

# SOUTH COUNTRY CENTRAL SCHOOL DISTRICT



# 2025 -2029

## BLUEPRINT FOR EXCELLENCE



<https://www.southcountry.org/>



189 Dunton Avenue, East  
Patchogue, NY 11772

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# STRATEGIC PLAN

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Dear Members of the South Country Central School District Community,

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

Our “Blueprint for Excellence” is the result of planning sessions that were held with our Board of Education, Leadership Team, staff, parents, and community members. We worked with feedback gathered from the community this fall as we developed a plan that will help us continue to grow and achieve as we strive for excellence in all that we do.

This updated strategic plan will be the backbone for 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 the lives of children and the success of the district.

Sincerely,

Antonio Santana  
Superintendent of Schools

Chris Picini  
President, Board of Education



# PROCESS INTRODUCTION AND OVERVIEW

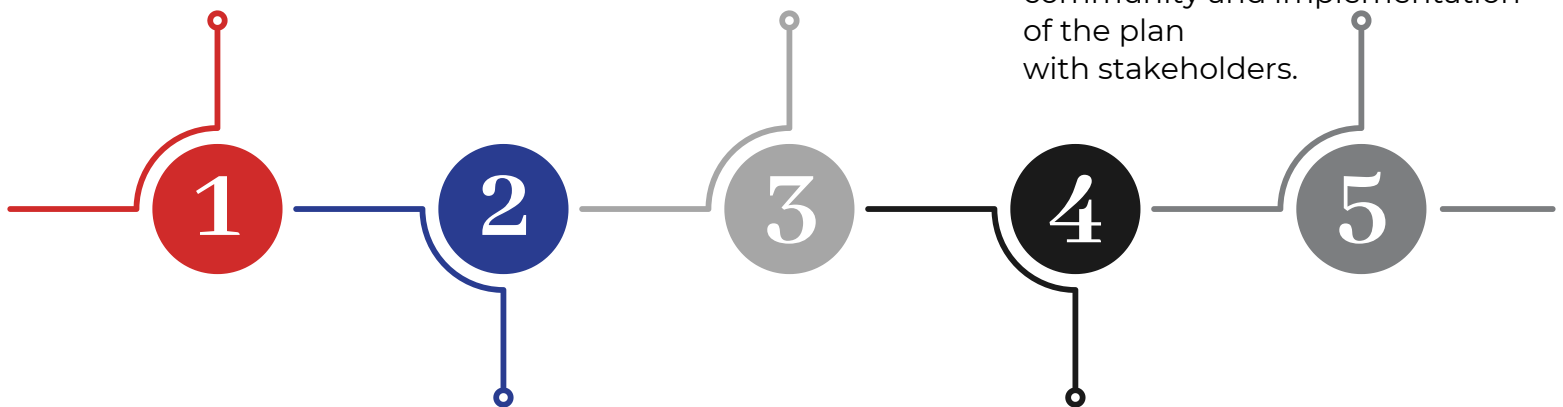
## Blueprint Planning is intended to:

- 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 priorities of the district 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.

**November 2024:** Community feedback gathered.

**January 2025:** Community team assembled, mission/vision/core values reviewed, priority areas developed, strategies suggested.

**January/February 2025:** Revisions and review completed by the Leadership Team. Communication to the community and implementation of the plan with stakeholders.



**December 2024:** Draft mission/vision/core values developed by the Board of Education and Leadership Team.

**January 2025:** 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.

# WHO WE ARE

Our shared core purpose, aspirations and expectations are clear:

## OUR MISSION

Collectively, we empower every student with the knowledge, skills, and rigorous academic experiences they need to excel in their future endeavors, fostering critical thinking, resilience, a sense of belonging and a commitment to lifelong learning.

## OUR VISION

We are a high-performing, inclusive school community that prioritizes students, fosters excellence, and ensures equitable opportunities for all to achieve their fullest potential. Through high-quality education, critical thinking, and core values like honesty, perseverance, and compassion, we prepare lifelong learners for a diverse, evolving world. Together, as partners and mentors, we create a safe, supportive environment where every student is heard, valued, and empowered to succeed.



# OUR CORE VALUES

WE believe that we can achieve our vision and accomplish our mission if, in all of our work, we will strive to uphold the following core values:

## **Honesty and Integrity**

Acting with truthfulness and transparency in all interactions, decisions, and actions, while upholding strong ethical principles, even when faced with challenges.

## **Respect**

Demonstrating kindness, consideration, and regard for the rights, feelings, a sense of belonging, and differences of others, fostering a culture of mutual understanding and dignity.

## **Valuing Every Student**

Recognizing and celebrating the unique strengths, abilities, and potential of each student, ensuring they feel seen, supported, and appreciated for who they are.

## **Giving and Doing Our Very Best**

Striving for excellence in all endeavors by dedicating full effort, passion, and commitment to achieving the highest possible outcomes for students and the community.

## **Solution-Oriented**

Focusing on identifying, addressing, and overcoming challenges proactively and collaboratively, while involving students in fostering a positive and forward-thinking mindset.

## **Student-Centered**

Prioritizing the needs, growth, and success of students in every decision and action, ensuring that their well-being and development remain at the heart of the school community.

## **Equitable**

Ensuring fairness, inclusion, and access for all students by addressing barriers, meeting diverse needs, and creating opportunities that promote success for everyone, regardless of background or circumstance.

## **Community Engaged**

Working with families, educators and the community through proactive communication to enhance student successes.

## **P.R.I.D.E.**

Ensuring our students and staff are prepared, respectful, involved, diligent, and ethical in their interactions.

## OUR DISTRICT

The South Country Central School District serves approximately 3,800 students across seven schools, including Bellport High School and Bellport Middle School. The district encompasses around 16 square miles in southern Brookhaven Town. From its Universal Pre-K program to Bellport High School, the district emphasizes personalized education with a student teacher ratio of 11:1.

## OUR COMMUNITY

The community served by the South Country Central School District is a diverse and vibrant area with a mix of suburban and coastal influences. It features a blend of residential neighborhoods, local businesses, and natural spaces. Residents value education, community engagement, and maintaining a welcoming environment for people of all backgrounds. The community is known for its rich history, cultural diversity, and strong sense of local pride,

## OUR LEADERSHIP

### Board of Education

Chris Picini, President  
Joseph L. Barry, Vice-President  
Deborah DeLillo  
Cheryl A. Felice  
Rafyel Flippen  
E. Anne Hayes  
Tara Kavanagh

### Administration

Sean Clark- Principal, Kreamer Street Elementary School  
Dr. M. Jamal Colson- Principal, Bellport Middle School  
Erika DellaRosa - Principal, Bellport High School  
Brian Ginty- Principal, South Haven Early Childhood Center  
Mandy Mazziotti- Principal, Verne W. Critz Elementary School  
Dr. Rebecca Raymond- Principal, Brookhaven Elementary School  
Stefanie Rucinski- Principal, Frank P. Long Intermediate School  
Krista M. Albrecht- Director of Instructional Technology  
Jack Burke-Director of STEM  
Kerry Carson- Director of Student Support Services  
Jaclyn O'Hagan-Director of Humanities  
Jessica Prush- Assistant Director of Student Support Services  
Jenna Restivo- Director of Guidance and Counseling Programs  
Martino Sottile- Director of Athletics, Health & Physical Education  
Monica Pullows-Tetuan, Monica- Director of ELL, Bilingual & World Language Programs  
Beth Doyle-Assistant Superintendent of Curriculum, Instruction & Accountability  
Jason Huntsman- Assistant Superintendent for Human Resources  
Jennifer Segui-Assistant Superintendent for Finance & Management Services  
Antonio Santana- Superintendent of Schools

# OUR PLAN

The South Country Central School District Blueprint for Excellence is founded on a mission to empower every student with the knowledge, skills, and academic experiences needed to thrive in the future. The district is committed to fostering critical thinking, resilience, and a lifelong love of learning by ensuring that all students receive a rigorous and equitable education. With a focus on both academic and personal development, the district aims to build a sense of belonging where students feel supported and valued. This mission is reflected in every aspect of district operations, from curriculum design to student engagement strategies.

Guided by its vision, the district aspires to be a high-performing, inclusive school community that prioritizes students, fosters excellence, and provides equitable opportunities for all. The district places a strong emphasis on core values such as honesty, perseverance, and compassion, ensuring that students are prepared to navigate an increasingly diverse and evolving world. By maintaining a safe, supportive environment, the district fosters partnerships between educators, families, and the broader community, reinforcing a culture where every student is heard, valued, and empowered to succeed.

The Blueprint for Excellence is built on seven core values that shape the district's culture and decision-making. These values include honesty and integrity, respect, and

valuing every student by recognizing their unique strengths. The district is dedicated to giving and doing its very best, maintaining a solution-oriented mindset, and ensuring all actions are student-centered and equitable. Additionally, the district emphasizes community engagement, working collaboratively with families and stakeholders to enhance student success. Through the implementation of **P.R.I.D.E.** (Prepared, Respectful, Involved, Diligent, Ethical), both students and staff uphold high standards of behavior and academic excellence.

To achieve its goals, the district prioritizes academic excellence, student experience, and operational efficiency. The academic program emphasizes 21st-century skills and alternative learning pathways to support student interests and future readiness. The district fosters a supportive and connected learning environment, ensuring that students feel safe and engaged while balancing technology use and promoting social-emotional well-being. Finally, operational improvements focus on enhancing facilities, increasing transparency, and strengthening community partnerships to create a workplace and learning environment that supports success for all. Through these efforts, the South Country Central School District is committed to building a future where every student can achieve their fullest potential.

# PRIORITY AREAS

Based on community feedback, the following areas were identified as priorities to be focused on in order to fulfill the mission of the district. Goals have been developed for each area.



Academic  
Excellence



The Student  
Experience



Operations

# PRIORITY AREA GOALS

<b>Academic Excellence</b>	<b>Goal:</b> We will provide all students with access to tools, skills, and opportunities needed to succeed in rigorous and relevant coursework by emphasizing 21st century skills, and expanding access to alternative learning pathways to support student interest.
<b>The Student Experience</b>	<b>Goal:</b> We will foster a supportive and connected learning environment where students feel safe, secure, and valued by prioritizing meaningful relationships, balancing the use of technology in instructional practices, and promoting social-emotional well-being.
<b>Operations</b>	<b>Goal:</b> We will enhance school district operations by fostering a supportive work environment, upgrading facilities, improving communication and transparency, strengthening parental involvement, and increasing community engagement through active participation and partnerships.



# ACTION PLAN



## Priority Area: Academic Excellence

**Goal: We will provide all students with access to tools, skills, and opportunities needed to succeed in rigorous and relevant coursework by emphasizing 21st century skills, and expanding access to alternative learning pathways to support student interest.**

Action Steps:	Person/People Responsible	Timeframe
<b>Rigorous Coursework</b>		
<p><b>More Focus on Writing Across Content Areas, Including Research:</b></p> <p>Embed writing and research opportunities across all subject areas to enhance literacy and analytical skills PreK-12.</p> <p>Embed writing opportunities into Project Based Learning (PBL) work.</p> <p>Increased opportunities for students to engage in writing tasks via actual handwriting, decreasing the utilization of Chromebook and technology where applicable.</p> <p>Cross-curricular mapping K-6</p>	<p>Assistant Superintendent of Curriculum, Instruction &amp; Accountability</p> <p>PreK-6 Literacy Committee</p> <p>Building Administration</p> <p>K-12 Directors</p>	<p>Spring 2025 / 2025-2026</p>
<p><b>Less Screen Time:</b></p> <p>Implement strategies to balance technology use with hands-on, discussion-based, and experiential learning.</p> <p>Develop best practices guidance document for teachers on the appropriate use of screen time.</p>	<p>Director of Instructional Technology</p> <p>Literacy Coordinators</p> <p>Lead Teachers</p> <p>K-12 Directors</p>	<p>2025-2026</p>
<p><b>More Opportunities for Problem-Based Learning:</b></p> <p>Increase project-based and real-world problem-solving experiences to enhance student engagement and critical thinking.</p> <p>Embed writing opportunities into PBL work.</p> <p>Continue expansion to elementary buildings.</p>	<p>Assistant Superintendent of Curriculum, Instruction &amp; Accountability</p> <p>K-12 Directors</p> <p>Building Administration</p> <p>Teachers</p>	<p>2025-2026</p>

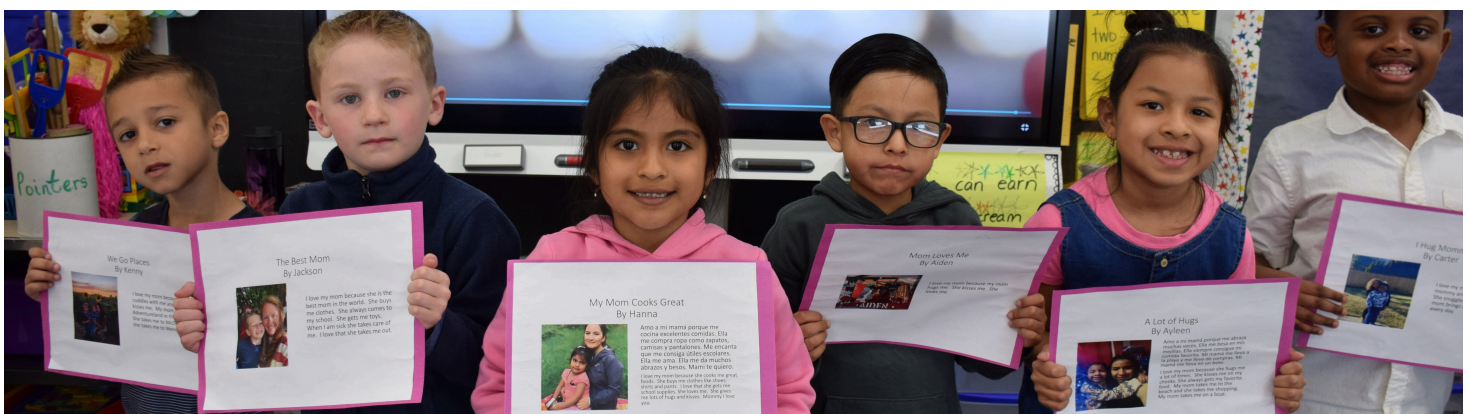
# ACTION PLAN



<p><b>Access to Rigorous Coursework at All Levels:</b></p> <p>Ensure courses provide rigorous learning experiences and academic challenges.</p> <p>Communicate what students are learning through presentations, demonstrations and/or reflections.</p> <p>*District flyer and/or other communication resources</p>	<p>Assistant Superintendent of Curriculum Instruction &amp; Accountability</p> <p>BOE subcommittee work</p> <p>Public Relations (Syntax)</p>	<p>2025-2026</p>
<p><b>Critical Thinking &amp; Student Discourse:</b></p> <p>Foster deeper student discussions and analytical thinking skills through debate, inquiry-based learning, and collaborative discussions.</p>	<p>Assistant Superintendent of Curriculum, Instruction &amp; Accountability</p> <p>DCIP Committee</p> <p>SCEP Committee</p>	<p>2025-2026</p>
<p><b>Executive Functioning - Explicit “Study Skills” Instruction:</b></p> <p>Study skills, note taking skills, organizational skills taught, community circles, SEL lessons based on the DESSA</p>	<p>Assistant Superintendent of Curriculum, Instruction &amp; Accountability</p>	<p>2026-2027</p>

## Curriculum Development

<p><b>Review Math Program (K-5):</b></p> <p>Evaluate and update the current math curriculum to ensure alignment with best practices and student success.</p> <p>Review current scope and sequence to foster alignment.</p>	<p>Director of STEM</p> <p>K-5 Principals</p> <p>Assistant Superintendent of Curriculum, Instruction &amp; Accountability</p>	<p>Spring 2025 / 2025-2026</p>
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# ACTION PLAN



<p><b>Secondary Literacy Committee (Read Every Day):</b></p> <p>Establish a literacy committee to promote daily reading habits and improve secondary-level literacy outcomes.</p> <p>Review Literacy Program</p>	<p>Assistant Superintendent of Curriculum, Instruction &amp; Accountability</p> <p>7-12 Departments: STEM, Humanities at Curriculum Council (Secondary Admin)</p>	<p>2025-2026</p>
<p><b>CTE Courses at Bellport HS:</b></p> <p>Expand Career and Technical Education (CTE) offerings at Bellport High School to provide students with career-ready skills.</p>	<p>Director of Guidance &amp; Counseling Programs</p> <p>College and Career Counselor</p> <p>Local community agencies, trades, organizations, etc.</p>	<p>2026-2027</p>
<p><b>Financial Literacy (Blue Ribbon) for All Students:</b></p> <p>Ensure all students receive comprehensive financial literacy education to prepare them for real-world financial decisions.</p>	<p>Director of STEM</p> <p>Local connections to financial institutions</p> <p>Family Engagement Center and Directors</p>	<p>2026-2027</p>
<p><b>FLES (Foreign Language in Elementary Schools):</b></p> <p>Implement or expand early foreign language programs to enhance language acquisition at a young age.</p>	<p>Director of ENL World Languages Bilingual Programs Elementary Principals</p>	<p>2027-2028</p>
<p><b>Elementary Science Teachers:</b></p> <p>Introduce dedicated elementary science teachers to strengthen foundational science education, reading, writing and academic vocabulary, through reallocation of staff.</p>	<p>Director of STEM Elementary Principals</p>	<p>2028-2029</p>
<p><b>HS-Level French and Italian 1:</b></p> <p>Explore the reintroduction or expansion of French and Italian language offerings at the high school level.</p>	<p>Assistant Superintendent of Curriculum, Instruction &amp; Accountability</p> <p>Director of ENL</p> <p>World Languages &amp; Bilingual Programs</p>	<p>2026-2027</p>

# ACTION PLAN



<p><b>More Special Education Electives:</b></p> <p>Increase elective course options tailored to meet the needs and interests of special education students.</p>	<p>Director of Special Education</p> <p>Assistant Director of Special Education</p> <p>Director of Guidance &amp; Counseling Programs</p> <p>Secondary Principals</p>	<p>2026-2027</p>
<p><b>Class Size</b></p>		
<p><b>Master Scheduling:</b></p> <p>In order to optimize student learning conditions, develop and implement strategies to ensure equitable class sizes across grade levels and subject areas.</p>	<p>Assistant Superintendent for Human Resources</p> <p>Building Administration</p> <p>Master Schedule review</p>	<p>Spring 2025 / Ongoing</p>



# ACTION PLAN



## Priority Area: The Student Experience

**Goal: We will foster a supportive and connected learning environment where students feel safe, secure, and valued by prioritizing meaningful relationships, balancing the use of technology in instructional practices, and promoting social-emotional well-being.**

Action Steps:	Person/People Responsible	Timeframe
<b>Mental Health</b>		
<p><b>More Access to Mental Health Professionals:</b></p> <p>Increase the access to mental health professionals available to support student well-being and crisis intervention.</p>	<p>Building Administration Director of Guidance and Counseling Programs Director of Student Support Student Support and Guidance</p>	2025-2026
<p><b>Normalizing Counseling for All:</b></p> <p>Encourage all students to engage in counseling and mental health support as a routine part of their school experience.</p>	<p>Director of Guidance Guidance Teachers</p>	2025-2026
<p><b>Supportive Response to Victims of Incidents:</b></p> <p>Review and update trauma-informed, compassionate responses to students who experience bullying, violence, or other incidents.</p>	<p>Building Administration Director of Guidance Support Staff Teachers (Crisis Team)</p>	2025-2026
<p><b>Bilingual Supports (K-12):</b></p> <p>Review Comprehensive ELL Education Plan (CEEP) and support services to ensure accessibility and success for multilingual learners across all grade levels.</p>	<p>World Language Director ENL Chairs Assistant Superintendent for Human Resources Director of Student Support</p>	2025-2026



# ACTION PLAN



## Accountability and Behavioral Support

<p><b>Cell Phone Policy:</b></p> <p>Develop a clear and consistent cell phone policy that balances technology use with learning priorities. Implement policies and structures to limit cell phone use during instructional time, promoting focus and engagement.</p>	<p>Administration</p> <p>Staff by Committee</p>	<p>Spring and Summer 2025</p>
<p><b>System of Checks and Balances for Code of Conduct Implementation:</b></p> <p>Regularly audit the implementation of the district's code of conduct to ensure fairness and effectiveness.</p>	<p>Building Administration</p>	<p>Spring 2025/ Ongoing</p>
<p><b>Regular Check-Ins for Students Who Have Been Victims:</b></p> <p>Establish ongoing support and follow-ups for students affected by bullying, violence, or other incidents.</p>	<p>Building Administration</p> <p>Support staff</p> <p>Teachers</p>	<p>Spring 2025 / Ongoing</p>
<p><b>Delayed Restorative Interventions in Certain Scenarios:</b></p> <p>Determine when delayed interventions may be appropriate to allow for immediate disciplinary actions while planning meaningful restoration.</p>	<p>Building Administration</p> <p>Restorative Practices Coordinator</p>	<p>Spring 2025/ Ongoing</p>
<p><b>Universal Re-Entry Meetings (K-12):</b></p> <p>Require re-entry meetings for all students returning from disciplinary actions to provide support and guidance.</p>	<p>Building Administration</p> <p>Restorative Practices Coordinator</p> <p>Support Staff</p>	<p>Summer 2025 / Ongoing</p>
<p><b>Consistent Consequences:</b></p> <p>Review disciplinary actions for consistency across all schools and grade levels.</p>	<p>Superintendent of Schools</p> <p>Building Administration</p>	<p>Summer 2025</p>
<p><b>Consequences That Include Community Service and Self-Esteem Building:</b></p> <p>Incorporate restorative justice practices that promote responsibility, community engagement, and personal growth.</p>	<p>Building Administration</p> <p>Restorative Practices Coordinator</p> <p>Students</p>	<p>2025-2026</p>
<p><b>Student Input in Response to Behaviors:</b></p> <p>Engage students in discussions and decision-making related to behavioral expectations and consequences.</p>	<p>Building Administration</p> <p>Restorative Practices Coordinator</p> <p>Students</p>	<p>2025-2026</p>

# ACTION PLAN



Opportunities and Experiences		
<p><b>Staff Buy-In to Restorative Practices:</b></p> <p>Provide professional development and support to ensure staff fully embrace and implement restorative practices effectively.</p>	<p>Building Administration</p> <p>Restorative Practices Coordinator</p> <p>Coaches/Teachers</p>	Ongoing
<p><b>Regular Use of Community Circles:</b></p> <p>Encourage and normalize the use of community circles to facilitate open discussions, conflict resolution, and peer support.</p>	<p>Restorative Practices Coordinator</p> <p>Teachers</p>	Ongoing
<p><b>Building a Culture of Enjoyment:</b></p> <p>Foster a positive school culture where students feel excited and motivated to engage in learning and extracurricular activities.</p>	<p>Building Administration</p> <p>Support staff</p> <p>Teachers</p>	Summer 2025 / Ongoing
<p><b>More Community Building:</b></p> <p>Implement programs and events that strengthen relationships between students, staff, and the broader community.</p>	<p>Building / District Administration</p> <p>Support staff</p> <p>Teachers</p>	School Year 2025-26
<p><b>More Opportunities for Mentorships and Community Involvement (K-12):</b></p> <p>Create and promote mentorship initiatives that connect students with community leaders, professionals, and role models.</p>	<p>Building Administration</p> <p>Director of Guidance</p> <p>Work-Based Learning Coordinator</p> <p>Teachers</p>	2025-2026
<p><b>More Enrichment Opportunities:</b></p> <p>Expand enrichment programs and accelerated learning opportunities to challenge and engage students.</p>	<p>Assistant Superintendent of Curriculum, Instruction &amp; Accountability</p> <p>Directors</p> <p>Teachers</p>	2026-2027
<p><b>Intramurals at the BMS:</b></p> <p>Develop intramural sports programs at the middle school level to encourage physical activity and teamwork.</p>	<p>Athletic Director</p> <p>Building Administration</p>	2026-2027

# ACTION PLAN



## Priority Area: Operations

**Goal: We will enhance school district operations by fostering a supportive work environment, upgrading facilities, improving communication and transparency, strengthening parental involvement, and increasing community engagement through active participation and partnerships.**

Action Steps:	Person/People Responsible	Timeframe
<b>Staff Support and Morale</b>		
<p><b>All Staff Input:</b></p> <p>When feasible, provide staff members with opportunities to have a voice in decision-making processes and organizational improvements.</p>	All Administrators	As needed
<p><b>Review Staff Inequality Across Schools:</b></p> <p>Assess and address staffing disparities across all elementary and secondary schools to ensure equitable distribution of resources and personnel, when feasible.</p>	Assistant Superintendent for HR in collaboration with building, district administrators and chair people.	Spring 2025 / Ongoing
<p><b>Staff Recognition - Student Driven, Colleague Driven, etc.:</b></p> <p>Develop recognition programs that celebrate staff contributions through student and peer acknowledgment.</p>	District-Wide Committee	Fall 2025
<p><b>Staff Morale:</b></p> <p>Foster a positive leadership culture that supports and motivates staff, creating a school environment where both staff and students thrive.</p>	Superintendent  Cabinet  Administrative Partnership Collective Bargaining Unit Representatives	2025-2026
<p><b>Supporting Staff When Making Decisions to Bring Behaviors Forward:</b></p> <p>Provide clear guidelines and administrative support for staff addressing student behaviors and disciplinary actions. Review referral process and procedures.</p>	Building Administration	2025-2026

# ACTION PLAN

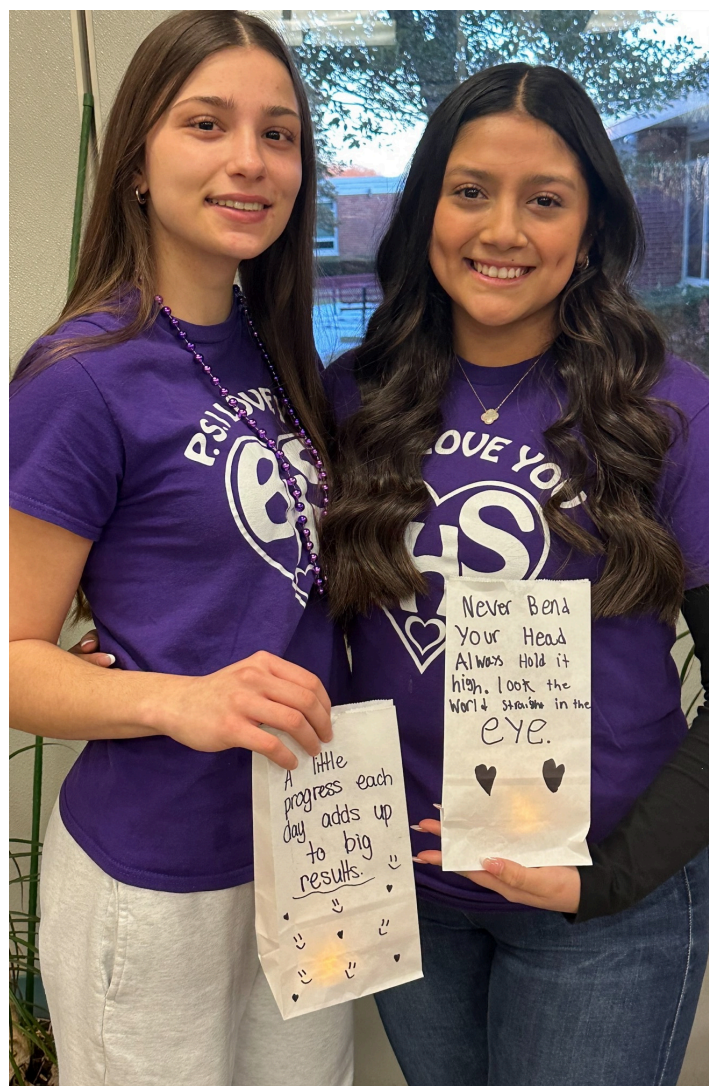
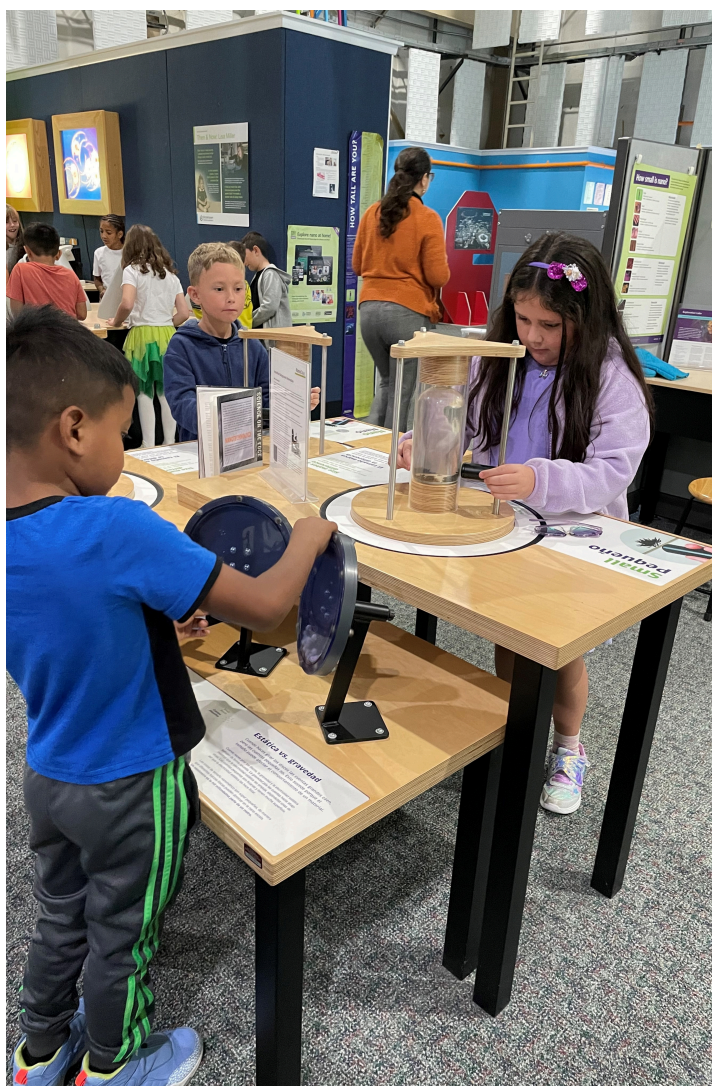


Facilities		
<p><b>Ensure ADA Compliance in All Buildings:</b></p> <p>Review our current facilities to ensure ADA compliance.</p>	<p>Director of Facilities Building Principals Head &amp; Chiefs</p>	<p>Fall 2025</p>
<p><b>Upgrade / Update All Facilities and Infrastructure:</b></p> <p>Develop and Implement a long-term plan to modernize buildings, technology, security and infrastructure to support learning and operations.</p>	<p>Assistant Superintendent for Business Director of Technology Director of Facilities BOE &amp; Community</p>	<p>Spring 2025 / School Year 2025-2026</p>
<p><b>Maintain a High Expectation of Cleanliness of Facilities:</b></p> <p>Revisit and review high standards for cleanliness and maintenance to ensure a safe and welcoming environment.</p>	<p>Director of Facilities Building Principals Head &amp; Chiefs</p>	<p>Spring 2025</p>
<p><b>Wellness Areas for All Staff:</b></p> <p>Building studies to identify feasibility of Wellness Areas at each building for staff.</p>	<p>Director of Facilities Building Principals Head &amp; Chiefs</p>	<p>2026-2025</p>
Communication		
<p><b>Ensure Communication Is in Multiple Languages:</b></p> <p>Provide district-wide communications in at least two languages to ensure inclusivity for multilingual families.</p>	<p>Technology Department  Building Principals</p>	<p>Ongoing</p>
<p><b>Review Modes and Intervals of Communication:</b></p> <p>Assess the frequency and methods of communication to ensure consistency and clarity across the district.</p>	<p>Technology Department Data Coordinator Building Principals Superintendent Cabinet</p>	<p>Spring 2025 / Ongoing</p>
<p><b>Investing in One Platform for Communication (Parent Square):</b></p> <p>Explore and implement a unified communication platform to streamline interactions between schools, staff, and families.</p>	<p>Assistant Superintendent for Business  Director of Technology</p>	<p>Spring 2025</p>

# ACTION PLAN



<p><b>Multimodal Outreach to All Families:</b></p> <p>Utilize multiple communication channels, including email, phone, text, social media, and in-person meetings, to engage all families effectively.</p>	<p>Technology Department Data Coordinator Building Principals Superintendent Cabinet</p>	<p>2025-2026</p>
<p><b>Upgrade of District Website:</b></p> <p>Redesign and improve the district website to enhance accessibility, transparency, and engagement for all stakeholders.</p>	<p>Technology Department Website Committee</p>	<p>2025-2026</p>
<p><b>Mailing Report Cards Home, etc.:</b></p> <p>Revisit the use of physical mail for essential documents like report cards to ensure accessibility for all families.</p>	<p>Superintendent Assistant Superintendent Building Administration Director of Technology</p>	<p>2026-2027</p>



# OUR NEXT STEPS AND ACCOUNTABILITY

Timeframe	Activity	Who
<b>September 2025</b>	<p>Blueprint Plan presented to the community and adopted by the Board of Education</p> <p>Blueprint Plan unpacked and shared with the faculty and staff</p>	Board of Education, Superintendent, and Principals
<b>Quarterly</b>	Blueprint updates provided to the Board of Education, community, and staff	Superintendent and Administrators
<b>Annually: Spring</b>	<p>Blueprint budget recommendations made to administration</p> <p>Blueprint expenditures finalized</p>	Superintendent and Administrators
<b>Annually: June</b>	Final report Blueprints updates provided to the Board of Education, community, and staff.	Superintendent and Administrators
<b>Annually: July</b>	<p>Blueprint Planning Day.</p> <p>Plan updated for the upcoming year</p>	BOE, Superintendent, Administrators, Staff, and Community Members
<b>Spring 2027</b>	Blueprint refresh conducted	BOE, Superintendent, Administrators, Staff, and Community Members
<b>Spring 2028</b>	Blueprint Phase 2 developed	BOE, Superintendent, Administrators, Staff, and Community Members

# 2024-25 Blueprint Team

**Krista Albrecht**

**Joseph L. Barry**

**Jack Burke**

**Kerry Carson**

**Anthony Cavaluzzo**

**Sean Clark**

**M. Jamal Colson**

**Debbie DeLillo**

**Erika DellaRosa**

**Beth Doyle**

**Dan Fauvell**

**Brian Ginty**

**E. Anne Hayes**

**Jason Huntsman**

**Rosa Kalomiris**

**Mandy Mazziotti**

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2025-2029

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