, engineering, and math projects (robotics, coding, environmental science, etc.) opportunities for eligible students in the Brentwood UFSD  Meet or exceed grant target for the number of eligible students in the Brentwood UFSD that participate in hands-on science, technology, engineering, and math projects (robotics, coding, environmental science, etc.) opportunities.	

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
6. Provide visual performing arts- art, music, dance, and theater programs to develop creativity and cultural awareness.	Administrative Coordinator for 21 <sup>st</sup> CCLC  Site Coordinators	June 30, 2026	Meet or exceed grant target for the number of visual performing arts- art, music, dance, and theater opportunities for eligible students in the Brentwood UFSD.  Meet or exceed grant target for the number of eligible students in the Brentwood UFSD that participate in visual performing arts- art, music, dance, and theater opportunities.	
7. Respond to NYSED RFP by applying to continue the 21 <sup>st</sup> CCLC for the next funding period	Program Administrator ENL/Bilingual Programs  Administrative Coordinator for 21 <sup>st</sup> CCLC	Fall 2026 RFP is anticipated to be released in late fall 2026	Approved application for ESBOCES to continue hosting the 21 <sup>st</sup> CCLC for the next funding period.	

### Resources Required

- Personnel
  - Administrative Coordinator for ENL/Bilingual Department (21<sup>st</sup> CCLC Program Director)
  - Program Administrator for ENL/Bilingual Department
  - Site Coordinators (4)
  - 21<sup>st</sup> CCLC Staff (teachers and bilingual teacher aides)
  - Grant Local Evaluator
  - Support Staff (Office Assistant, Fiscal Manager)
  - Partners and Vendors
  
- Supplies, Equipment and Technology
- Activity/Session Space

- (i.e.: Brentwood UFSD classrooms, BUFSD outdoor facilities, Town of Islip fields and parks)

**Measurements to be used to track progress:**

- Participation in 21<sup>st</sup> Century Community Learning Centers program activities and sessions

**Projection:**

- Meet or exceed grant target for number of hours of outside-of-school time programming per week per site
- Meet or exceed grant target for student participation in a minimum of 15 hours of outside-of-school time programming

<b>Participants</b>	<b>Grant Target</b>	<b>Baseline 2024-25</b>	<b>Projection 2032</b>	<b>2025-2026</b>	<b>2026-2027</b>	<b>2027-2028</b>	<b>2028-2029</b>	<b>2029-2030</b>	<b>2030-2031</b>	<b>2031-2032</b>
<b>Students receiving 15 hours outside-of-school time programming</b>	575 students	760	575 or more							
<b>21stCCLC Families engaged in literacy and informational sessions</b>	160 adults	206	160 or more							
<b>Student mentorship and leadership opportunities</b>	30 hours annually	TBD pending annual evaluation report	30 hours or more							
<b>STEM</b>	60 hours annually	TBD pending annual evaluation report	60 hours or more							
<b>Visual &amp; Performing Arts</b>	60 hours annually	TBD pending annual evaluation report	60 hours or more							

## Strategic Action Plan IV: Federal and State School Support Initiative (FSSSI) SAP IV-B

### Responsible Administrators:

- FEOP Program Administrator

### Collaborators:

- District Superintendent
- FEOP Program Assistant
- FEOP Data Specialist
- NYS Migrant Education Program
- Long Island and NYC School Districts
- Director of Diversity, Equity & Inclusivity

**Objective:** By July 2032, Eastern Suffolk BOCES will provide high-quality supplemental services and programs that support the unique needs of the families and the Local Educational Agencies we serve.

The success of this objective will be measured by:

- Program evaluations
- Survey analysis
- Other data specific to SED requirements

**Strategy 1: Provide Migrant eligible students with supplemental instructional and support services to strengthen their academic learning.**

Addresses BOCES Goal(s):

- I. High Standards for Student Achievement
- III. Programs and Services
- VII. Health, Safety, Security, and Space

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Conduct a NYSED-MEP Needs Assessment for each Migrant eligible student.	Instructional Support Staff Tutor Advocates	Annually by August 31	% of Migrant eligible students with a completed/updated Student Needs Assessment	
2. Provide supportive services, including advocacy for each Migrant eligible student during the academic year.	Instructional Support Staff Tutor Advocates	Annually by June 30	% of Migrant eligible students that received advocacy services during the academic year	
3. Provide instructional support and/or advocacy services for all Migrant eligible students during the summer months.	Instructional Support Staff Tutor Advocates	Annually by August 31	% of Migrant eligible students that received instructional support and/or advocacy services during the summer.	
4. PFS (Priority for Service) Migrant eligible students will receive at least 10 hours of instructional support services during the academic year.	Instructional Support Staff Tutor Advocates	Annually by August 31		

<b>Activities</b>	<b>Person Responsible</b>	<b>Target Date for Completion</b>	<b>Indicators of Success</b>	<b>Status/Outcome</b>
<b>5.</b> Pre-school Migrant eligible students, who are available for instruction, will receive at least 10 hours of instructional support services during the academic year.	Instructional Support Staff  Tutor Advocates	Annually by June 30	% of Pre-school Migrant eligible students, who were available for instruction, received at least 10 hours of instructional support services during the academic year.	
<b>6.</b> Migrant eligible students in grades 9-12 will engage in annual goal setting.	Instructional Support Staff  Tutor Advocates	Annually by June 30	% of Migrant eligible secondary students that participated in annual goal setting during the academic year.	
<b>7.</b> Migrant eligible Out of School Youth students will complete the OSY Profile.	Instructional Support Staff  Tutor Advocates	Annually by August 31	% of Migrant eligible OSY students that completed the OSY Profile.	
<b>8.</b> All Staff integrate culturally-relevant materials and responsive instructional support services that support the diverse needs of our Migrant eligible students.	FEOP Program Administrator  Instructional Support Staff  Tutor Advocates		# of meetings that included resources for staff.  Survey of staff utilizing resources with students in their instruction.	

**Resources Required**

Funding through NYSED sub-grants, staff development, equipment and technology, collaboration with component districts, migrant resources and materials.

**Measurements to be used to track progress**

Percent of migratory youth subgroup for each activity:

	Baseline 2024-25	Projection 2032	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
<b>1.Needs Assessment</b>	90%	95%							
<b>2.Advocacy</b>	90%	95%							
<b>3.Summer</b>	86%	95%							
<b>4.PFS</b>	33%	70%							
<b>5.Pre-School</b>	75%	90%							
<b>6.High School</b>	82%	95%							
<b>7.OSY Profile</b>	70%	90%							
<b>8.CRS Materials</b>	No Data	100%							

\*Please note – The NYS MEP calendar year runs 9/1-8/31, which results in delayed reporting.

## Strategy 2: Support Migrant eligible families with supplemental services, resources, and advocacy.

Addresses BOCES Goal(s):

- III. Programs and Services
- VII. Health, Safety, Security, and Space
- X. Research, Program Evolution, and Regional Advocacy

XI. Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Engage parents, including parent advisory councils (PAC), in the planning, operation, and evaluation of State and Local Migrant Education Programs.	FEOP Program Administrator Program Assistant	Annually by August 31	# of local PAC and/or Parent Engagement meetings per year.	
2. Engage with and increase participation of parents and families at Parent Meetings.	FEOP Program Administrator Program Assistant	Annually by August 31	Average # of parents attending Parent	

XI. Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
			Engagement meetings.	
3. Provide parents of Pre-School students with information and support Pre-School and Kindergarten registration	FEOP Program Administrator Program Assistant Tutor Advocates	Annually by August 31	% of Pre-School Migrant eligible parents that were provided age-appropriate information and advocacy to register for programs and/or school.	
4. Provide parents with information that support them as the primary teachers and advocates for their children.	FEOP Program Administrator Program Assistant Tutor Advocates	Annually by August 31	An updated compilation of relevant information, resources and contacts available to parents that support and assist them in advocating for their family at school.	
5. Provide families with resources and referrals to Community Based Organizations and partnerships.	FEOP Program Administrator Program Assistant Tutor Advocates	Annually by August 31	An updated compilation of relevant presentations, resources and contacts available	

XI. Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
			to support families in the community.	
6. Foster an inclusive, supportive, and safe environment for all Migrant eligible families.	FEOP Program Administrator & Staff	Annually by August 31	Survey of Migrant eligible families.	

**Resources Required**

Funding through NYSED sub-grants, Equipment and technology, Collaboration with CBOs, Migrant resources and materials.

**Measurements to be used to track progress**

Data points for each activity:

	Baseline 2024-25	Projection 2032	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
1. Parent Meetings	3	7							
2. Participation	7	20							
3. Pre-School	90%	95%							
4. Teacher Advocates	Not Met	Met							
5. Resources	Not Met	Met							
6. Inclusive	No Data	100%							

\*Please note: The NYS-MEP calendar year runs 9/1-8/31, which results in delayed reporting.

**Strategy 3: Research and pursue grant-funded opportunities as the Lead Applicant to support marginalized populations in the region.**

Addresses BOCES Goal(s):

- III. Programs and Services
- VII. Health, Safety, Security, and Space
- X. Research, Program Evolution, and Regional Advocacy

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Research grant-funded opportunities that support marginalized populations in the region.	FEOP Program Administrator	Annually by June 30	Research available grants that support marginalized populations in the region.	
2. Pursue and apply for grant-funded opportunities that support marginalized populations in the region.	FEOP Program Administrator	Annually by August 31	Received a grant(s) that support(s) marginalized populations in the region.	

**Resources Required**

Funding through NYSED or federal grants.

**Measurements to be used to track progress**

Data points for each activity:

	Baseline 2024-25	Projection 2032	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
1. Research	Met	Met/Expand							
2. Apply	Met	Met							

\*Please note: The McKinney-Vento grant cycle calendar year runs 9/1-8/31, which results in delayed reporting.

## Strategic Action Plan V: Regional Technology Services

### Responsible Administrators:

- Director, Regional Information Center
- Associate Superintendent for Educational Services

### Collaborators:

- RIC/SDS Administrators
- ESS Administrators
- Directors of Technology
- School Business Officials
- District Data Coordinators
- Data Protection Officers

**Objective:** By July 2032, Eastern Suffolk BOCES/Suffolk RIC will continue to be a regional leader in technology services. In order to meet district needs, the RIC will continue to offer new and enhanced technologies to improve efficiencies and to strengthen the quality of programs and services offered to all members of our educational community.

The success of this objective will be measured by:

- CoSer survey results
- Participation in RIC services and events
- Program specific metrics

## Strategy 1: Provide leadership to the region in Technology Services

Addresses BOCES Goal(s):

- III. Programs and Services
- IV. Cost Effectiveness, Quality Management, and Operational Efficiency
- V. Technology
- X. Research, Program Evolution, and Regional Advocacy

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Create and strengthen relationships with regional stakeholder groups, including Technology Directors, RIC Advisory Council (RAC), Business Officials, District Clerks, District Data Coordinators, and Assistant Superintendents for Curriculum and Instruction through individual and group meetings and by employing constant feedback mechanisms	Director, Regional Information Center RIC/SDS Administrators	Annually through June 30, 2032	Meetings hosted throughout the year for various stakeholders  Information is shared with stakeholders  Feedback from bi-annual CoSer survey is collected, analyzed, and responded to  Feedback from individual and group meetings as needed	
2. Utilize and expand the RIC's collegial network to increase expertise and opportunities within the region	Director, Regional Information Center RIC/SDS Administrators	Annually through June 30, 2032	Potential number of networks increased  Expertise and opportunities maintained and/or increased	

<p>3. Provide quality information and opportunities for various stakeholder groups, sometimes in coordination with programs from Eastern Suffolk BOCES or our collegial network</p>	<p>Director, Regional Information Center RIC/SDS Administrators</p>	<p>Annually through June 30, 2032</p>	<p>Listserv functioning as method of information distribution</p> <p>District visits</p> <p>Utilizing professional resources</p>	
<p>4. Support and communicate New York State Education Department initiatives, in coordination and cooperation with other ESBOCES programs, as appropriate.</p>	<p>Director, Regional Information Center RIC/SDS Administrators</p>	<p>Annually through June 30, 2032</p>	<p>Listserv used to distribute information</p> <p>Regional meetings hosted</p>	
<p>5. Maintain and update details and measures defined within the annual Chapter 793 Technology Plan authored through the RIC with collaboration from both Eastern and Western Suffolk BOCES</p>	<p>Director, Regional Information Center RIC/SDS Administrators ESS Administrators Model Schools Administrators from both Eastern and Western Suffolk BOCES</p>	<p>Annually through June 30, 2032</p>	<p>Plan collaboratively developed and submitted by deadline to NYSED</p>	

**Resources Required:**

- Personnel
  - Adequate and appropriately trained staff. Resources are continually monitored and evaluated.
- Facilities

- Combination of office space and remote work opportunities
- Time
  - Project and work timelines are strategically determined and implemented, to the best of our ability
  - Compliance with state and/or federal regulations relative to any new technologies could be impacted by the resource capacity of the RIC and/or school districts to take on additional responsibilities
- Equipment
  - Equipment needs are carefully planned and budgeted for.
- Funding
  - Revenue from district participation in RIC services

Measurements to be used to track progress

	<b>Baseline 2024-2025</b>	<b>Projection 2032</b>	<b>2025- 2026</b>	<b>2026- 2027</b>	<b>2027- 2028</b>	<b>2028- 2029</b>	<b>2029- 2030</b>	<b>2030- 2031</b>	<b>2031-2032</b>
<b>Total number of Suffolk Technology Director meetings</b>	8	8							
<b>Total number of Statewide RIC Directors meetings attended</b>	23	25							
<b>Total number of districts assisted with Technology planning (every 3 years)</b>	Does not apply	69							
<b>Average time to hire RIC employees</b>	79.5 work days	70							

## Strategy 2: To enhance RIC Operation Center and technical service offerings

Addresses BOCES Goal(s):

- III. Programs and Services
- IV. Cost Effectiveness, Quality Management, and Operational Efficiency
- V. Technology
- X. Research, Program Evolution, and Regional Advocacy

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Provide technology and service delivery support to RIC Financial & District Services, Student Data Services, and other ESBOCES Programs for hosted applications and technology solutions	Director, Regional Information Center, Senior Manager of Information Technology, RIC Administrators Network Communications Manager, RIC Administrators	Annually through June 30, 2032	Integrated support model reflected in budget	
2. Further design, develop and implement technologies to provide scalability and modularity to broaden hosted solutions to lead into possible disaster recovery service by July 2024.	Director, Regional Information Center, Senior Manager of Information Technology, Network Communications Manager	Annually through June 30, 2032	Centralized hosting including student management systems, financial systems, and others.	
3. Provide LAN/WAN support services by leveraging both internal	Director, Regional Information Center,	Annually through June 30, 2032	District support needs for service delivery assessed in	

staff as well as augmentation vendor support. The RIC plays an active role in the management, oversight, and coordination of the work being provided, especially with regard to meeting or exceeding NIST Cybersecurity Framework standards, Education Law 2-d, and other professional expectations.	Senior Manager of Information Technology, Network Communications Manager		consultation with district stakeholders  Outward facing services bundled, where appropriate, with a focus on creating a common regional platform	
4. Engage in Service Organization Control (SOC) audit	Network Communications Manager	Annually through June 30, 2032	Continue to conduct annual or biennial audits	

**Resources Required:**

- Personnel
  - Adequate and appropriately trained staff. Resources are continually monitored and evaluated.
- Facilities
  - Combination of office space and remote work opportunities
- Time
  - Project and work timelines are strategically determined and implemented, to the best of our ability
  - Compliance with state and/or federal regulations relative to any new technologies could be impacted by the resource capacity of the RIC and/or school districts to take on additional responsibilities
- Equipment
  - Equipment needs are carefully planned and budgeted for.
- Funding
  - Revenue from district participation in RIC services

Measurements to be used to track progress

	<b>Baseline 2024-2025</b>	<b>Projection 2032</b>	<b>2025- 2026</b>	<b>2026- 2027</b>	<b>2027- 2028</b>	<b>2028- 2029</b>	<b>2029- 2030</b>	<b>2030- 2031</b>	<b>2031- 2032</b>
<b># of hosted server instances</b>	270 Servers + 384 virtual desktops	285 Servers +400 virtual desktops							
<b>Maximum number of augmentation service engineers/technicians deployed</b>	142	150							
<b>Time to execute datacenter disaster recovery test</b>	8 hours	5 hours							

### Strategy 3: To enhance RIC Financial Services

Addresses BOCES Goal(s):

- III. Programs and Services
- IV. Cost Effectiveness, Quality Management, and Operational Efficiency
- V. Technology
- X. Research, Program Evolution, and Regional Advocacy

<b>Activities</b>	<b>Person Responsible</b>	<b>Target Date for Completion</b>	<b>Indicators of Success</b>	<b>Status/Outcome</b>
1. Provide customized service and support to districts, increase functionality and operational efficiency for districts subscribing to hosted services	Divisional Administrator for Financial and District Services Program Administrator for District Services	Annually through June 30, 2032	District service offerings enhanced, expanded, and modernized	

	Data Control Specialist II for Financial and District Services RIC Administrators Network Communications Manager			
2. Assist districts by researching, procuring, implementing, and supporting new state-of-the-art technology, applying and testing enhancements, assuring adherence to data privacy and security protocols. in place to support service delivery	Divisional Administrator for Financial and District Services Program Administrator for District Services Data Control Specialist II for Financial and District Services	Annually through June 30, 2032	District participation and renewal rates	

**Resources Required:**

- Personnel
  - Adequate and appropriately trained staff. Resources are continually monitored and evaluated.
- Facilities
  - Combination of office space and remote work opportunities
- Time
  - Project and work timelines are strategically determined and implemented, to the best of our ability
  - Compliance with state and/or federal regulations relative to any new technologies could be impacted by the resource capacity of the RIC and/or school districts to take on additional responsibilities
- Equipment
  - Equipment needs are carefully planned and budgeted for.
- Funding
  - Revenue from district participation in RIC services

Measurements to be used to track progress

	<b>Baseline 2024-2025</b>	<b>Projection 2032</b>	<b>2025- 2026</b>	<b>2026- 2027</b>	<b>2027- 2028</b>	<b>2028- 2029</b>	<b>2029- 2030</b>	<b>2030- 2031</b>	<b>2031-2032</b>
<b>Financial Services events</b>	6	9							
<b>Number of districts in nVision hosting and backup</b>	44	46							

#### **Strategy 4: To enhance RIC District Services:**

Addresses BOCES Goal(s):

- III. Programs and Services
- IV. Cost Effectiveness, Quality Management, and Operational Efficiency
- V. Technology
- X. Research, Program Evolution, and Regional Advocacy

<b>Activities</b>	<b>Person Responsible</b>	<b>Target Date for Completion</b>	<b>Indicators of Success</b>	<b>Status/Outcome</b>
1. Enhance support for existing services and develop new comprehensive services, based on district demand. Continue to provide acquisition services to component districts.	Director, Regional Information Center Divisional Administrator for Financial and District Services Program Administrator for District Services  RIC Administrators	Annually through June 30, 2032	District service offerings enhanced, expanded and modernized	

	Data Control Specialist II for Financial and District Services			
2. Continue to work collaboratively with other RICs across the state as common standards and approaches are developed across centers relative to data privacy and security XI. Continue to develop and support Data Privacy and Security resources to assist districts with Education Law 2-d compliance	Director, Regional Information Center Divisional Administrator for Financial and District Services Program Administrator for District Services RIC Administrators Data Control Specialist II for Financial and District Services	Annually through June 30, 2032	Services related to Data Privacy and Security expanded	
3. Expand service, support, and professional development offerings in the area of virtual learning experiences for students compliant with SED requirements and Common Core standards	Director, Regional Information Center Divisional Administrator for Financial and District Services Program Administrator for District Services RIC Administrators Data Control Specialist II for Financial and District	Annually through June 30, 2032	Virtual Learning offerings increased	

**Resources Required:**

- Personnel
  - Adequate and appropriately trained staff. Resources are continually monitored and evaluated.
- Facilities
  - Combination of office space and remote work opportunities
- Time

- Project and work timelines are strategically determined and implemented, to the best of our ability
  - Compliance with state and/or federal regulations relative to any new technologies could be impacted by the resource capacity of the RIC and/or school districts to take on additional responsibilities
- Equipment
    - Equipment needs are carefully planned and budgeted for.
- Funding
    - Revenue from district participation in RIC services
    - Grant funding will be sought as appropriate and available

Measurements to be used to track progress

	<b>Baseline 2024-2025</b>	<b>Projection 2032</b>	<b>2025-2026</b>	<b>2026-2027</b>	<b>2027-2028</b>	<b>2028-2029</b>	<b>2029-2030</b>	<b>2030-2031</b>
<b>District Services events hosted</b>	24	28						
<b>District participation in Data Privacy and Security Services</b>	49	53						
<b>Number of districts participating in Virtual Learning</b>	73	75						
<b>District participation in Financial and District Services (FDS) = Maximum for RIC</b>	193	199						
<b>Average number of FDS</b>	4	5						

services per participating district								
District participation in RIC Acquisition Services – Administrative	60	68						
District participation in RIC Acquisition Services - Instructional	42	55						

**Strategy 5: Provide a robust student data services program to support districts in the storage, transfer and utilization of student data:**

Addresses BOCES Goal(s):

- II. Professional Development
- III. Programs and Services
- IV. Cost Effectiveness, Quality Management, and Operational Efficiency
- V. Technology
- VI. Strategic Planning

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Monitor Suffolk County school districts for compliance with New York State Education Department (NYSED) reporting requirements <ul style="list-style-type: none"> <li>• Perform count of districts that report data in compliance</li> </ul>	Director, Regional Information Center, Divisional Administrator, SDS, Program Administrator, SDS	June 30, 2032	Timely reporting of data per annual analysis for Suffolk County districts occurs	

with NYSED deadlines				
2. Maintain an NYSED SIRS data warehouse for New York City Department of Education and all charter schools in the five boroughs. Including services to ensure data privacy and security, and customizations for the unique data quality needs of the NYC RIC for the successful transfer data to the DOE for submission to NYSED	Director, Regional Information Center Administrative Coordinator, RIC	June 30, 2032	Weekly and annual monitoring of data transfers for quality and quantity.	
3. Provide customer service and training on data reporting policies and practices for the collection of NYSED Accountability data from 275+ NYC charter schools annually.	Director, Regional Information Center Administrative Coordinator, RIC	June 30, 2032	Provision of services	
4. Increase the number of collaborations with NYSED and charter school associations across the state to develop common knowledge and standards for the collection of charter schools' data	Director, Regional Information Center Administrative Coordinator, RIC	June 30, 2032	Provision of services	

5. Expand service offerings that assist districts with data reporting	Director, Regional Information Center Divisional Administrator, SDS SDS Administrators	June 30, 2032	Participation in Service	
6. Expanding the suite of Student Management System web-based offerings by evaluating new products	Director, Regional Information Center, Divisional Administrator, SDS, Program Administrator, SDS	June 30, 2032	Participation in service	
7. Expanding SMS helpdesk support and training to NYC Charter Schools subscribing to the New York City Charter School Data Collection Project	Director, Regional Information Center, Divisional Administrator, SDS, Program Administrator, SDS RIC Administrative Coordinator	June 30, 2032	Participation in service	
8. Transition data reporting tools to include more dynamic content. This new tool will replace our existing BARS platform, and allow districts more functionality when viewing data.	Director, Regional Information Center Divisional Administrator, SDS Program Administrator, SDS	June 30, 2026	Implementation of Advanced Analytics platform to Suffolk region, and transition from current BARS platform	
9. Increase the number of collaborations with other BOCES, Regional Information Centers (RIC), and/or Level 1 data centers to develop common applications, reporting functions, and services	Director, Regional Information Center All SDS Administrators	June 30, 2032	Common applications, reporting functions, and services are created for BOCES and district use	

<ul style="list-style-type: none"> <li>Progress dependent upon NYSED's leadership and commitment to this initiative</li> </ul>				
10. Assist districts with the mandated transition to Computer Based Testing (CBT) operational testing for grades 3-8 English Language Arts and Mathematics, and Grades 5 & 8 Science	Director, Regional Information Center Program Administrator, SDS	June 30, 2026	All Suffolk districts and schools successfully administer operational tests via CBT	
11. Collaborate with districts to improve and enhance training opportunities for Student Management Systems (SMS) support services.	Director, Regional Information Center, Divisional Administrator, SDS, Program Administrator, SDS	June 30, 2032	Based upon district input, training provided in multiple formats and locations. Training calendars will be revised as required to meet articulated district needs.	
12. Enhance the suite of products supported by the Special Education Help Desk to meet the diverse needs of students with disabilities	Director, Regional Information Center Administrative Coordinator, SDS Administrative Coordinator, SDS	June 30, 2032	Added to the suite of products the Multi-Tiered Systems of Support (MTSS): PowerSchool MTSS, eduCLIMBER and MTSS Edge	
13. Support NYSED's Digital Equity initiative by providing resources to Suffolk's districts	Director, Regional Information Center Divisional Administrator, SDS Program Administrator, SDS	June 30, 2032	<p>SDS provides a regional service to assist districts with collecting Digital Equity data</p> <p>SDS will track the annual count of Digital Equity data reported</p> <p>SDS will provide regional aggregate and district-</p>	

			specific reports, when data collection is more complete	
14. Implement data privacy and security protocols in place to support service delivery	Director, Regional Information Center, Divisional Administrator, SDS, Program Administrator, SDS		The development of a robust privacy and security protocol that will be SOC compliant	

**Resources Required:**

- Personnel
  - Adequate and appropriately trained staff. Resources are continually monitored and evaluated.
- Facilities
  - Combination of office space and remote work opportunities
- Time
  - Project and work timelines are strategically determined and implemented, to the best of our ability
  - Compliance with state and/or federal regulations relative to any new technologies could be impacted by the resource capacity of the RIC and/or school districts to take on additional responsibilities
- Equipment
  - Equipment needs are carefully planned and budgeted for.
- Funding
  - Revenue from district participation in RIC services
  - Grant funding will be sought as appropriate and available

Measurements to be used to track progress

	<b>Baseline 2024-2025</b>	<b>Projection 2032</b>	<b>2025- 2026</b>	<b>2026- 2027</b>	<b>2027- 2028</b>	<b>2028- 2029</b>	<b>2029- 2030</b>	<b>2030- 2031</b>	<b>2031-2032</b>
<b>CoSer Survey</b>									

<b>Number of districts participating in computer-based testing</b>	68 Districts (Mandated 4,5,7 and 8) and 2 BOCES (ESB and WSB)	68							
<b>Number of Charter Schools supported</b>	281	Max allowed in NYC							

### Strategy 6: Provide leadership to the region on Data Privacy and Security

Addresses BOCES Goal(s):

- III. Programs and Services
- IV. Cost Effectiveness, Quality Management, and Operational Efficiency
- V. Technology
- VI. Strategic Planning

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Provide leadership and cost-effective solutions to assist districts in ensuring a strong cybersecurity posture and maintain compliance with applicable data privacy laws	Director, Regional Information Center RIC/SDS Administrators, Information Technology Security Coordinator	June 30, 2032	Monitor number and severity of cyber incidents affecting regional districts  Collaboration among districts and sharing of security related news\incidents throughout the region	

<p>2. Provide data privacy and security governance and solutions support both internally to the Suffolk RIC and externally to districts.</p>	<p>Director, Regional Information Center Information Technology Security Coordinator</p>	<p>June 30, 2032</p>	<p>District participation in RIC One DPSS and District Data Protection Officer Support Service</p> <p>District participation in free services offered by CISA and other similar entities to maintain strong security posture</p> <p>RIC offering of new and innovative Cyber security services in conjunction with our Augmentation vendor partners</p>	
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**Resources Required:**

- Personnel
  - Adequate and appropriately trained staff. Resources are continually monitored and evaluated.
- Facilities
  - Combination of office space and remote work opportunities
- Time
  - Project and work timelines are strategically determined and implemented, to the best of our ability
  - Compliance with state and/or federal regulations relative to any new technologies could be impacted by the resource capacity of the RIC and/or school districts to take on additional responsibilities
- Equipment
  - Equipment needs are carefully planned and budgeted for.
- Funding
  - Revenue from district participation in RIC services
  - Grant funding will be sought as appropriate and available

Measurements to be used to track progress

	<b>Baseline 2024-2025</b>	<b>Projection 2032</b>	<b>2025- 2026</b>	<b>2026- 2027</b>	<b>2027- 2028</b>	<b>2028- 2029</b>	<b>2029- 2030</b>	<b>2030- 2031</b>	<b>2031-2032</b>
<b>Total number of districts subscribed to DPS governance services</b>	26	29							
<b>Number of districts subscribing to cyber security technical services</b>	40	49							
<b>RIC Axio score</b>	728	750							
<b>Number of SOC audits completed</b>	2	6							

## Strategic Action Plan VI: Human Resources

### Responsible Administrators:

- Assistant Superintendent for Human Resources
- Director of Human Resources

### Collaborators:

- Executive School Personnel Officer
- Associate Administrator for Human Resources
- Assistant to the Assistant Superintendent for Human Resources

**Objective:** By July 2032, the Eastern Suffolk BOCES Department of Human Resources aims to be a central resource for both agency and regional school districts in Human Resource management. Our focus will be on championing best practices in legal compliance and workforce excellence. We will provide guidance and serve as a resource to support our 51 component districts, agency departments and ESBOCES employees. In addition, we will continue to recruit and retain qualified staff with a wide range of backgrounds and experiences, ensuring our personnel understand and reflect the varied perspectives present within our student body and local communities. Through this approach, we are committed to high-quality service that meets the needs of our stakeholders.

The success of this objective will be measured by:

- **Enhance Workforce Diversity and Representation:**
  - By July 2032, enhance recruitment efforts to attract a high qualified pool of candidates from a variety of backgrounds and experiences. The goal is to cultivate a workforce that is equipped to understand and serve the student population across the 51 component districts.
- **Strengthen Retention and Professional Development:**
  - Increase employee retention rates by 15% by implementing targeted professional development programs, mentorship opportunities, and staff engagement initiatives by 2032.
- **Increase Follow-Through and Measurable Change from Culture Surveys:**
  - By 2027, ensure that at least 80% of departments implement one or more changes based on feedback from workplace culture surveys and focus groups, with documented outcomes or adjustments reported in biannual progress summaries.
- **Enhance Onboarding Effectiveness and Job Readiness:**
  - By 2028, ensure that at least 75% of new, transferred, or promoted employees report increased clarity, preparedness, and confidence in their roles after completing the structured onboarding process, as measured through follow-up surveys at the 60-day mark.

**Strategy 1: ESBOCES Department of Human Resources will conduct regular data analysis of agency workforce demographics, while supporting and coordinating regional efforts to hire a qualified workforce**

Addresses BOCES Goal(s):

- I. High Standards for Student Achievement
- IX. Human Resources
- X. Research, Program Evolution, and Regional Advocacy

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
<p>1. Provide NYSED certification guidance Provide certification support to registrants prior to and during the annual Career Fair.</p>	<p>Regional Certification Officer</p>	<p>Annually</p>	<ul style="list-style-type: none"> <li>• Provide certification support to 100% of career fair registrants requesting assistance, with at least 90% of inquiries resolved within five business days prior to the event.</li> <li>• Achieve a satisfaction rate of 85% or higher from career fair participants regarding the clarity and usefulness of NYSED certification guidance, as measured by post-event surveys.</li> </ul>	<p>.</p>
<p>2. Provide Annual Workforce Demographics Report Compile and analyze workforce demographic</p>	<p>Assistant Superintendent for Human Resources Director of Human Resources</p>	<p>Annually</p>	<ul style="list-style-type: none"> <li>• Completion and dissemination of an annual workforce demographics report to stakeholders, with</li> </ul>	

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
data annually to gain insight into workforce trends and support efforts to ensure the workforce is prepared to meet the needs of the regional student population.	Executive School Personnel Officer		clear and actionable recommendations for improvement.	
<b>3.</b> Host Regional Recruitment Fairs to Attract a Broad and Qualified Candidate Pool Organize recruitment fairs in partnership with community organizations, colleges, and professional groups to attract candidates to the region.	Assistant Superintendent for Human Resources  Director of Human Resources  Executive School Personnel Officer	Annually	<ul style="list-style-type: none"> <li>At least two recruitment fairs held with an annual increase of attendees representing various professional backgrounds.</li> </ul>	
<b>4.</b> Develop and Share Best Practices for Inclusive Hiring Create and distribute a guide for component school districts on inclusive hiring practices, and offer training sessions on its implementation.	Assistant Superintendent for Human Resources  Director of Human Resources  Executive School Personnel Officer	Annually	<ul style="list-style-type: none"> <li>Distribution of the guide to all 51 component districts, with at least 80% of districts participating in a related training session within the first two years.</li> </ul>	
<b>5.</b> Regional Outreach HR staff will conduct outreach about civil service opportunities to guidance counselors and post high school counselors in all	Executive School Personnel Officer  Director of Human Resources	Annually	<ul style="list-style-type: none"> <li>Make contact and establish partnerships with a minimum of 55% of component district high schools.</li> </ul>	

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
component district high schools.	Assistant Superintendent for Human Resources			

### Participation in Annual Career Fair

Career Fair			
School Year	Date	Candidates	Districts
2025-2026			
2026-2027			
2027-2028			
2028-2029			
2029-2030			
2030-2031			
2031-2032			

**Strategy 2: ESBOCES Department of Human Resources will coordinate regional professional development and facilitate collegial conversations to support the agency and our component districts.**

Addresses BOCES Goal(s):

- II. Professional Development
- V. Technology
- VI. Strategic Planning
- IX. Human Resources

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Conduct presentations Provide internal PD within the agency and to component school	Regional Certification Officer	Ongoing	<input type="checkbox"/> At least 90% of attendees report increased understanding of certification-related topics in post-presentation surveys.	

districts on a variety of certification related topics.			<input type="checkbox"/> Conduct a minimum of 5 presentations annually, reaching at least 45% of component districts and agency departments.	
2. Outreach to PAC Attend Personnel Administrator Council meetings to provide NYSED certification updates.	Regional Certification Officer	Ongoing	<input type="checkbox"/> Provide certification updates at 100% of scheduled Personnel Administrator Council meetings. <input type="checkbox"/> Achieve a satisfaction rating of 85% or higher from council members on the relevance and clarity of updates provided, as measured by periodic feedback surveys.	
3. Conduct Evaluations Evaluate NYSED certification eligibility applications for ESBOCES employees and component districts. Provide guidance when needed.	Regional Certification Officer	Ongoing	<input type="checkbox"/> Process and evaluate 95% of certification eligibility applications within an established timeframe (e.g., 10 business days).	
4. Organize Regional Professional Development Workshops Coordinate and host workshops focused on key HR and educational topics, such as workforce development, equity, and legal compliance, for ESBOCES staff and component district personnel.	Assistant Superintendent for Human Resources  Director of Human Resources  Executive School Personnel Officer	Ongoing	<input type="checkbox"/> Conduct a minimum of 3 workshops annually with at least 60% attendance from component districts. <input type="checkbox"/> Achieve a participant satisfaction rate of 90% or higher, as measured by post-workshop evaluations.	

<p>5. Facilitate Collegial Conversations for Knowledge Sharing Continue quarterly forums or discussion groups where HR professionals from the agency and component districts can share best practices and address common challenges.</p>	<p>Assistant Superintendent for Human Resources  Director of Human Resources</p>	<p>Annually</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Host at least 5 collegial conversations annually, with representation from at least 50% of component districts.</li> <li><input type="checkbox"/> Produce a summary of key takeaways and shared strategies after each session, distributed to all participants within two weeks.</li> </ul>	
<p>6. Develop a Professional Development Resource Repository Create and maintain an online repository of training materials, recorded sessions, and HR-related resources to support ongoing learning for agency and district staff.</p>	<p>Assistant Superintendent for Human Resources  Director of Human Resources  Executive School Personnel Officer</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Launch the repository within 12 months and update it quarterly with new content.</li> <li><input type="checkbox"/> Achieve a 50% utilization rate among target users within the first year of implementation, as tracked by analytics.</li> </ul>	

<p>7. Conduct Agency Wide Professional Growth Opportunities (AWPGO)          Conduct agency wide professional growth opportunities within the agency to share best practices and provide ongoing learning of HR practices.</p>	<p>HR Leadership</p>	<p>Annually</p>	<p>Host at least 3 AWPGOs within the agency.           Achieve a participant satisfaction rate of 90% or higher, as measured by post-workshop evaluations.</p>	
<p>8. Facilitate New Personnel Administrators Council (NPAC)          Conduct collegial circle meetings for new personnel administrators in both Nassau and Suffolk county.</p>	<p>Director of Human Resources</p>	<p>Annually</p>	<p>Host at least 3 NPAC meetings across the Region.           Achieve a participant satisfaction rate of 90% or higher, as measured by post-meeting evaluations.           Produce a summary of key takeaways and shared strategies after each session, distributed to all participants within two weeks.</p>	

**Regional Certification**

Workshops								
24-25	Projection	25-26	26-27	27-28	28-29	29-30	30-31	31-32
6								
Districts								
24-25	Projection	25-26	26-27	27-28	28-29	29-30	30-31	31-32
4								
Candidates								
24-25	Projection	25-26	26-27	27-28	28-29	29-30	30-31	31-32
89								

**Professional Development offerings by year**

AWPGO offered								
24-25	Projection	25-26	26-27	27-28	28-29	29-30	30-31	31-32
5								
Regional PD offered								
24-25	Projection	25-26	26-27	27-28	28-29	29-30	30-31	31-32
5								

**Attendance Data from Personnel Administrators Council and New Personnel Administrators Collegial Circle Meetings**

Personnel Administrators Council			New Personnel Administrators Collegial Circle		
Year	Mtgs	Attendees	School Year	No. of Meetings	No. of Attendees
2024-25	5	18, 16	2024-25	5	7,15
2025-26			2025-26		
2026-27			2026-27		
2027-28			2027-28		
2028-29			2028-29		
2029-30			2029-30		
2030-31			2030-31		
2031-32			2031-32		

**Strategy 3: ESBOCES Department of Human Resources will collaborate with other stakeholders to administer workplace culture surveys with comprehensive follow-up.**

Addresses BOCES Goal(s):

- V. Technology
- VI. Strategic Planning
- II. Health, Safety, Security, and Space
- IX. Human Resources

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Design and Distribute Workplace Culture Surveys	Assistant Superintendent for Human Resources	2 times a year	<input type="checkbox"/> Achieve a survey response rate of at least	

<p>Develop and administer annual surveys to gather feedback from employees across ESBOCES and its component districts regarding workplace culture, inclusivity, and engagement.</p>			<p>60% across all targeted groups.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Publish a summary report of survey findings within 90 days of survey completion.</li> </ul>	
<p>2. Facilitate Focus Groups for Deeper Insights Conduct focus group sessions with employees and stakeholders to explore survey results in more detail and identify specific areas for improvement.</p>	<p>Assistant Superintendent for Human Resources  Director of Human Resources</p>	<p>2 times a year</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Hold at least 2 focus groups annually, with participation from diverse employee groups, including representation from all departments and component districts.</li> <li><input type="checkbox"/> Compile actionable recommendations based on focus group feedback within 30 days of sessions.</li> </ul>	
<p>3. Implement and Track Improvement Initiatives Based on Survey Results Collaborate with stakeholders to develop and execute action plans addressing key areas of concern or</p>	<p>HR Leadership</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Implement at least 2 targeted workplace improvement initiatives annually.</li> <li><input type="checkbox"/> Measure and report an increase in employee satisfaction scores in subsequent surveys, with a goal of at least a 10% improvement within two years.</li> </ul>	

opportunity identified in the surveys.				
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**Response rate on Workplace Culture Survey**

Survey Response Rate								
24-25	Projection 2032	25-26	26-27	27-28	28-29	29-30	30-31	31-32
	60%							

**Focus Group Meetings**

Focus Group Meetings held								
24-25	Projection 2032	25-26	26-27	27-28	28-29	29-30	30-31	31-32
	2							

**Strategy 4: ESBOCES Department of Human Resources will implement a comprehensive onboarding and transition training process for new hires, staff who transfer departments, and those receiving promotions, ensuring clarity of roles, alignment with organizational values, and seamless integration into new responsibilities.**

**Addresses BOCES Goal(s):**

- II. Professional Development
- VI. Strategic Planning
- IX. Human Resources

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
Develop an Onboarding Training process. The HR department in collaboration with	HR Leadership	Ongoing	A completed guide that includes a job specific onboarding process that can	

<p>programs will support in the development of job specific onboarding processes to support the department in meeting the training of the employee.</p>			<p>be adapted and revised by the program.</p> <p>At least 75% of participating employees report increased preparedness for their role after completing the job specific onboarding process, as measured by a post-onboarding survey administered within the first 60 days.</p>	
<p>Develop a Bargaining Unit Snapshot. This document will inform employees about differences in collective bargaining agreements if they happen to transfer from one unit to the next.</p>	<p>Assistant Superintendent for Human Resources</p> <p>Director of Human Resources</p>	<p>Ongoing</p>	<p>An annual increase in employees who transfer between bargaining units will report that the benefit snapshot helped them understand the key differences in contract provisions, as measured by a post-transfer feedback survey.</p>	

## Strategic Action Plan VII: Communications and Public Relations

Responsible Administrators:

- Divisional Administrator for Research, Communications, and Planning

Collaborators:

- Administrative Council Members
- Director of Diversity, Equity, and Inclusion
- Office of Communications Staff
- Office of Technology Integration

**Objective:** By July 2032, there will be a measurable expansion of outreach and positive engagement with all stakeholders, both internal and external, to foster a strong identity that aligns with the mission, beliefs, and goals of the agency.

The success of this objective will be measured by:

- The number of followers on ESBOCES and Academy social media sites
- The results of evaluations assessing the efficacy of communications and public relations outputs and services
- The total number of media hits, outgoing press releases, website articles, media pitches, and social media posts that are produced

**Strategy 1: Continuously enhance the quality and impact of all digital and print outputs to ensure ongoing innovation and relevance.**

Addresses BOCES Goal(s):

- III. Programs and Services
- VIII. Internal and External Communication

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Develop new biannual Public Relations Survey	Divisional Administrator for Research, Communication, and Planning  Public Relations Specialists  Media Development Coordinator	June 2026	Survey is created	
2. Administer and review biannual Public Relations Survey	Divisional Administrator for Research, Communication, and Planning  Public Relations Specialists  Media Development Coordinator	June 2026 and biannually thereafter	Survey administered biannually; results are assessed and adjustments are made as needed.	
3. Develop a yearly editorial calendar to facilitate coordination with schools and departments	Divisional Administrator for Research, Communication, and Planning  Public Relations Specialists	June 2027 and annually	Editorial calendar has been created	
4. Ensure all outputs meet accessibility requirements	Communications Office Staff	Ongoing	All outputs meet requirements.	

and reflect the diversity of our stakeholder population				
5. Refine PR Liaison Program <ul style="list-style-type: none"> <li>Identify Liaisons each Fall</li> <li>Provide training, as needed, especially for new Liaisons</li> <li>Develop guidelines for Liaisons</li> </ul>	Divisional Administrator for Research, Communication, and Planning  Public Relations Specialists  Media Development Coordinator	June 2027	PR liaison program in place and functioning	

	Baseline 2024-25	Projection 2032	2025- 2026	2026- 2027	2027- 2028	2028- 2029	2029- 2030	2030- 2031	2031- 2032
<b>Number of followers on ESBOCES social media:</b> <ul style="list-style-type: none"> <li>Facebook</li> <li>Instagram</li> <li>YouTube</li> <li>LinkedIn</li> <li>TikTok</li> </ul>	6,814	10,500							
<ul style="list-style-type: none"> <li>Facebook</li> <li>Instagram</li> <li>YouTube</li> </ul>	3,628	6,800							
<ul style="list-style-type: none"> <li>YouTube</li> </ul>	1,022	1,600							
<ul style="list-style-type: none"> <li>LinkedIn</li> </ul>	4,834	8,000							
<ul style="list-style-type: none"> <li>TikTok</li> </ul>	595	1,450							
<b>Number of followers on Academy social media:</b> <ul style="list-style-type: none"> <li>Facebook</li> <li>Instagram</li> <li>YouTube</li> </ul>	609	810							
<ul style="list-style-type: none"> <li>Facebook</li> </ul>	458	700							
<ul style="list-style-type: none"> <li>YouTube</li> </ul>	184	215							
<b>Newsfeed Analytics</b> <ul style="list-style-type: none"> <li>Number of subscriptions</li> <li>Open rate</li> <li>Clickthrough rate</li> </ul>	2,092	5,110							
<ul style="list-style-type: none"> <li>Open rate</li> </ul>	TBD								
<ul style="list-style-type: none"> <li>Clickthrough rate</li> </ul>	TBD								
<b>Results of Communications/Public Relations Survey</b>	TBD								
<b>Number of ESBOCES media hits</b>	19	40							

**Strategy 2: Reframe how the Agency engages with the region by strategically promoting our services, programs, and courses to foster connections with stakeholders.**

Addresses BOCES Goal(s):

- III. Programs and Services
- VIII. Internal and External Communications

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Facilitate the development of a revised marketing plan <i>Phase 1 – Assessment of needs</i> <i>Phase 2 – Creation of revised plan</i>	Divisional Administrator for Research, Communication, and Planning  Communications/PR Consultant on Contract	Phase 1- June 2027 Phase 2- June 2028	Marketing plan completed, approved by Agency Leadership, and shared with the Board of Education	
2. Develop an outreach plan to facilitate connections with component school districts	Chief Operating Officer District Superintendent Cabinet Divisional Administrator for Research, Communication, and Planning	January 2027	Increased communication between Agency leadership and component district leadership	
3. Facilitate media preparedness training	Divisional Administrator for Research, Communication, and Planning  Public Relations Specialists  Communications/PR Consultant on Contract	Ongoing, as needed	Training is complete	
4. Explore the efficacy of an Agency podcast  Determine resources needed <ul style="list-style-type: none"> <li>• Receive professional development, if needed</li> </ul>	Divisional Administrator for Research, Communication, and Planning  Public Relations Specialists	June 2026	Decision has been made whether to pursue this opportunity; next steps to be planned, if needed	

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
<ul style="list-style-type: none"> <li>Communicate initiative to leadership for feedback</li> </ul>	Media Development Coordinator  Office of Technology Integration			

Measurements used to track progress

	Baseline 2024-25	Projection 2032	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
Component district participation in annual ESBOCES Budget Vote	82%	90%							
% of stakeholders who agree “ESBOCES provides services and programs that are meaningful and cost-effective” (from new PR survey)	TBD 25-26								

**Strategy 3: Administer the Communications Consulting/Public Relations CoSer**

Addresses BOCES Goal(s):

- III. Programs and Services
- VIII. Internal and External Communications

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Revise Biannual CoSer Evaluation Survey	Divisional Administrator for Research, Communication, and Planning	May 2027	New survey conceptualized and finalized; ready for implementation	

	Admin Council Members			
2. Distribute Biannual CoSer Evaluation Survey	Divisional Administrator for Research, Communication, and Planning  Office Applications Specialist	June 2027; annually thereafter	Survey distributed, data analyzed, and results reported to firms on contract, if needed.	

Measurements to be used to track progress

	Baseline 2024-25	Projection 2032	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
District completion of CoSer Survey (%)	37% overall response rate								
District Response to CoSer Survey: quality of services (% excellent/very good)	83.3%	90%							

**Strategy 4: Enhance the effectiveness, consistency, and inclusivity of the Agency’s communications through the development of standardized guidelines and procedures.**

Addresses BOCES Goal(s):

- III. Programs and Services
- VII. Internal and External Communications

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Create Communications Guide for the Agency	Divisional Administrator for Research, Communication, and Planning	June 2027	Completed Communications Guide approved by Agency	

	Communications Staff		Leadership and shared with employees	
2. Develop a standard operating procedure to ensure accessibility and address diversity and inclusion in all media outputs	Divisional Administrator for Research, Communication, and Planning  Director for Diversity, Equity, and Inclusion  Communications Staff	June 2026	Standard operating procedure has been established and shared with necessary stakeholders	
3. Compile standard operating procedures for the Communications Office	Divisional Administrator for Research, Communication, and Planning  Communications Staff	June 2028	Completed SOPs for each department within the Office of Communications	

Resources Required

Measurements to be used to track progress

	Baseline 2024-25	Projection 2032	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
% of stakeholders who agree “ESBOCES communications reflect Agency mission, beliefs, and goals” (from new PR survey)	TBD								
% of stakeholders who agree “ESBOCES communications effectively publicize Agency news and key information” (from new PR survey)	TBD								

## Strategic Action Plan VIII: Research, Program Evolution, and Regional Advocacy

Responsible Administrators:

- Chief Operating Officer
- District Superintendent
- Divisional Administrator for Research, Communications, and Planning

Collaborators:

- ESBOCES Cabinet
- ESBOCES Administrative Council
- Middle States Steering Committee

**Objective:** By July 2032, Eastern Suffolk BOCES will identify, analyze, and disseminate timely, relevant information and meaningful insights in an effective and efficient manner to support data-informed decision-making, strategic planning, and regional advocacy for public education.

The success of this objective will be measured by:

- Successfully providing research data and reports as requested
- Successfully earning and maintaining accreditation
- Regular reviews and updates of the Agency's Strategic Plan
- Advocacy and outreach activities supported by the Agency

**Strategy 1: Research, analyze and disseminate data to support Agency initiatives, program effectiveness, and equitable outcomes.**

Addresses BOCES Goal(s):

- I. High Standards for Student Achievement
- III. Programs and Services
- IV. Cost effectiveness, Quality Management, and Operational Efficiency
- VIII. Internal and External Communication
- X. Research, Program Evolution, and Regional Advocacy

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Revise and administer the biennial CoSer Survey	Administrative Council  Divisional Administrator for Research, Communications, and Planning	Biennially	Survey has been administered; results analyzed and shared with BOCES leadership	
2. Conduct continuous research to deliver timely and topical information to stakeholder groups	Divisional Administrator for Research, Communications, and Planning	Ongoing	Relevant and up-to-date research-based communications are shared with various stakeholder groups	

Measurements to be used to track progress

	Baseline 2024-25	Projection 2032	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
<b>Number of research projects and activities completed</b>	8	16							
<b>CoSer Survey Completion Rate</b>	37% overall completion rate								

**Strategy 2: Eastern Suffolk BOCES will leverage the Strategic Planning process to drive the achievement of agency goals, ensuring alignment, accountability, and continuous improvement.**

Addresses BOCES Goal(s):

- I High Standards for Student Achievement
- IV. Cost Effectiveness, Quality Management, and Operational Efficiency
- VII. Strategic Planning
- VIII. Internal and External Communication

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Facilitate strategic planning activities throughout the agency	Divisional Administrator for Research, Communications, and Planning	Annually	Annual update of the benchmark data and Strategic Plan is published	

2. Communicate the strategic planning process and progress to stakeholders	Divisional Administrator for Research, Communications, and Planning	Annually	Presentations to stakeholders	
3. Monitor and facilitate communications and required reporting to the Middle States Association	Divisional Administrator for Research, Communications, and Planning	Annually	All required reporting is received by Middle States Association	

Resources Required

Budget allocation for staffing and fees

Measurements to be used to track progress

	Baseline 2024-25	Projection 2032	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
<b>Updated Plan Published</b>	Yes	Completed annually							
<b>Number of Presentations</b>	6	6 annually							
<b>Annual Reports filed</b>	Yes	Completed annually							

**Strategy 3: Support the Agency’s regional advocacy activities related to public education.**

Addresses BOCES Goal(s):

- I. High Standards for Student Achievement
- III. Programs and Services
- IV. Cost effectiveness, Quality Management, and Operational Efficiency

- VIII. Internal and External Communication
- X. Research, Program Evolution, and Regional Advocacy

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Develop an advocacy plan for the Agency	Chief Operating Officer District Superintendent ESBOCES Board Communications and Advocacy Committee Cabinet Divisional Administrator for Research, Communications, and Planning	Annually	Plan is developed and reviewed with the Board.	
2. Conduct annual Budget Impact Survey	Divisional Administrator for Research, Communications, and Planning	Annually	Budget Impact Survey is completed; analysis report is shared with regional stakeholders.	
3. Complete Long Island Education Cost & Outcomes Report	Divisional Administrator for Research, Communications, and Planning	Annually	Cost & Outcomes report is completed and shared with regional stakeholders via partner organizations LIA and LIEC.	
4. Coordinate student advocacy activities and participation in annual events including Advocacy Day, and BOCES Expo events	Divisional Administrator for Research, Communications, and Planning	Ongoing	Successful participation in various student advocacy events.	

5. Collaborate with partner organizations including the Suffolk County School Superintendent's Association, Nassau-Suffolk School Boards Association, Long Island Education Coalition, and others to support state and regional advocacy efforts	Chief Operating Officer District Superintendent Cabinet Divisional Administrator for Research, Communications, and Planning	Ongoing	Successful planning and participation in various events, including but not limited to the Longwood Legislative Breakfast.	
6. Conduct and disseminate research related to New York State Aid to stakeholder groups.	Divisional Administrator for Research, Communications, and Planning	Ongoing	Completed research and reports are disseminated to stakeholder groups.	
7. Advocate for and advance equitable and inclusive educational services through internal policy development and external stakeholder engagement.	Chief Operating Officer District Superintendent Cabinet Divisional Administrator for Research, Communications, and Planning	Ongoing	Internal policies and external engagement facilitate equitable and inclusive activities and delivery of services.	
8. Create Advocacy Committee comprised of ESBOCES and Component District BOE and Cabinet members	Chief Operating Officer District Superintendent Cabinet Divisional Administrator for Research, Communications, and Planning	June 2026	Committee has been created; Committee develop annual Legislative Priorities list	

Resources Required

Budget allocation for staff and advocacy activities

Measurements to be used to track progress

	Baseline 2024-25	Projection 2032	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
<b>Number of ESBOCES advocacy events</b>	0	5							
<b>Number of regional advocacy events on which ESBOCES partnered</b>	2	8							
<b>Response rate to Budget Impact Survey</b>	TBD								
<b>Legislative Priorities List</b>	TBD 2025-26								

**Strategy 4: Engage in initiatives that promote and inform component school districts and regional stakeholders about how the Agency’s services and efforts support public education on behalf of the region.**

Addresses BOCES Goal(s):

- I. High Standards for Student Achievement
- III. Programs and Services
- IV. Cost effectiveness, Quality Management, and Operational Efficiency
- VIII. Internal and External Communication
- X. Research, Program Evolution, and Regional Advocacy

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Meet with Component District Superintendents to make them aware of ESBOCES services	Chief Operating Officer District Superintendent	Annually	Regular communications with Component District Superintendents, and meetings with new Superintendents	
2. Engage with state and regional professional organizations to increase awareness of ESBOCES programs and services	Chief Operating Officer District Superintendent	Ongoing	Increased participation in state and regional professional organization meetings and events.	

Resources Required

Time

Budget allocations for meetings

Measurements to be used to track progress

	Baseline 2024-25	Projection 2032	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
<b>Number of meetings with Component District Superintendents</b>	TBD								
<b>Number of meetings with professional organizations</b>	TBD								

## Strategic Action Plan IX: Operations, Management, and Finance

### Responsible Administrators:

- Associate Superintendent for Management Services

### Collaborators:

- Director, Business Services
- Director, Administrative Services
- Senior Manager, Technology Integration
- Purchasing Administrator

**Objective:** By July 2032, Eastern Suffolk BOCES will advance the agency's operations to maximize efficiency, employ best practices, leverage emerging technology, and provide appropriate safeguards to address the needs of our component school districts and support the success of our diverse school community.

In support of the agency mission, beliefs, and goals, Eastern Suffolk BOCES will use a lens of continual improvement to effect measurable change in Operations, Management, and Finance by evaluating and updating board policies, regulations, and organizational processes while ensuring compliance with applicable federal, state, and other requirements.

The success of this objective will be measured by:

- Board action for new and revised policies
- Participation in new employee mentorship program, student internships, and employee engagement activities promoting belonging
- Independent audit reports and compliance with corrective action plans
- Five Year Financial Plans
- Master Space Plan/Space Meetings
- Component school district participation and approval rate of the administrative budget
- School district participation and annual savings in the Cooperative Bidding Program
- Participation in regional meetings and professional development
- Office of Technology Integration help desk metrics
- Network availability
- Cybersecurity and vulnerability assessments

**Strategy 1: Provide regional leadership and resources to component school districts in the area of school finance.**

Addresses BOCES Goal(s):

- I. Professional Development
- IV. Cost Effectiveness, Quality Management, and Operational Efficiency
- VIII. Internal and External Communication

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Host regional SBO meetings to review the timely matters and best practices in school finance.	Associate Superintendent for Management Services	Annually through 2032	SBO attendance at these meetings	
2. Participate in cluster meetings and provide resources accordingly.	Associate Superintendent for Management Services	Annually through 2032	Attendance at the cluster meetings	
3. Host periodic trainings related to school finance.	Associate Superintendent for Management Services	Annually through 2032	Trainings provided	
4. Participate in local, state, and national events of the Association of School Business Officials.	Associate Superintendent for Management Services	Annually through 2032	Participation at association events at all levels	
5. Provide opportunities for the earning of required CTLE credits.	Associate Superintendent for Management Services	Annually through 2032	CTLE earning opportunities provided	

**Resources required:** Budget appropriations, time to attend meetings/event, and research best practices

Measurements to be used to track progress

	Baseline 2024-25	Projection 2032	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
<b>SBO/Cluster Meetings</b>	16	16							
<b>Trainings Provided</b>	2	4							

<b>Events Attended</b>	18	20							
<b>CTLE Opportunities</b>	38	40							

**Strategy 2: Develop a long-term space plan that will meet programmatic needs while also promoting safety, efficiency, fiscal responsibility, and innovation.**

Addresses BOCES Goal(s):

- IV. Cost Effectiveness, Quality Management, and Operational Efficiency
- VII. Health, Safety, Security, and Space

<b>Activities</b>	<b>Person Responsible</b>	<b>Target Date for Completion</b>	<b>Indicators of Success</b>	<b>Status/Outcome</b>
1. Maintain an up-to-date Master Space document that maximizes the overall environment for our student and staff while remaining fiscally responsible.	Associate Superintendent for Management Services	Annually through 2032	A Master Space document, which is updated annually, and informs all space planning	
2. Ensure building moves are timely and accurate.	Associate Superintendent for Management Services	As needed	School/building openings are on schedule with no interruption in service	
3. Plan for future space needs.	Associate Superintendent for Management Services	Annually through 2032	A plan for future space needs is developed and maintained	

**Resources Required**

Measurements to be used to track progress

	Baseline 2024-25	Projection 2032	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
Number of agency space/move meetings	8	8							

**Strategy 3: Coordination of an annual budget process and long-term financial planning that maximizes efficiency, employs best practices, and ensures sustainability.**

Addresses BOCES Goal(s):

- IV. Cost Effectiveness, Quality Management, and Operational Efficiency
- VI. Strategic Planning

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Develop a five-year financial plan	Associate Superintendent for Management Services and Director of Business Services	Annually through 2032	The creation of the five-year financial plan. Annual presentation at a Board Meeting, allowing for questions and stakeholder feedback	
2. Develop budget parameters, budget calendar, guidelines, and process	Director of Business Services	October of each year, through 2032	The budget documents are created	
3. Collect and distribute budget data	Director of Business Services	October through December of	The budget spreadsheets are created and validated	

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
		each year, through 2032		
4. Coordinate and facilitate budget meetings	Director of Business Services	November through January of each year, through 2032	The budget meetings occurred, stakeholders are included in budget discussions and decisions	
5. Prepare budget documents for component school districts, Board members, and other stakeholders	Director of Business Services	January through April of each year, through 2032	Documents received by appropriate stakeholders. Information is clear and effective. Presentation at Annual Meeting is completed allowing time for questions and stakeholder feedback	

**Resources Required:** Staff time, budget appropriation, Board Member participation  
**Measurements to be used to track progress**

	Baseline 2024-25	Projection 2032	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
<b>Administrative Budget Results</b>	2025-2026 Administrative Budget passed with “1” no votes – 42 yes and 9 did not meet	2033-2034 Administrative Budget to pass with “0” no votes and 40 yes							

**Strategy 4: Coordination and implementation of the recommendations from the independent, internal, claims, and other financial audits.**

Addresses BOCES Goal(s):

IV. Cost Effectiveness, Quality Management, and Operational Efficiency

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Coordinate the Internal Audit Risk Assessment and Agreed Upon Procedure Reports	Director of Business Services	Annually through 2032	The creation of the annual internal audit reports	
2. Prepare and oversee the implementation of internal audit corrective action plans	Director of Business Services	On or about August of each year, annually through 2032	Auditor deeming the corrective action complete and audit comment is closed	
3. Coordinate the external audit process	Director of Business Services	Spring/Summer of each year, annually through 2032	The creation of the independent auditor's report	
4. Prepare and oversee the implementation of the external audit corrective action plan	Director of Business Services	Annually through 2032	Auditor deeming the corrective action complete and audit comment is closed	
5. The coordination of other audits	Director of Administrative Services and Director of Business Services	Annually through 2032	Completion of corrective action plans	

**Resources Required:** Staff time, internal auditors, external auditors, and audit committee members.

Measurements to be used to track progress

	Management Letter								
	Baseline 2024-25	Projection 2032	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
Management Letter Recommendations	0	Less than 3							

	Internal Audit Risk Assessment Table								
	Baseline 2024-25	Projection 2032	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
Low	28%	30%							
Medium	72%	70%							
High	0%	0%							

**Strategy 5: Promote regional savings and efficiencies with a quality cooperative bidding CoSer.**

Addresses BOCES Goal(s):

IV. Cost Effectiveness, Quality Management, and Operational Efficiency

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Evaluate and assess the cooperative bids	Purchasing Administrator	Annually through 2032	The cooperative bids usage reports	
2. Review the specifications of the cooperative bids to ensure compliance with General Municipal law	Purchasing Administrator	Annually through 2032	Specifications that are updated and compliant	
3. Coordinate and facilitate bidding program meetings	Purchasing Administrator	Annually through 2032	The meetings with cooperative bidding stakeholders occurred	Coordinate and facilitate bidding program meetings

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
4. Review the number of participants	Purchasing Administrator	Annually through 2032	Growth in the program and support for all participants	

**Resources Required:** Staff time, legal support, and Cooperative Bidding Program participants' time and participation.

Measurements to be used to track progress

	Baseline 2024-25	Projection 2032	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
Annual Savings	\$12,453,248	\$10,000,000							
Number of participants	64	60							

**Strategy 6: Promote transparency and effective communication when presenting financial related information to component school districts and other stakeholders.**

Addresses BOCES Goal(s):

- IV. Cost Effectiveness, Quality Management, and Operational Efficiency
- VIII. Internal and External Communication

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Evaluate and assess business services procedures, policies, and regulations	Director of Business Services	Annually through 2032	Operations flow smoothly and comply with any legal or regulatory changes	

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
2. Prepare and oversee implementation of any revisions made to procedure, policy, or regulation	Director of Business Services	Annually through 2032	Approval of policy and regulation, new/adjusted procedures are followed	
3. Review and streamline processes to eliminate duplicate efforts for effective workflow	Director of Business Services	Annually through 2032	Time and efforts are redistributed	
4. Revise current documents and develop new channels to present financial related information to component school district and other stakeholders	Director of Business Services	Annually through 2032	Component Districts and stakeholders are educated, engaged, and included	

**Resources Required:** Staff time, legal support, Board Member and district participation

Measurements to be used to track progress

	Baseline 2024-25	Projection 2032	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
<b>Number of component districts voting</b>	43	40							
<b>Number of reviewed policies, regulations, or procedures</b>	2	5							

**Strategy 7: Strengthen and modernize the agency’s network infrastructure to support the educational and operational needs of students and staff.**

Addresses BOCES Goal(s):

- IV. COST EFFECTIVENESS, QUALITY MANAGEMENT, AND OPERATIONAL EFFICIENCY
- V. TECHNOLOGY

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Conduct a needs assessment for existing and new locations	Senior Manager of Technology Integration	Annually through 2032	Project needs assessments, as requested, are made by the team	
2. Identify facilities and technology requirements and address needs	Senior Manager of Technology Integration	Annually through 2032	Project status reports are prepared as needed	
3. Identify staff by location	Senior Manager of Technology Integration	Annually through 2032	Building staffing assignments are published to department staff	
4. Evaluate, procure, and configure technology equipment	Senior Manager of Technology Integration	Annually through 2032	Technology equipment is received and implemented	
5. Assess and build out LAN/WAN/Backbone infrastructure	Senior Manager of Technology Integration	Annually through 2032	Updated network topology diagrams and fiber certifications are in place	
6. Deploy hardware and software	Senior Manager of Technology Integration	Annually through 2032	Technology installs are operationally sustainable	
7. Test systems for functionality	Senior Manager of Technology Integration		System integration testing is completed	

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
			successfully prior to cutting over to production	

**Resources Required:** Budgetary appropriation, staff time

Measurements to be used to track progress

	Baseline 2024-25	Projection 2032	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
<b>IT Hardware Lifecycle and End of Life (EOL) Management</b>	75%	85%							

### Strategy 8: Fortify the agency-wide cyber security posture.

Addresses BOCES Goal(s): IT assets and fostering a culture of cyber resilience in staff.

- IV. COST EFFECTIVENESS, QUALITY MANAGEMENT, AND OPERATIONAL EFFICIENCY
- V. TECHNOLOGY

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Create a robust cybersecurity framework to safeguard ESBOCES digital assets, student and stakeholder data	Senior Manager Technology Integration	Annually through 2032	<ul style="list-style-type: none"> <li>• The Agency's cybersecurity framework for its digital assets, student and stakeholder data is aligned with NIST</li> </ul>	

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
			guidelines with 80% of the applications in compliance <ul style="list-style-type: none"> <li>• Security vulnerability scanning assessments are performed regularly with an established process for identifying and addressing security weaknesses</li> <li>• Processes are in place to detect potential vulnerabilities, categorize them based on severity, and prioritize remediation efforts</li> </ul>	
2. Identified security risks are documented with treatment plans and tracked for closure over time	Senior Manager Technology Integration / Designated Delegate	Annually through 2032	<ul style="list-style-type: none"> <li>• 25% of the Agency critical assets and systems have an identified risk register.</li> <li>• 80% of identified risks are documented with treatment plans and tracked for closure over time</li> <li>•</li> </ul>	
3. The Agency Cyber Incident Response Plan is current and optimized	Senior Manager Technology Integration / Designated Delegate	Annually through 2032	<ul style="list-style-type: none"> <li>• The Agency Security incident response plan is in place, maintained, and made current on an annual basis.</li> </ul>	
4. A cyber security awareness program for Agency staff is established and maintained	Senior Manager Technology Integration / Designated Delegate	Annually through 6/30/2032	<ul style="list-style-type: none"> <li>• OTI conducts cyber security awareness training for Agency staff on an annual basis</li> <li>• OTI conducts Email phishing simulations on an annual basis</li> </ul>	

Measurements to be used to track progress

	Baseline 2024-25	Projection 2032	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
<b>Cyber Insurance Risk Metric</b>	70%	80%							

**Strategy 9: Support the education of all students by augmenting capabilities through enhanced technology support.**

Addresses BOCES Goal(s):

- I. High Standards for Student Achievement
- III. Programs and Services
- V. Technology

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. AI-enabled technology agency adoption	Senior Manager Technology Integration	Annually through 2032	A documented and communicated plan aligning with the Agency's strategic goals to adopt AI-powered adaptive learning platforms is established and maintained	
2. Increase the accessibility to educational resources through the deployment of supportive technology provisions	Senior Manager Technology Integration	Annually through 2032	The Agency has available student-facing selected adaptive technologies	

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
3. Support Agency inclusion efforts	Senior Manager Technology Integration	Annually through 2032	The Internship opportunities for student interns are established and maintained	

**Resources Required**

Measurements to be used to track progress

	Baseline 2024-25	Projection 2032	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
<b>AI Utilities User Adoption Rate</b>	<10%	35%							
<b>Number of Students participating in OTI internship Programs</b>	2	4							

**Strategy 10: Purchase, configure, and implement a transportation routing software tool to improve the efficiency and effectiveness of bus routes.**

Addresses BOCES Goal(s):

- III. Shared Services
- V. Cost Effectiveness, Quality Management, and Operational Efficiency
- VIII. Health Safety, Security and Space

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Evaluate Transportation Routing Software to determine best software for routing for ESBOCES and configure to automatically communicate with RTFS billing software	Director of Administrative Services/ BOCES Transportation Supervisor	December 2024	Executed contract for routing software which communicates with RTFS, the current billing software.	
2. Set up and test the Routing Software with student data	Director of Administrative Services/ BOCES Transportation Supervisor	September 2025	Perform test trials of software routing for students. Choose one transportation contractor to obtain and enter student data into the program to test software for function, efficiency and connectivity to software.	
3. Enter remaining students transported on all contracted buses into the routing software	Director of Administrative Services/ BOCES Transportation Supervisor	December 2025	All students transported by ESBOCES are routed via the contracted software.	
4. All Transportation routing is handled through the new software	Director of Administrative Services/ BOCES Transportation Supervisor	June 2026	All applicable routing occurs through the software which connects with TRFS Billing software	

**Resources Required:** Budgetary appropriation, staff time

Measurements to be used to track progress

	Baseline 2024-25	Projection 2032	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
Percentage of bus runs routed through new software	0%	85%							

**Strategy 11: Create and implement a plan to meet the state mandated zero-emission school bus deadlines.**

Addresses BOCES Goal(s):

- V. Cost effectiveness, quality management and operational efficiency
- VIII. Health Safety, Security and Space

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Finalize and review the School Bus Electrification Study for ESBOCES	Director of Administrative Services/ BOCES Transportation Supervisor	December 2025	Electrification study is completed and guides our planning for implementation of zero emissions buses.	
2. Create a plan to support component districts with the transition to zero-emissions buses	Director of Administrative Services/ BOCES Transportation Supervisor	June 2026	Component districts have plans to electrify their fleets.	

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
3. Plan for implementation of zero-emissions buses based on the findings in the study	Director of Administrative Services BOCES Transportation Supervisor	June 2026	Create a plan for replacement of existing fleet of approximately 10 buses by the 2035 deadline	
4. Plan for establishment of needed electrification infrastructure	Director of Administrative Services BOCES Transportation Supervisor	December 2026	Create a plan for the funding and construction of infrastructure required to support zero-emissions busing	
5. Bus purchases are all zero-emissions after 2027	Director of Administrative Services BOCES Transportation Supervisor	December 2027	All buses meet the zero emissions requirement	
6. Ensure adherence to NYS mandated zero-emissions deadlines will be met	Director of Administrative Services BOCES Transportation Supervisor	June 2035	All buses meet the zero emissions requirement	

**Resources Required:** Budgetary appropriation, staff time

Measurements to be used to track progress

	Baseline 2024-25	Projection 2032	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
<b>Number of Electric Buses operated</b>	0	10							

**Strategy 12: Develop a procedure for the inventorying, tracking, accounting, and depreciation of musical instruments purchased through the Arts in Education CoSer.**

Addresses BOCES Goal(s):

- III. Programs and Services
- IV. Cost Effectiveness, Quality Management, And Operational Efficiency

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Work with Arts in Education to determine useful life of musical instruments placed in school districts through the musical instruments CoSer.	Director of Administrative Services  Business Manager II	December 2025	A useful life is determined for all instruments placed at school districts through the Arts in Education CoSer	
2. Create a procedure for inventorying and accounting for musical instruments placed at a component district under the Musical Instrument CoSer through Arts in Education	Director of Administrative Services  Business Manager II	June 2026	Procedure is created to document the accounting process	
3. Work with Arts in Education to determine process for visually verifying musical instruments placed at school districts each year as required by New York State Comptroller's office.	Director of Administrative Services  Business Manager II	December 2026	Procedure is created to ensure the musical instruments are visually verified each year as required for BOCES fixed assets	
4. Work with Arts in Education to determine process for handling assets when they are obsolete.	Director of Administrative Services  Business Manager II	January 2027	Procedure is created to handle musical instruments when they are obsolete	

Resources Required: Staff time

Measurements to be used to track progress

	Baseline 2024-25	Projection 2032	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
<b>Procedure is created and 100% of musical instruments properly accounted</b>	0%	100%							

**Strategy 13: Improve satisfaction with the school meal program with new offerings and continued consideration of different dietary and cultural needs.**

Addresses BOCES Goal(s):

- IV. Cost Effectiveness, Quality Management, And Operational Efficiency
- VII. Health, Safety, Security and Space

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Develop and distribute survey to measure student satisfaction with School Meal Program	Director of Administrative Services	11/15/2025	Survey created and distributed	
2. Meet, on a rotating basis, with at least one student leadership group annually to gain insight into their experience with, and recommendations for the school Meal Program	Director of Administrative Services	06/30/2026	Meetings held	
3. Collect, review, and analyze suggestions received from the Students and Advisory Board	Director of Administrative Services	10/15/2026	Data collected and analyzed	

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
4. Implement suggestions obtained from students and Advisory Board	Director of Administrative Services	06/30/2028	Bid Revised to Reflect Changes Changes to menu Observed changes to food items served to students Student survey results that indicate higher levels of satisfaction	
5. Annually, distribute survey to measure student satisfaction with School Meal Program	Director of Administrative Services	Annually through 2032	Survey distributed	

**Resources Required:** Time and participation of parent/student/staff groups

Measurements to be used to track progress

Survey of student satisfaction with lunch program

	Baseline 2024-25	Projection 2032	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
Percentage of students indicating satisfaction with breakfast	TBD								
Percentage of students indicating satisfaction with lunch	TBD								

**Strategy 14: Ensure board policies, regulations, and procedures are current and align with state and federal laws and regulations as well as best industry practice.**

Addresses BOCES Goal(s):

IV. Cost Effectiveness, Quality Management, and Operational Efficiency

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Obtain all policy and regulation updates to ensure existing policies and regulations are complying	Associate Superintendent for Management Services	Annually through 2032	Auditors confirm policies are current and in compliance with all applicable laws and regulations	
2. Periodically review established procedures to ensure compliance with policy and regulations as well as best practice	Associate Superintendent for Management Services	Annually through 2032	Revised policies, regulations, and procedures.	

**Resources Required:** Policy review service, staff time, budget appropriation for legal review (when needed), auditors

Measurements to be used to track progress

	Baseline 2024-25	Projection 2032	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
<b>Number of reviewed policies, regulations, or procedures</b>	53	45							

## Strategy 15: Support a diverse work environment, promoting a sense of inclusion and belonging for all.

Addresses BOCES Goal(s):

- II. Professional Development
- IV. Cost Effectiveness, Quality Management, and Operational Efficiency
- VIII. Internal and External Communication
- IX. Human Resources

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Employ a mentorship program for all new hires	All Management Services Leaders	Annually through 2032	New employees participate in a mentorship program	
2. Develop a training and onboarding process for new staff	All Management Services Leaders	Annually through 2032	A current staff member is designated to onboard and provide training to a new hire	
3. Hold periodic team/community building events	All Management Services Leaders	Annually through 2032	Periodic events are held throughout the year promoting team and community building	
4. Provide staff opportunities for career progression	All Management Services Leaders	Annually through 2032	Professional/career goals are included in the annual performance evaluation	
5. Provide a safe environment for staff at all levels to share ideas and concerns	All Management Services Leaders	Annually through 2032	Staff are comfortable sharing ideas and concerns with their supervisor	
6. Draft job descriptions and postings that encourage all interested to apply	All Management Services Leaders	Annually through 2032	Job descriptions and postings will be reviewed prior to commencing the hiring process	
7. Employ a fair and equitable hiring process	All Management Services Leaders	Annually through 2032	All hiring processes follow the hiring process	

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
			manual. Positions are advertised in a manner to reach the greatest number of potential candidates.	

**Resources Required:** Human Resources support, staff time

Measurements to be used to track progress

	Baseline 2024-25	Projection 2032	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
<b>Number of new hires onboarded</b>	63	56							
<b>Number of team/community building events</b>	24	25							

## Strategic Action Plan X: School Facilities Management

### Responsible Administrators:

- Director of Facilities

### Collaborators:

- Associate Supt. for Management Services
- Program Administrator for Safety & Admin
- Security Coordinator
- Assistant Plant Facilities Administrator (Ops.)
- Assistant Plant Facilities Administrator (Maint.)

**Objective:** By July 2032, Eastern Suffolk BOCES will affect measurable improvement in the management of the agency's facilities to ensure the physical environment is healthy, safe, accessible, secure, and inclusive of all members of our diverse school community.

In support of the agency mission, beliefs, and goals, Eastern Suffolk BOCES will use a lens of continual improvement to sustain equitable learning and office environments by employing best practices, efficient processes, proper planning, innovation and cost effectiveness while ensuring compliance with applicable federal, state, and other regulations. Ongoing regional support will be provided to address the needs of our component school districts.

The success of this objective will be measured by:

- Facility surveys
- Safety & security assessments
- Preventative maintenance, energy usage and work order metrics
- Use of facilities management cooperative bids
- Building Condition Survey/Annual Visual Inspections
- CoSer Survey
- Attendance at regional facility director meetings

**Strategy 1: Provide clean, safe, comfortable, and healthy spaces for all students, staff, and visitors in a cost-effective and efficient manner.**

Addresses BOCES Goal(s):

- VII. Health, Safety, Security, and Space
- VI. Strategic Planning
- IV. Cost Effectiveness, Quality Management, and Operational Efficiency

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Train O&M staff in best practices of facilities cleaning and maintenance.	Custodial Supervisor	Regularly Ongoing through 2032	Trainings occur and are well attended. Supervisor observes best practices implemented throughout Agency buildings.	
2. Train O&M staff in compliant safe work practices.	Program Admin for Safety & Admin Support	Annually, through 2032	Staff successfully completes each training session, staff complies with practices reviewed, staff is not injured while completing their duties.	
3. Develop and present a prioritized listing of capital work for funding.	Director of Facilities & Assistant Plant Facilities Administrators	Annually, through 2032	Listing of prioritized capital improvement created/updated.	
4. Procure services, materials, supplies and equipment in a cost effective and compliant manner.	Director of Facilities & Assistant Plant Facilities Administrators	Annually, through 2032	Collaborate with Purchasing to procure quality supplies/materials/equipment at a reasonable cost.	

**Resources Required:** Budget allocations to support proper staff training and state of the art materials and supplies, for both our high needs special education program and career tech program. Budget funding to promote the continuing efforts to provide students with safe, clean, efficient and healthy instructional spaces. Provide capital funding to match the short and long-term needs of the agencies building infrastructure and grounds.

**Measurements to be used to track progress:** Training of new employees. Custodial Supervisor meetings to promote best practices, safety and collaboration. Continue to advocate for appropriate capital funding. Continue ongoing collaboration with purchasing.

	Baseline 2024-25	Projection 2032	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
<b>Number of trainings offered</b>	10	14							
<b>Percent of staff attending trainings.</b>	70%	80%							

**Strategy 2: Support and empower a diverse and knowledgeable staff, focused on the inclusion and belonging of all.**

Addresses BOCES Goal(s):

- IX. Human Resources
- X. Research, Program Evolution, and Regional Advocacy
- VII. Health, Safety, Security, and Space

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Ensure equitable hiring practices. <ul style="list-style-type: none"> <li>a. Interview committees view the Anti-Bias Hiring Practices Video.</li> <li>b. DEI Liaison(s) to be on all interview committees.</li> </ul>	Director of Facilities and DEI Liaison(s).	Through 2032	Interview Committees. View the Anti-Bias Hiring Practices Video. DEI Liaison(s) included on all interview committees. Standard interview questions included. Recommended DEI questions.	

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
c. Recommended DEI question(s) to be included in standard interview questions.				
2. Include DEI discussion in Custodial Supervisor meetings.	Director of Facilities/Assistant Plant Facilities Administrator, Custodial Supervisor & DEI Liaisons.	Through 2032	Liaison and staff feedback. Incorporate feed back into our operations.	
3. Annual O & M staff workshop with Agency DEI staff.	Associate Superintendent for Management Services/Director of Facilities/Assistant Plant Facilities Administrator/Health & Safety Administrator/Custodial Supervisor & Maintenance Crew Leader.	Through 2032	Attendance at annual workshop.	
4. Initiate and offer a custodial “hands on workshop” to ES BOCES employees who have shown interest in vacancy postings. (Trial Concept).	Director of Facilities / Assistant Plant Facilities Administrator & Custodial Supervisor.	Through 2032	Workshop Attendance, # of staff attending workshops advanced to custodial candidates.	

**Resources Required:**

- Allocate time and meeting spaces to support staff training
- Funding for DEI Liaison
- Agency DEI staff
- Time and funding for pre-custodial workshop instructor

**Measurements to be used to track progress:** Give employees a voice by consistently gathering and acting on their feedback. Promoting and offer opportunities for growth. Recognize employees regularly to boost their engagement and confidence.

	Baseline 2024-25	Projection 2032	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
<b>Number of Monthly DEI Liaison meetings</b>	10	12							
<b>Percent of custodial supervisor meetings with a DEI component.</b>	10	12							
<b>Annual Workshop attendance percentage.</b>	55%	65%							
<b># of staff attending pre-custodian workshop for potential custodial candidates.</b>	10	15							

**Strategy 3: Assess all facilities to ensure accessibility and functionality to meet the different needs of the learning community.**

Addresses BOCES Goal(s):

- II. Programs and Services
- III. Cost Effectiveness, Quality Management, and Operational Efficiency
- IV. Technology
- VII. Health, Safety, Security, and Space
- VIII. Internal and External Communication

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Inspect all facilities with a focus on functionality for intended users.	Director of Facilities/Assistant Plant Facilities Administrator.	Regularly ongoing through 2032.	Facilities inspected	
2. Conduct ongoing safety and security audits of our facilities and grounds to make recommendations to the Agency by building, campus or Agency-wide deployment.	Security Coordinator/Assistant Security Coordinator/ Health & Safety Administrator & Assistant Plant Facilities Administrator.	Regularly ongoing through 2032.	Buildings inspected & recommendations considered and implemented as appropriate.	

**Resources Required:**

**Measurement:**

2032 Projection:

Measurements to be used to track progress- Inspections continually performed daily as well as formal walk throughs quarterly.

# of inspections daily and quarterly.	Baseline 2024-25	Projection 2032	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
	20/65	30/75							

**Strategy 4: Continuously evaluate and update the policies and procedures related to the health, safety, and security of all students, staff, and visitors.**

Addresses BOCES Goal(s):

- VI. Health, Safety, Security, and Space
- IX. Programs and Services
- IV. Cost Effectiveness, Quality Management, and Operational Efficiency
- V. Technology
- X. Research, Program Evolution, and Regional Advocacy

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Conduct a series of inspections related to the building systems.	Director of Facilities/Assistant Plant Facilities Administrator/ Security Coordinator/ Assistant Security Coordinator/Health & Safety Administrator/Custodial Supervisor & Maintenance Crew leader.	June 2032	Inspection results and building systems being certified and reliability & cleanliness.	
2. Conduct ongoing safety and security audits of our facilities and grounds to make recommendations to the Agency by building, campus or Agency-wide deployment.	Security Coordinator/Assistant Security Coordinator/ Health & Safety Administrator & Assistant Plant Facilities Administrator.	Continual through 2032	Security audit report created Recommendations budgeted for and completed, practices altered as appropriate,	

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
			working building feedback into responses.	
3. Foster relationship with local, state, and federal enforcement agencies and emergency responders.	Security Coordinator/ Assistant Security Coordinator Program Administrator for Safety & Administrative Support.	Continual through 2032	Key individuals identified within these agencies as part of our emergency response plans and emergency communications, review with Agencies implementation of new guidance and protocol.	
4. Emergency Response and Prevention training is completed throughout the agency in a consistent and effective manner.	Security Coordinator/ Assistant Security Coordinator/ Program Administrator for Safety & Administrative Support.	Annually each year through 2032	Documentation trainings are conducted as required, inclusion of feedback.	
5. Provide shared services to component school districts; in-district Health and Safety Officers and online training and safety management programs.	Program Administrator for Safety & Administrative Support.	Annually each year through 2032	Regional Occupational Safety and Health Co-Ser Survey results, increase services to component districts.	
6. Evaluate building equipment and mechanical systems to ensure student and staff safety.	Director of Facilities, Assistant Plant Facilities Administrator, School Custodial Supervisor & Maintenance Crew Leader.	June 2032	Documentation by location of building equipment condition.	

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
7. Give an avenue for input, planning and feedback to programs, buildings, and employee representatives through the Health & Safety Committee, Safety Team, Public Hearings, and Security Committee.	Security Coordinator, Assistant Security Coordinator, Program Administrator for Safety & Administrative Support.	Quarterly each year through 2032	Representative attendance at each meeting, review and incorporation of feedback into changes.	

**Resources Required:** Budget allocations to support training, inspections, consultant and staff time, upgrades or repairs to equipment, feedback from programs, buildings and committees

Measurements to be used to track progress

	Baseline 2024-25	Projection 2032	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
# of building system inspections.	55	65							
# of safety and security audits	12	16							
# of health and safety services provided to Component Districts	71	73							
CoSer Survey result for Health and Safety CoSer	3.8	3.9							
Guard trainings/workshops	2	4							

**Strategy 5: Employ a preventative maintenance program in an effort to monitor maintenance activities to ensure safe, comfortable, and healthy learning environments.**

Addresses BOCES Goal(s):

- II. Professional Development
- III. Programs and Services
- IV. Cost Effectiveness, Quality Management, and Operational Efficiency
- V. Technology
- VI. Strategic Planning
- VII. Health, Safety, Security, and Space

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Review mechanical spaces and rooftops to identify condition of equipment for proper maintenance repairs and/or upgrades.	Director of Facilities, Assistant Plant Facilities Administrator, Custodial Supervisor & Maintenance Crew leader.	Annually	Reduced failures and downtime of equipment. Occupied space conditions are properly ventilated and conditioned.	
2. Train operations and maintenance employees with preventative maintenance practices. Train staff in use of energy mgmt. systems.	Director of Facilities, Assistant Plant Facilities Administrator & Custodial Supervisor.	Annually through 2032	Completed training	

**Resources Required:** Budget allocations to support staff training and state-of-the-art materials, staff time, and preventive maintenance scheduling software.

**Measurement:** Staff attendance at preventative maintenance training session. The 2032 Projection: 2 staff attendance sessions per year.

Measurements to be used to track progress

	Baseline 2024-25	Projection 2032	2025- 2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
<b>% of staff attending training sessions</b>									
0	10	8							
1	20	18							

2	40	32							
3	30	42							

**Strategy 6: Provide regional support to component school districts in the area of school facilities management.**

Addresses BOCES Goal(s):

- II. Professional Development
- III. Programs and Services
- IV. Cost Effectiveness, Quality Management, and Operational Efficiency
- VI. Strategic Planning
- VII. Health, Safety, Security, and Space
- VIII. Internal and External Communication
- X. Research, Program Evolution, and Regional Advocacy

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Participate in local School Facilities Association: Suffolk County Chapter Meetings.	Director of Facilities, Program Administrator for Safety & Administrative Support Assistant Plant Facilities Administrator.	Annually	Attendance at meetings	
2. Hosting Round Tables school facilities meetings.	Director of Facilities, Assistant Plant Facilities Administrator.	Annually	Round Table Meetings held	
3. Continue to create specifications for school facilities cooperative bids.	Director of Facilities, Assistant Plant Facilities Administrator & Purchasing Administrator	Annually	Number of school facilities related cooperative bids	
4. Evaluation of existing school buildings as requested by component school districts.	Director of Facilities & Assistant Plant Facilities Administrator.	Annually	Site visits	

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
5. Participate and chair East End Facilities Meetings.	Director of Facilities & Assistant Plant Facilities Administrator	Annually	Attendance at meetings	
6. Coordinate DEI training for Director of Facilities in component districts	Director of Facilities Director of Diversity, Equity & Inclusivity.	Annually.	Training Occurred	
7. Select and Onboard Health and Safety Officers.	Director of Facilities & Program Administrator for Safety & Administrative Support.	As needed	Position filled	
8. Create Quarterly meetings with PSE&G and National Grid. Invite WSB and Nassau BOCES.	Director of Facilities & Assistant Plant Facilities Administrator.	Annually each year.	Meetings held	

**Resources Required:** Budget allocations to support membership in the Suffolk County Chapter of School Facilities Associations and associated travel expenses, and staff time. Budget allocations to support regional Health/Safety office – increased staffing.

Attendance Data									
	Baseline 2024-25	Projection 2032	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
# of Suffolk County Chapter Meetings	8	10							
# of Round Table meetings	2	2							
# of cooperative bids	1	2							
# of site visits	6	8							

**Strategy 7: Develop and implement a capital improvement plan to support the infrastructure and programmatic needs of all facilities.**

**Addresses BOCES Goal(s):**

- I. High Standards for Student Achievement
- II. Professional Development
- III. Programs and Services
- IV. Cost Effectiveness, Quality Management, and Operational Efficiency
- V. Technology
- VI. Strategic Planning
- VII. Health, Safety, Security, and Space
- VIII. Internal and External Communication
- IX. Human Resources
- X. Research, Program Evolution, and Regional Advocacy

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Gather Baseline Data and complete five-year building condition survey. Coordinate with Architect/Engineer to generate buildings condition report.	Director of Facilities	Annually	Successful submission to SED Facilities Planning.	
2. Identify infrastructure needs and buildings systems beyond useful life.	Director of Facilities	Through 2032	Building condition survey completed	
3. Create a capital project plan to address infrastructure needs.	Director of Facilities	Through 2032	Capital project plan complete.	
4. Analyze construction companies' management effectiveness.	Director of Facilities	Through 2032	Capital project complete	
5. Analyze results of Five-Year building condition survey.	Director of Facilities & Assistant Plant Facilities Administrator.	Annually	Summary Report and Action Plan completed.	

**Resources Required:** Staff time and budget allocations to support capital projects, architect, construction manager, and contractors.

**Measurements:** Meet weekly with Associate Superintendent of business services to review budget and projects. Co-chair Space Committee meetings. Meet quarterly with program directors to review project details., including projects in progress as well as future planning for projects.

Engage program leadership and end users with the design team for a clear project framework. Include program leadership and administrators in the weekly construction meetings to ensure collaboration and project coordination with architects and engineers, construction manager and prime contractors.

Projection: Five-year building condition survey is completed, analyzed, infrastructure and building system needs are identified, prioritized and a capital projects plan is created. Construction projects that align with capital projects plan are initiated, managed, and completed timely and on budget.

**Results:** Five-year building condition is completed.

Measurements to be used to track progress

	Baseline 2024-25	Projection 2032	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
<b>5-year building condition survey is completed/updated</b>	Yes								

## Strategic Action Plan XI: Diversity, Equity and Inclusion

### Responsible Administrators:

- Director of DEI
- Administrative Coordinator of DEI

### Collaborators:

- ESBOCES Central Administrative Team
- ESBOCES Building Principals
- ESBOCES DEI Liaisons

**Objective:** By July 2032, Eastern Suffolk BOCES will have fully implemented site-specific Equity Action Plans across all ESBOCES sites, grounded in the New York State Culturally Responsive-Sustaining Education (CRSE) Framework, engaged all instructional programs in a progressive continuum of curriculum audit practices based on Lauren Porosoff's continuum model, and established a system for measuring and advancing organizational DEI maturity. This strategic progression will deepen culturally responsive practice, lay the groundwork for expanding curriculum equity work across component districts in the region, and create sustainable change and position the agency as a model for equity-driven transformation across the region.

The success of this objective will be measured by:

- All ESBOCES sites having written, implemented, and reviewed Equity Action Plans by 2032.
- Each school site completes a minimum of two curriculum audits by 2032, demonstrating progression along Porosoff's curriculum audit continuum.
- Annual reporting reflects improvements in inclusion, access, and cultural responsiveness metrics (aligned with CRSE indicators).
- By 2032, at least 10 component districts have adopted or piloted the ESBOCES audit model and/or action planning structures.
- Strategic decisions informed by DEI maturity data

## Strategy 1: Creation and Execution of Equity Action Plans Across ESBOCES Sites

Addresses BOCES Goal(s):

- I. High Standards for Student Achievement
- II. Professional Development
- III.. Programs and Services
- VI. Strategic Planning
- VII. Health, Safety, Security, And Space

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
Review and Revise, or Create Equity Action Plan templates aligned to the CRSE Framework for each ESBOCES site.	Director of DEI, Site Administrators	June 2026	Templates created and shared with all sites.	
Facilitate site-based teams to co-create Equity Action Plans.	Site Administrators, DEI Liaisons	June 2026	Teams meet at least 5x during the 2025-26 calendar year; draft plans created.	
Implement Equity Action Plans with embedded CRSE benchmarks in each ESBOCES site.	Site Administrators	June 2027	Action plans implemented in all programs/sites.	
Conduct annual reviews of plans using CRSE-aligned indicators.	DEI Office, Site Equity Teams	Annually, 2028–2032	Improvement noted in equity metrics year over year.	
Share site successes and challenges via an annual equity forum.	DEI Office, Communications Team	June 2028 onward	Annual forums held with stakeholder engagement.	
Revise and sustain plans using stakeholder feedback and CRSE data.	Site Equity Teams	Ongoing through 2032	Plans evolve and sustain beyond original cycle.	

Resources Required

- CRSE-aligned Equity Action Plan templates
- DEI professional development facilitators
- Equity metrics dashboards
- Meeting facilitation and documentation tools
- Staff time for equity walks, plan review, equity forum

Measurements to be used to track progress

	Baseline 2024-25	Projection 2032	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
<b>Number of sites with complete Equity Action Plans</b>	TBD		Templates shared; initial assessments begun	Initial plans in place, baseline CRSE alignment rubric data	First full year of plan implementation; interim CRSE and survey data	Annual review of plans with updated metrics and stakeholder feedback	Adjustments based on multi-year trends and collected equity data findings	Sites demonstrate growth and revisions rooted in CRSE benchmarks	All sites meet success criteria; data supports sustainability
<b>Degree of alignment with CRSE indicators (rubric-based assessment)</b>	TBD		Templates shared; initial assessments begun	Initial plans in place, baseline CRSE alignment rubric data	First full year of plan implementation; interim CRSE and survey data	Annual review of plans with updated metrics and stakeholder feedback	Adjustments based on multi-year trends and collected equity data findings	Sites demonstrate growth and revisions rooted in CRSE benchmarks	All sites meet success criteria; data supports sustainability
<b>Stakeholder satisfaction from surveys and focus groups</b>	TBD								
<b>Equity readiness &amp; climate data (baseline and growth)</b>	TBD								

<b>Changes in site-specific DEI metrics over time (equity walks, focus group feedback)</b>	TBD								
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**Strategy 2: Implementation of Curriculum Audits to Advance CRSE-Aligned Practice**

Addresses BOCES Goal(s):

- X. High Standards for Student Achievement
  - II. Professional Development
  - III. Programs and Services
  - VI. Strategic Planning
  - VII. Health, Safety, Security, And Space
  - X. Research, Program Evolution, And Regional Advocacy

<b>Activities</b>	<b>Person Responsible</b>	<b>Target Date for Completion</b>	<b>Indicators of Success</b>	<b>Status/Outcome</b>
Provide training on Porosoff’s curriculum audit continuum to ESBOCES Instructional staff.	DEI Office	December 2025	Training completed by instructional leaders.	
Select audit focus (diversity, inclusion, equity, or justice) in each ESBOCES instructional program based on identification of progressive placement.	Curriculum Teams	June 2026	Focus areas documented and baselined.	
Create audit analysis tools for each type of curriculum audit to be conducted	DEI Office & Curriculum Teams	June 2026	Audit tools created for use in initial curriculum audits	

Conduct initial curriculum audits across 15 ESBOCES instructional programs.	School Instructional Leaders Divisional Administrators CTE & Special Education	June 2027	Baseline audits completed and findings recorded.	
Embed action plans based on audit results aligned to CRSE principles into the ESBOCES program/site Equity Action Plans.	Instructional Teams	June 2028	Audit-informed curriculum adjustments planned.	
Conduct follow-up audits to assess progress and guide improvements.	School Instructional Leaders	June 2029	Evidence of progression along audit continuum.	
Expand audit model and support tools to interested component districts.	DEI Office Divisional Administrator of Educational Support Services	2029–2032	10+ districts onboarded to the audit continuum.	

**Resources Required**

- Porosoff’s curriculum audit tools
- Training modules on inclusive curriculum design
- CRSE Framework integration guides
- Staff time for audits, planning, and reflection

Measurements to be used to track progress

	<b>Baseline 2024-2025</b>	<b>Projection 2032</b>	<b>2025- 2026</b>	<b>2026- 2027</b>	<b>2027- 2028</b>	<b>2028- 2029</b>	<b>2029- 2030</b>	<b>2030- 2031</b>	<b>2031- 2032</b>
<b>Number of sites conducting curriculum audits</b>	No formal audits in place	Full integration of audit process into	Framework shared; sites select	Initial audits conducted in one or	Second audits initiated; reflective	Curriculum updates based on audit results;	Deeper audits (transformative) piloted in	All schools complete second audit;	

		curriculum cycles	audit types to begin	two domains	feedback collected	progress logged	some schools	interschool sharing begins	
<b>Audit types conducted (representation, access, social-emotional, transformation)</b>	No formal audits in place	Full integration of audit process into curriculum cycles	Framework shared; sites select audit types to begin	Initial audits conducted in one or two domains	Second audits initiated; reflective feedback collected	Curriculum updates based on audit results; progress logged	Deeper audits (transformative) piloted in some schools	All schools complete second audit; interschool sharing begins	
<b>Evidence of audit-driven changes in curriculum/instruction</b>	No formal audits in place	Full integration of audit process into curriculum cycles	Framework shared; sites select audit types to begin	Initial audits conducted in one or two domains	Second audits initiated; reflective feedback collected	Curriculum updates based on audit results; progress logged	Deeper audits (transformative) piloted in some schools	All schools complete second audit; interschool sharing begins	
<b>Documentation of audit reflections and staff engagement logs</b>	No formal audits in place	Full integration of audit process into curriculum cycles							
<b>Component districts adopting audit model</b>	No formal audits in place	Full integration of audit process into curriculum cycles							10+ component districts participate or adopt audit tools

### Strategy 3: Advancing DEI Maturity Across the Organization

Addresses BOCES Goal(s):

- I. High Standards for Student Achievement
- II. Professional Development

V. Agency Accountability and Performance

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
Develop ESBOCES-specific DEI maturity rubric aligned to CRSE and HBR framework	Director of DEI, Administrative Coordinator	June 2026	Rubric developed, shared, and vetted	
Launch leadership team reflection cycles using DEI maturity levels	ESBOCES Central Administration	June 2027	Reflection cycles documented and debriefed	
Begin site-based DEI maturity self-assessments	Site Administrators, DEI Liaisons	June 2028	Assessment tools completed and submitted by sites	
Implement annual maturity tracking and peer review processes	DEI Office, External Review Teams	2028–2030	Annual reviews show site growth and engagement	
Document institutional shifts and DEI integration across operations	Cabinet and Site Leadership Teams	2031–2032	Final reports show systemic DEI integration	

**Resources Required**

- A DEI maturity rubric aligned to the CRSE Framework and Ella F. Washington’s Five Stages of DEI Maturity
- Time and facilitation support for leadership team reflection cycles
- Self-assessment tools and protocols for site-based DEI maturity evaluations
- Professional learning materials and facilitation guides linked to maturity levels
- Data collection systems for tracking progression through DEI maturity stages
- External review partners to support peer assessments and longitudinal tracking
- Staff time for participation in assessments, analysis, and reflective planning
- Communication tools to document and share institutional DEI integration over time

Measurements to be used to track progress

	Baseline 2024-25	Projection 2032	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
<b>Development of ESBOCES-specific DEI maturity rubric</b>	No formal maturity framework in use	Rubric embedded in agency planning							
<b>Participation rate in leadership reflection cycles</b>	No reflection cycles in place	Leadership reflection is standard practice							
<b>Number of sites completing DEI maturity self-assessments</b>	No site-based assessments conducted	All sites annually assess and reflect on maturity							
<b>Use of maturity data to inform PD and planning</b>	No maturity data used for planning	Strategic decisions informed by maturity data							
<b>Documented improvements in organizational DEI integration</b>	Limited institutional documentation	ESBOCES recognized for sustained DEI leadership							

## Strategic Action Plan XII- Human Support Services SAP XII-A Student Assistant Services (SAS)

### Responsible Administrators:

- Program Administrator Human Support Services
- Asst Coord Human Support Services  
Chief Operating Officer

### Collaborators:

Students (At-Risk)  
OASAS (NYS and Suffolk County)/OMH  
Building Leaders  
Expert Trainers  
SAS Counselors

**Objective:** By July 2032, the SAS program will deliver a measurable improvement in the provision of universal, selected and indicated levels of substance abuse prevention, mental health counseling and social/emotional learning services through the use of evidenced based interventions, strategies and programs to participating districts and/or Eastern Suffolk BOCES students.

The success of this objective will be measured by:

- Quantitative data obtained at the secondary level manifesting a statistically significant improvement in the decreased usage/abuse of addicting substances as self-reported (pre/posttest) by students participating in the program.
- Quantitative data obtained at the primary/elementary level manifesting a statistically significant improvement in at least two of the research-based risk factors for students as reported by a pre/posttest method administered to the classroom teacher for assessment.
- Mixed Method data manifesting satisfaction with the assigned SAS Counselor as reported by the host-site building administrator including a valid and reliable survey and individual interview by SAS Administrator.
- At least one annual observation by an experienced, licensed mental health (and school certified) administrator along with monthly supervision of SAS Counselor to ensure fidelity of evidenced based methods/programs and the development of treatment plans.

**Strategy 1: By implementing an NYS Office of Addiction Services and Supports (OASAS) approved Evidenced Based Programs (EBP) with fidelity, the SAS program will manifest a statistically significant decrease in ab/use of addictive substances by children/adolescents at host site educational settings.**

Addresses BOCES Goal(s):

- I. Professional Development
- II. Programs and Services
- III. Cost Effectiveness, Quality Management, and Operational Efficiency
- IV. Eastern Suffolk BOCES will ensure that all students and staff have a safe, secure, and accessible environment that supports both physical and mental well-being in which to work, learn, and succeed.

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
SAS Counselors (at the secondary level) will implement on-going psychoeducational (EBP) programming for students at risk.	SAS Counselor/Student Self-Report/Supervisor	At least 60% of all secondary counseling groups will utilize an OASAS approved EBP (curriculum) by 2032.	Students at-risk for substance abuse will receive an Evidenced Based psychoeducational group series from the approved OASAS EBP database by a licensed Mental Health Provider /SAS Counselor. Students participating in these groups will show a statistically significant increase in knowledge of harms/dangers of substance ab/use; and decrease or eliminate illicit drug usage.	

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
SAS Counselors (at the elementary level) will administer a valid/reliable pretest and posttest provided by the curriculum to all students seen for group counseling. Pre-test submitted within three counseling sessions. Post-test to be returned to SAS Administrators at group termination or end of academic year		Administered continually.	Pretest and posttest provided, and returned by 70% of students serviced	
SAS Counselors (at the elementary level) will implement on-going psychoeducational (EBP) programming for students at risk	SAS Counselor/Teachers/Supervisor	Groups will be ongoing and developed at the beginning of each school year with a termination anticipated by June of each academic year or when EBP target has been met.	Students at-risk for substance abuse (i.e., child of a substance abuser) will receive an Evidenced Based psychoeducational group series from the approved OASAS EBP database by a licensed Mental Health Provider /SAS Counselor. Respondents will manifest improvement in at least two of any of the following (dependent variable) areas: Attendance, classroom behavior, grades, social skills, executive functioning, emotional regulation.	
SAS Counselors (at the elementary level) will administer a pretest and posttest to all <i>teachers</i> for assessment (expert review) of students seen in group counseling modality	SAS Counselor	Administered continually	At least a 50% survey response rate by educators (including both pre/posttest) of students serviced in group counseling.	

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
An annual Building Leader Evaluation will be sent to all building leaders hosting an SAS Counselor assessing these levels of service. Evaluation will be sent by both paper and electronic versions with a follow-up phone call by the SAS Supervisor.	Building Leaders (host site)/SAS Counselors/Supervisor.	June each year	Host site building leaders will assess Counselors with a “Good” <3> or better on the five-point Likert scale used for evaluation.	
SAS Counselor conducts at least two building-wide SEL activities over the school year in addition to at least 8 group counseling sessions	Program Admin/Asst Coord	Face-to-face or phone interview with Building Leaders to begin in March of each school year.  90% of SAS Counselors will conduct at least 2 building wide activities by 2032.  90% of SAS Counselors will conduct at least 8 EBP groups by 2032.	2 building-wide SEL activities and 8 group counseling sessions are held and building leaders express satisfaction with SAS counselors.	
SAS Supervisors will conduct at least one Fidelity Assurance observation of SAS Counselor over the school year. On-going monthly supervision (at least 6 each academic year) will be in individual and small group formats	Administration/ SAS Counselors	Monthly meetings with SAS supervisor, full group meetings with all SAS Counselors/administration during the academic year. An annual observation of counselor performance working with students will be completed by May of each academic year.	Each SAS counselor receives at least one observation of each and takes part in at least 6 supervision meetings annually SAS Counselors will receive a rating of “Effective” or better for their direct practice with students. Supervisors will provide critical feedback and recommendations that	

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
			will be documented and further assessed by external auditing (OASAS/Suffolk County).	
SAS Counselors will receive at least five on-going professional development activities as required by statute (OASAS/OMH) and/or areas of importance for the provision of clinical services (i.e., suicide assessment, cognitive functioning, trauma, etc.) to providers working in unique non-clinical settings (i.e., special education) each academic year.	Trainers/Experts in specific clinical areas.	Annually by June 30.	SAS Counselors will receive in-service training to align with the goals and objectives of the Office of Addiction Services and Supports (NYS OASAS) or enhancement of their clinical skills aligned for their unique student population.	

**Resources Required:** Pre-Test/Post Tests provided by Evidenced Based Curriculums. Pre/Post Test for Teachers. Building Leader End of Year Counselor Evaluation form. Expert Trainers for targeted clinical areas of need (i.e., trauma, suicidality, substance abuse trends, etc.)

Measurements to be used to track progress:

	Baseline 2024-25	Projection 2032	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
Percent of secondary group counseling groups using OASAS approved EBP	TBD	TBD							
Pretest – knowledge of	TBD	TBD							

harms/dangers of substance ab/use; illicit drug usage.									
Posttest knowledge of harms/dangers of substance ab/use; illicit drug usage.	TBD	TBD							
Increase in knowledge of harms/dangers of substance abuse; illicit drug usage.	TBD	TBD							
Groups response rate (secondary)									
Response Rate (elementary)									
% of elementary level posttest indicating improvement in at least 2 of 6 dependent variables.									
Percent of Bldg. Leader Evaluation indicating 3 Or better		85%							

## Strategic Action Plan XII: Human Support Services SAP XII-B Employee Assistance Program (EAP)

### Responsible Administrators:

- EAP Supervisor  
Program Administrator Human Supp Svcs.  
Asst Coord Human Supp Svcs.  
Chief Operating Officer

### Collaborators:

- EAP Sub Committee Members
  - Includes District/Library/Municipality leadership/unions/members
- Clients to complete surveys (Confidential)

**Objective:** By July 2032, the EAP will deliver a measurable improvement in the provision of substance abuse, mental health and comprehensive services (including case management) and treatment to meet the needs of participating districts, libraries, municipalities and not-for-profit staff, retirees and their immediate family members.

The success of this objective will be measured by:

- Quantitative data obtained from Individual Client Outcome Surveys sent within one month of the termination of services to all individuals serviced by the EAP.
- Data aggregated annually by location (participating district, library, municipality) to measure program responsiveness and quality of treatment plan including referrals.
- Mixed method data from group/workshop Participation Survey District/Library/Municipality/Not-for-Profit participation (subscribers) in the EAP

**Strategy 1: The EAP will implement a Client Outcome Survey (COS) along with a Workshop Survey to evaluate the quality of services provided to clients seen for training (psychoeducational), intake, assessment and referrals. The survey results will be used to guide improvements and enhance the overall quality of EAP services.**

Addresses BOCES Goal(s):

- II. Professional Development
- III. Programs and Services
- IV. Cost Effectiveness, Quality Management, and Operational Efficiency
- VII. Health, Safety, Security and Space

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
Client Outcome Survey (COS) will be created and aligned to each EAP counselor	EAP Counselor/Supervisor	January 2026	Client Outcome Survey created	
Client Outcome Survey (COS) will be sent by email (or letter if electronic not possible) to each person served by the EAP at the conclusion (termination) of treatment/referral for overall program performance rating.	EAP Counselor/Supervisor/Support Staff	On-going	45% response rate target reached by 2032.	
Counselor success rate will be reviewed by Supervisor and used to guide improvements.	EAP Counselor/Supervisor	Within one month of the termination	An overall performance rating of 3 or better on 80% of returned surveys for each individual counselor rating on the Likert Scale. Qualitative reporting “positive” evaluations of the program.	
A Workshop Survey will be created.	EAP Supervisor	January 2026	Workshop Survey developed.	
A Workshop Survey will be offered to all participants at	Presenter/Supervisor	On-going	Workshop Survey response rate of 80% by 2032.	

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
the conclusion of all EAP presentations.			At least 80% of returned surveys will indicate a 3 or better on Likert Scale (1-5) of evaluation of quality of workshop presentation.	
Workshop Survey results will be reviewed by supervisors and used to guide improvements.	Presenter/Supervisor	On-going	Surveys reviewed, improvements initiated.	

**Resources Required:** Sub Committee participation, Aggregated Data by Counselor.

**Measurements to be used to track progress:** Client Outcome Survey (COS), Workshop Survey, District Participation

	Baseline 2024-25	Projection 2032	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
<b>(COS) Response Rate</b>	n/a	TBD							
<b>(COS) % of locations meeting 80% or better. Satisfaction and Quality of services</b>	n/a	100%							
<b>Workshop Survey Response Rate</b>	n/a	80%							
<b>% of Workshop Surveys rated 3 or better</b>									



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