
HYDE PARK

CENTRAL SCHOOL DISTRICT



Blueprint for Excellence for ALL

Strategic Plan

JUNE 2024

Dear Members of the Hyde Park School District Community,

Being focused, aligned, and intentional in our work has never been more important. We are very excited to share the results of our collaborative efforts to develop plans to help us continue growing and improving as we strive for excellence.

Our “Blueprint for Excellence” results from planning sessions with our Board of Education, Leadership Team, staff, parents, and community members. This past fall, we worked with feedback from the community to develop a plan to help us continue to grow and achieve excellence in all that we do.

This plan will be the backbone of our work. It will serve as a roadmap in our efforts to connect with each child and family while enhancing our connections as a school and a community. We’re in this together and look forward to being your teammate in our continued effort to be a model school of excellence.

Thank you for your feedback and support. Your collaboration and teamwork make all the difference in children's lives and the district's success.

With Hyde Park Pride,

*Dr. Pedro Roman
Superintendent of Schools*

*Michael Zagorski
President, Board of Education*

Table of Contents

Introduction and Overview.....	3
Mission/Vision/Core Values.....	4
Priority Areas.....	7
Action Plans.....	7
Profiles.....	19
Accountability and Implementation Plan.....	21
Blueprint Committee Members.....	22



Process Introduction and Overview

Blueprint Planning is intended to:

- Involve all members of the school community and reflect their shared perspectives.
- Allow stakeholder representatives to review community feedback to clearly define the district's mission, vision, and core values.
- Engage a team in defining the district's priorities and suggesting action steps to accomplish objectives.
- Facilitate action planning focused on identifying who, when, and how the work will get done.
- Provide the district with a road map that is transparent, accountable, and focused.
- Enable the district's efforts to innovate, allocate resources, and continuously grow in a coordinated, thoughtful, and aligned manner.
- Be an iterative, evolving, and ongoing process that builds from one year to the next while reflecting emerging needs and changing demands.

Steps in the Hyde Park Planning Process

December 2023 - January 2024: Community Feedback Gathered



February 2024: Draft Mission/Vision/Core Values developed by the Board of Education and Leadership Team.



April 2024: Community Team Assembled, Mission/Vision/Core Values Reviewed, Priority Areas Developed, Strategies Suggested



May 2024: Action plans developed that specifically identify what will be done to meet the objectives of each priority area and who will be responsible for leading the work



Summer 2024: Revisions and review completed by the Leadership Team. Communication to the community and implementation of the plan with stakeholders.

HYDE PARK CENTRAL SCHOOL DISTRICT

Mission

Vision

Core Values

Who We Are

At Hyde Park, our shared core purpose, aspirations, and expectations are clear:

Our Mission

We empower all learners to be successful members of our dynamic society.

Our Vision

HPCSD is an innovative learning community for all.

Our Core Values

To accomplish our mission and achieve our vision, we will:

Honor achievement and promote pride in our learners, employees, and school community.

Provide a physically, socially, and emotionally safe collaborative learning and working environment.

Celebrate diversity, promote inclusivity, and hold each other and ourselves accountable for excellence.

Strive to build mutually beneficial partnerships with families and community members.

Demonstrate integrity, respect, compassion, and empathy in all we do.



Our District

The Hyde Park Central School District provides public K through 12 education for the Town of Hyde Park and parts of the Towns of Poughkeepsie, Rhinebeck, Clinton, and Pleasant Valley. We serve approximately 3300 students in six school buildings, three of which were built in the Hyde Park Central School District with a grant from the Public Works Administration (PWA) of Franklin Delano Roosevelt's administration: Haviland Middle School, which was originally dedicated as the Franklin Delano Roosevelt High School but was later renamed when a new high school building was constructed, Hyde Park Elementary School and Violet Avenue Elementary School. The district employs 439 certified teachers and professional staff, 365 qualified classified support staff, and a General Operating budget of \$120,994,485 for the 2024-2025 school year. We operate a student transportation fleet that transports approximately 3,843 public, private, parochial, and special education students 7,177 miles daily and covers a school district area of approximately 71 square miles

Our Community

Well-known as the home of President Franklin Delano Roosevelt and his wife, political activist Eleanor, Hyde Park is situated in the picturesque Hudson River Valley in Dutchess County, home to major employers, farmlands, and national historic sites. Home of the world-renowned Culinary Institute of America, Hyde Park offers friendly neighborhoods and abundant educational and recreational opportunities. Boating, skiing, zip lines, minor league baseball, orchards, golf, bike trails, theaters, and historic parks are only minutes away.

Our Leadership

Board of Education

Michael Zagorski, President
Michael Tibbetts, Vice President
Jesslyn Hollar, Trustee
Jessie Laguerre, Trustee
Margaret Qatani, Trustee
Edward Spence, Trustee
Carl Tomik, Trustee

Administration

Dr. Pedro Roman, Superintendent
Dr. Gregory Brown, Deputy Superintendent
Linda Steinberg, Assistant Superintendent for Finance & Operations
Melissa Lawson, Assistant Superintendent for Pupil Services
Jennifer Criser-Eighmy, Director of Humanities
Melinda DiMaio, Director of Fine & Performing Arts
Channel Reeder, Director of Guidance
Kim Knisell, Director of Math and Science
Beth Fletcher, Director of Health, PE & Athletics
Joanna Murphy, Director of Special Education

Craig Elliot, Director of Food Services
Richard Wert, Director of Technology Services
Tamara Fielding, Director of Transportation
TBD, Director of Facilities & Operations
Ron Robinson, Assistant Director of Facilities & Operations
Shelby Outwater, Director of Equity & Human Resources
Donna Cady, Assistant Director of Food Service
Michael Ruella, FDR Principal
Sara Moy, FDR Assistant Principal
Jaime Weiss, FDR Assistant Principal
Eric Shaw, HMS Principal
Tiffany Walton-Henry, HMS Assistant Principal
TBD, HMS Assistant Principal
Megan D'Alessandro, NPE Principal
Paul Fazziola, NPE Assistant Principal
Josefine Wilber, NES Principal
Matthew Darling, RRS Principal
Nicolle Strang, VAS Principal

Our Plan

We will improve academic outcomes for all students and ensure student engagement and achievement by strengthening our documented Tier 1 curriculum, implementing evidence-based instructional strategies at all tiers, and aligning assessment and grading practices to essential learning standards and skills. Our goal is to ensure all students reach our vision through instruction shaped by our guaranteed and viable curriculum that is vertically and horizontally aligned. This enables teachers to provide consistent, rigorous learning goals for all students and enables students to set, monitor, and reflect on personal learning goals aligned with priorities. We strive to improve our system so all instructional staff implement highly effective teaching practices to maximize student learning. Student learning is measured in multiple ways, and students are provided meaningful feedback to improve their learning and content knowledge. Through Professional Learning Communities, collaborative teams work collectively to ensure high levels of learning for all students through a multi-tiered system of support (MTSS) that focuses on high levels of learning.

We will improve academic outcomes for all students and ensure student engagement and achievement by enhancing communication with families related to curriculum, learning, and safety. Thoughtful, intentional communication with families is critically important so they may understand what their children are learning and be able to support them further. Regular family engagement and communication between home and schools improve student achievement and outcomes. Additionally, we will seek out and enhance partnerships with community members, businesses, and organizations. These ongoing partnerships strengthen student learning and offer opportunities for real-world experiences.

We will improve academic outcomes through professional learning for all staff. Teachers and staff grow in their practices through continued professional learning and opportunities for staff to learn from one another. All instructional staff participate in research-based professional development that is aligned with our strategic plan priorities and receive support to implement these practices effectively. This prioritized professional learning increases our collective capacity, content knowledge,

and effective use of current instructional strategies to meet the learning needs of all students. In addition, we will build the capacity of our academic system by ensuring all non-instructional staff participate in professional development to improve our practices continually and support our learning system for our students.

In a fiscally sound district, we will improve academic outcomes by integrating all learning environment systems, structures, components, and processes. The systems and processes that support our learning environment must be coherent, efficient, and aligned with our mission, vision, and core values. These systems include facilities that maximize the productivity of both students and staff.

Our Priority Statements

Based on the data analysis conducted by the District Leadership Team utilizing the district-wide data for continuous improvement framework, the following priority statements emerged:

2024-2025 Draft Priority Statement 1	2024-2025 Draft Priority Statement 2	2024-2025 Draft Priority Statement 3
<p>Create consistent, equitable, and accessible educational experiences for all students and staff aligned with the NY State Standards and our Portrait of the Hyde Park Learner and HPCSD Employee.</p>	<p>Promote an engaged and mutually accountable learning community where students, staff, families, and community partners embrace a growth mindset and collaborate to achieve excellence.</p>	<p>Increase student outcomes through the use of the established Continuous Improvement Framework and data review cycles to systematically grow at all levels of the organization.</p>

Our Priority Areas

Based on community feedback and initial planning by the Board of Education and Leadership Team, the following areas were identified as priorities to be focused on to fulfill the district's mission. Goals have been developed for each area.

The Student Experience	Highly Qualified Staff	Finance, Facilities, Food Service & Future Planning	Family & Community Engagement	Wellbeing, Safety, & Security
Achievement	Communication	Quality Nutrition	Communication	Security & Safety
Comprehensive supports and services	High Quality Professional Learning	Facility Upgrades	Partnerships	Facilities
Wide Variety of Opportunities	Recruiting and Retaining Staff	Long-Range Fiscal Plan	School Calendar	Culture & Climate
Equity & Cultural Appreciation	Highly Effective Instructional Practices	Growth & Development	Facilities	Mental Health Supports
Class Size	Attendance			

Our Objectives and Strategies

The Student Experience
Achievement
Comprehensive Support and Services
Wide Variety of Opportunities
Equity & Cultural Appreciation
Class Size

Strategic Plan Area 1: The Student Experience

District Priority Area 1: *Create consistent, equitable, and accessible educational experiences for all students and staff aligned with the NY State Standards and our Portrait of the Hyde Park Learner and HPCSD Employee.*

Goal 1: Increase student academic achievement and comprehensive support and services.

Strategies: to accomplish our objective, we will:	Who	When
Science of Reading Training K-5: LETRs VOL 1 Training for 39 Teachers a year for three years (117 total teachers).	Curriculum and Instruction Department (LETBs DCBOCES)	2024-2027
Content Coaching Model: Develop a full Content Coaching Model that supports and develops teachers in the content areas of Math, Literacy, and Technology.	Curriculum and Instruction Department (Jim Knight: Consultant)	2024-2025
Tier-I Instructional Practices K-12: Strengthen Tier-I Instructional Practices (K-12) by focusing on: <ul style="list-style-type: none"> • Course/Grade Scope and Sequence • Alignment to NYSNGLS • Assessments (formative & summative) 	Deputy, Assistant Superintendent for Pupil Services, Directors, Principals, and Coaches,	2024-2025
Co-Teacher Coaching: Provide coaching for co-teaching partners that strengthen our co-teaching model and practices.	Assistant Superintendent for Pupil Services, Director of Special Education (G&R Inclusive Group)	2024-2025
Authentic Performance Tasks: Provide students opportunities to solve real-world problems and demonstrate what they have learned through multiple modalities.	Instructional-DLT, K-12 Classroom Teachers,	2024-2027
MTSS Implementation: <ul style="list-style-type: none"> • Implement MTSS Framework. • Review and align our Academic Intervention Services Plan with the larger MTSS Framework. 	Assistant Superintendent for Pupil Services, Director of Guidance, MTSS and AIS Committees	Ongoing

Goal 2: Create Culturally Responsive and Sustaining Schools that foster a welcoming, engaging, and accepting culture.

Strategies: to accomplish our objective, we will:	Who	When
Culturally Responsive and Sustaining Education: Provide professional learning to all staff regarding the NYSED CRSE Framework .	BOCES	By the end of Fall 2024
SEL Screener and Support: Fully implement the SEL screener and utilize a strengths-based approach when utilizing the results to target the development of particular skills.	Director of Guidance	By January 2025
Student Discipline: Within a Multi-Tiered System of Support (MTSS) framework, analyze disaggregated discipline data to identify trends suggesting unequal application of MTSS and Code of Conduct and to develop a plan to improve services and support for all students based on need.	District and Building Administration	Quarterly, beginning Fall of 2024

Highly Qualified Staff
Communication
High-Quality Professional Learning
Recruiting and Retaining Staff
Highly Effective Instructional Practices
Attendance

Strategic Plan Priority Area 2 Highly Qualified Staff

District Priority Area 3: Increase student outcomes through the use of the established Continuous Improvement Framework and data review cycles to systematically grow at all levels of the organization.

Goal 1: We will develop a comprehensive plan to recruit high-quality staff.

Strategies: to accomplish our objective, we will:	Who?	When?
<p>Comprehensive Hiring and Recruitment Plan: Create a plan that includes:</p> <ul style="list-style-type: none"> all recommendations from the 2024 HR Audit timeline for internal posting, external recruitment, and interview committee onboarding (comprehensive overview of HR, mentoring, technology, etc.). Offboarding Grow Your Own 	<p>HR Administrator Supervisor Mentor Coordinator Tech Dept</p>	<p>End of summer 2024</p>
<p>Recruitment Marketing Plan: Create a plan that includes:</p> <ul style="list-style-type: none"> monthly social media updates re: vacancies (e.g., Facebook, etc.) monthly HR website updates monthly ParentSquare updates 	<p>HR and District Digital Media Coordinator</p>	<p>July 2025</p>
<p>College Recruitment Partnerships:</p> <ul style="list-style-type: none"> continue to attend all appropriate college/university recruitment events connect with alumni personnel at all SUNY locations and regional private colleges/universities 	<p>HR</p>	<p>Ongoing</p>
<p>Formalize Student Teaching Placement Process: Develop a process that:</p> <ul style="list-style-type: none"> connects with placement personnel at regional SUNY locations connects with placement personnel at all regional private colleges/universities create a form for staff to indicate interest/availability (subject to admin approval) HR will be responsible for student teacher placement in collaboration with building administrators 	<p>HR</p>	<p>July 2025</p>

Goal 2: We will implement best practices to retain high-quality staff through a comprehensive retention plan.		
Strategies: to accomplish our objective, we will:	Who?	When?
<p>Formalize “Exit” and “Stay” Interviews:</p> <p>Develop a process for “exit” and “stay” interviews for staff</p> <ul style="list-style-type: none"> via Google Forms with the option to request an in-person meeting 	<p>HR (exit interviews)</p> <p>Principals (stay interviews after year two and/or as part of the tenure process)</p>	<p>Spring 2025</p>
<p>Staff Recognition Program (district and building level):</p> <p>Develop a schedule for selecting Portrait of Employee recipients.</p>	<p>HPEF Spokesperson at events (ie - opening day) Literacy/Math Coaches Directors Principals/Asst Principals</p>	<p>December 2024</p>
<p>Onboarding Process:</p> <p>Develop an onboarding process for all new employees that outlines a communication timeline and training (including templates for letter and email correspondence).</p>	<p>HPEF Spokesperson at events (ie - opening day) Literacy/Math Coaches Directors Principals/Asst Principals Mentor Coordinator</p>	<p>December 2024</p>
<p>HR Audit Recommendations:</p> <p>Implement all recommendations from the 2024 HR Audit to address retention.</p>	<p>Spokesperson at events (ie - opening day) Literacy/Math Coaches Directors Principals/Asst Principals</p>	<p>June 2025</p>

Finance, Facilities, Food Service & Future Planning
Quality Nutrition
Facility Upgrades
Long-Range Fiscal Plan
Growth & Development

Strategic Plan Priority Area 3: Finance, Facilities, Food Service & Future Planning

District Priority Area 2: *Promote an engaged and mutually accountable learning community where students, staff, families, and community partners embrace a growth mindset and collaborate to achieve excellence.*

Goal 1: Increase communication with students and families about available food options and elicit student feedback to improve food options.

Strategies: to accomplish our objective, we will:	Who	When
Food Service Communication Plan: Create a plan that highlights food presentation and local farms utilized in: <ul style="list-style-type: none"> • Monthly section of the Connections Newsletter, • Monthly Parentsquare, • District Webpage Facebook 	Director of FS Asst Director of FS	Monthly by due date of letter submissions
Update Nutrition Program: Utilize feedback from: <ul style="list-style-type: none"> • Wellness Committee, • Wellness Surveys, • Student Tabling Surveys 	Director of FS	Jan 2025

Fresh Fruits and Vegetables: Explore and apply for grant opportunities focusing on exposing students to new fresh fruits and vegetables (elementary) and food displays.	Director of FS	June 2025
Improve Food Service Infrastructure: Budget for food service infrastructure that improves the efficiency of operations based on recommendations from the food service audit.	Director of FS	June 2026
Goal 2: To improve buildings and grounds to enhance the work and learning environment for all.		
Strategies: to accomplish our objective, we will:	Who	When
Facilities and Infrastructure Improvements: Review Building Conditions Survey (BCS) to identify and plan projects prioritizing safety.	DoF Assistant DoF Assistant Supt for Finance & Operations FSF Energy Performance Manage	June 2025
Capital Outlay Projects: Create a process (timeline) for identifying and prioritizing annual capital outlay projects.	DoF Assistant DoF Assistant Supt. for Finance & Operations FSF	June 2025
Innovative Learning Spaces: Financially plan to develop innovative learning spaces in every school.	DoF Assistant DoF Assistant Supt. for Finance & Operations FSF Principals Directors Cabinet	June 2025
Goal 3: Develop a budget that supports and enhances student programs and services.		
Long-Term Community Schools Planning: Research funding options to continue Community Schools beyond the Stronger Connections grant.	Assistant Supt for Finance & Operations Treasurer	January 2025 - ongoing

<p>Enhance Annual Budget Meetings with Administrators: Better utilize district, department, and building priorities when establishing annual budgets with Administrative leads.</p>	<p>Assistant Supt for Finance & Operations Treasurer</p>	<p>November 2024 - February 2025</p>
<p>Update Long-Range Financial Plan Biennially: To ensure the long-range financial plan stays current, the Assistant Superintendent will collaborate with the financial advisor to review and update the plan biennially.</p>	<p>Assistant Supt for Finance & Operations Treasurer</p>	<p>June 2025</p>
<p>Goal 4: Explore attendance boundary survey to determine if elementary schools should be redistricted.</p>		
<p>Elementary School Attendance Boundary Survey</p> <ul style="list-style-type: none"> ● Present enrollment update report to BOE ● Issue RFP for Consultant to perform Attendance Boundary Survey ● Interview RFP respondents ● Select and contract with the Attendance Boundary Survey Consultant ● Meet with and provide the information requested by the Consultant ● Review findings and recommendations with the Cabinet ● Adjust recommendations, if necessary, with Consultant ● Schedule BOE presentation by Consultant ● Determine if Elementary Schools should be redistricted 	<p>Assistant Supt for Finance & Operations</p> <p>Cabinet</p> <p>BOE</p> <p>Supervisor & Assistant Supervisor of Transportation</p>	<p>June 2026</p>

Family & Community Engagement

Communication

Partnerships
School Calendar
Facilities

Strategic Plan Priority Area 4: Family & Community Engagement

District Priority Area 2: *Promote an engaged and mutually accountable learning community where students, staff, families, and community partners embrace a growth mindset and collaborate to achieve excellence.*

Goal 1: We will enhance parental and community engagement to boost student attendance, behavior, and academic achievement, viewing students and families as partners in this effort.

Strategies: to accomplish our objective, we will:	Who	When
Parent and Family Engagement: Create uniform expectations that include student/family voice in planning events.	Building Principals & Building Leadership Teams, Various Department Leaders	By the end of 2025
Family Engagement: Provide family support and training opportunities for family and teacher engagement. The school should be the center of the community where everyone goes for support. <ul style="list-style-type: none"> Family liaison support 	District Leadership	Community Schools - On-Going Parent Engagement events [ENL, Title 1, etc]
Attendance Matters Campaign: With student and family input, create a district-wide attendance campaign that includes: <ul style="list-style-type: none"> Slogan Advertisement materials in English/Spanish Incentives 	ASPPS, Director of Guidance, Building Principals	By fall of 2024

Goal 2: We will improve communication of school and district-wide events to our families and avoid scheduling conflicts.

Strategies: to accomplish our objective, we will:	Who	When
<p>District Communication Plan: Develop a plan that:</p> <ul style="list-style-type: none"> • Is synced between buildings • Is linked with bell schedules, schools, etc. • Establishes frequency of messages • Allows for consistency in when messages from schools/departments go out. 	Administrative Team	Summer 2024

Wellbeing, Safety, & Security
Security & Safety
Facilities
Culture & Climate
Mental Health Supports

Strategic Plan Priority Area 5: Well-being, Safety, & Security

District Priority Area 2: *Create consistent, equitable, and accessible educational experiences for all students and staff aligned with the NY State Standards and our Portrait of the Hyde Park Learner and HPCSD Employee.*

Goal 1: We will develop a climate of respect through proven and consistent training and interventions.

Strategies: to accomplish our objective, we will:	Who	When
Self-Care: Provide self-care training and support to reduce the feeling of staff being overwhelmed	HR, Principals, Building and District Safety Teams	Quarterly through EAP newsletters

<p>Safety: Nurture a feeling of safety and support for staff and students so they feel supported, can ask for help, and feel well cared for by:</p> <ul style="list-style-type: none"> • Creating a welcoming and affirming environment • Fostering high expectations and rigorous instruction • Identifying inclusive curriculum & assessment • Engaging in ongoing professional learning & support 	<p>HR - Staff; Principals, MTSS Teams - Students PLC, BLT, Safety Teams</p>	<p>Monthly for building safety teams and Quarterly at all admin Debrief following crisis events</p>
<p>Training for Non-Instructional Staff: Create training for Transportation/Custodial/Nutrition staff to provide an overview of MTSS, Restorative Practices, and other key student behavior management concepts for their own use and understanding. Ongoing PD opportunities Part of new employee onboarding</p>	<p>Asst. Superintendent of PPS, Dir of Guidance, Dir Transportation, Dir F&O, Nutrition services</p>	<p>June 2025</p>
<p>Goal 2: Foster positive relationships between staff and students/families.</p>		
<p>Family Engagement: Provide family support and training opportunities for family and school community engagement. The school should be the center of the community where everyone goes for support.</p> <ul style="list-style-type: none"> • Family liaison support 	<p>District Leadership, Community Schools Liaison</p>	<p>Community Schools - On-Going Parent Engagement events [ENL, Title 1, etc]</p>
<p>Goal 3: Create a safe and inclusive learning environment.</p>		
<p>Implicit Bias: Equip all educators and staff with the knowledge and skills to identify, understand, and mitigate the impact of implicit bias in their interactions with students, families, and colleagues. We will conduct district-wide workshops on implicit bias, its science, and its potential impact on student learning and behavior.</p>	<p>District Leadership</p>	<p>24-25 Ongoing</p>
<p>Community Circles: Organize community circles where students can discuss social-emotional issues, concerns, and ways to promote a positive school culture. This fosters a sense of belonging, open communication, and understanding among students.</p>	<p>Principals, Instructional Staff, Counselors</p>	<p>Quarterly</p>
<p>Goal 4: We will give our students meaningful opportunities to share their feelings and repair harm.</p>		
<p>Strategies: to accomplish our objective, we will:</p>	<p>Who</p>	<p>When</p>
<p>Restorative Practices: Identify and select staff members from each school to form restorative practice teams. These teams will receive comprehensive training on restorative practice principles, facilitation techniques,</p>	<p>Assistant Sup't for PPS Principals Teachers</p>	<p>By June 2025</p>

and conflict resolution strategies to train staff in their buildings.	Director of Guidance	
<p>MTSS: Establish an MTSS committee that includes school leaders, mental health professionals, educators, and families to identify mental health challenges through data analysis, educate staff and community on mental health awareness and support strategies, and build tiers to support school-wide mental health support with a focus on Tier 1: Universal Wellness.</p>	<p>Clinical Staff</p> <p>School Counselors</p> <p>Building & District Leadership</p> <p>MTSS Committee</p>	2024 - 2025 School year



CONFIDENT LEARNER

- Embraces curiosity to experience new ideas
- Possesses the desire to learn, unlearn, and relearn
- Finds and maximizes opportunities to actively and empathetically listen to elicit diverse perspectives from others
- Develops positive, passionate attitudes and beliefs about learning

EFFECTIVE COMMUNICATOR

- Articulates thoughts and ideas effectively using oral, written, and non-verbal communication skills in a variety of forms
- Listens effectively to decipher meaning, including knowledge, values, attitudes, and intents
- Communicates for and with a wide range of purposes and audiences (e.g. to inform, instruct, motivate, persuade, and advocate)

ADAPTABLE INNOVATOR

- Works effectively and flexibly in a climate of continuous change
- Embraces feedback, praise, setbacks, and criticism
- Reflects on successes and failures as a means of refining the path forward
- Understands, negotiates, and balances diverse views and beliefs in order to reach workable solutions

CRITICAL THINKER

- Improves quality of own thinking by analyzing and assessing information
- Identifies, evaluates, and applies learning to relevant real-world situations
- Applies disciplined thinking that is open-minded and informed by evidence
- Understands the "big picture" and is able to implement and reflect on proposed solutions and the impact they may have

RESPONSIBLE CITIZEN

- Demonstrates honesty and makes ethical choices
- Honors commitments and holds oneself accountable
- Cares for and positively impacts the larger community
- Takes initiative and acts with purpose



HYDE PARK
CENTRAL SCHOOL DISTRICT



CONFIDENT LEARNER

- Embraces curiosity to experience new ideas.
- Energized by opportunities to continuously update our professional knowledge and skills.
- Finds and maximizes opportunities to actively and empathetically listen to elicit diverse perspectives from others.
- Develops and demonstrates positive, passionate attitudes and beliefs about learning.

EFFECTIVE COMMUNICATOR

- Articulates thoughts and ideas effectively using oral, written, and non-verbal communication skills in a variety of forms.
- Listens effectively to decipher meaning, including knowledge, values, attitudes, and intents.
- Communicates for and with a wide range of purposes and audiences (e.g. to inform, instruct, motivate, persuade, and advocate).
- Intentionally cultivates a sense of voice, ownership, and agency for every employee and student.
- Adapts to constantly evolving tools and appropriately integrates them into daily life.
- Values and embraces diverse cultures and unique perspectives through mutual respect and open dialogue.

ADAPTABLE INNOVATOR

- Works effectively and flexibly in a climate of continuous change.
- Embraces feedback, praise, setbacks, and criticism.
- Reflects on successes and failures as a means of refining the path forward.
- Understands, negotiates, and balances diverse views and beliefs in order to reach workable solutions.
- Works with students to build bridges between home and school cultures and create the conditions for genuine respect for cultural exchange and understanding.

CRITICAL THINKER

- Improves quality of own thinking by analyzing and assessing information.
- Identifies, evaluates, and applies experience and knowledge to relevant real-world situations.
- Applies disciplined thinking that is open-minded and informed by evidence.
- Understands the “big picture” and is able to implement and reflect on proposed solutions and the impact they may have.

RESPONSIBLE CITIZEN

- Demonstrates honesty, integrity, work ethic and makes ethical choices.
- Honors commitments and holds oneself accountable.
- Cares for and positively impacts the larger community.
- Takes initiative and acts with purpose while also recognizing how personal decisions and actions have an impact beyond one’s self.
- Creates a safe environment through respect and inclusivity for diverse identities and cultures.
- Increases knowledge about the variety of identities and cultures represented in our community.
- Builds meaningful relationships with peers and other staff of different identities, cultures, buildings, and departments.



HYDE PARK
CENTRAL SCHOOL DISTRICT

Our Next Steps and Accountability

Timeframe	Activity	Who
Summer 2024	<ol style="list-style-type: none"> 1. Blueprint Plan Presented to the Community and Adopted by the BOE 2. Blueprint Plan “unpacked” and then shared with the faculty and staff. 3. Blueprint Plan unpacked with smaller groups. 	Superintendent, BOE Superintendent Directors & Principals
Fall, 2024	Blueprint implementation updates provided to the BOE, Community, and Staff	Superintendent and Administrators
2024-2025 Quarterly	Blueprint Updates provided to the BOE, Community, and Staff	Superintendent and Administrators
July 2025	Blueprint Planning Day Held Plan Updated for 25-26	BOE Superintendent Administrators Staff Community Members

2023-24 Blueprint Team

Dr. Pedro Roman, Superintendent

Dr. Gregory Brown, Deputy Superintendent

Melissa Lawson, Assistant Superintendent for Pupil Services

Linda Steinberg, Assistant Superintendent for Facilities & Operations

Michael Ruella, Principal, F.D. Roosevelt High School

Eric Shaw, Principal, Haviland Middle School

Stephen Hicks, Principal, Netherwood Elementary School

Megan D'Alessandro, Principal, North Park Elementary School

Matthew Darling, Principal, Ralph R. Smith, Elementary School

Nicolle Strang, Principal, Violet Avenue School

Jennifer Criser-Eighmy, Director of Humanities

Kim Knisell, Director of Math & Science

Jesslyn Hollar, Board of Education

Margaret Qatani, Board of Education

Staff

Charlotte Apuzzo

Sue Cerulli

Krista Gorman

Riane Benson-Patsey

Jessica Cole

William Hoffman

Rita Benson

Jamie Conway

Nancy Hulton

Elise Beyer

Roseann Davison

Dan Hurley

Tina Boryk

Adam Deans

Cathy Jasterzbski

Shannon Cafarelli

Marcie Dillon

Monique Jenkinson

Dena Cerbino

Bobbie Goodman

Joanna Jusino

Jill Kelly
Arisa King
Catherine Lang
Marion Manning
Anne McBroome
Therese McKenna

Andrea McKevitt
Dennis McMahon
Joanne Mikula
Jennifer Morris
Jen Parker
Robin Peek

Diana Petersen
Katherine Pitcher
Eric Pollard
Alysa Robinson
Yolanda Terralavoro
Shamfa Tittle
Jennifer Turner

Community Members

Janerra Cruz
Richard Mattocks

Gully Stanford
Barbara Sweet

Johannes Vanderlee

Parents

Andrea Boccio
Heather Casto

Kristen Buttita
Jennifer Pfluger

Casey Simons

Superintendent's Student Advisory Council - F. D. Roosevelt High School

Azara Jackson
Colin Buttitta
Dime Rosser
Doran Guiseppe

Jennalayah Waddell
Jovanni Rivers
Julienne Olivera
Leigh Costura

Reign Stokes
Roman Pemberton
Sophia Castro
Taciana Okoth
Breanna Torres