



HPCSD Professional Learning Plan

2026-2029

1. Strategic Vision and the HPCSD Portrait

In the Hyde Park Central School District (HPCSD), professional growth is the primary lever for organizational transformation. This framework defines professional learning not as a series of isolated workshops, but as a "set of purposeful, planned actions" and a comprehensive support system meticulously designed to achieve specific student outcomes. By aligning every growth opportunity with our district's identity, we ensure that adult learning is the engine driving student success.

The foundation of this framework is the intentional synthesis of the Portrait of the Hyde Park Learner and the Portrait of the HPCSD Employee. Through a crosswalk, the Hyde Park Central School District has ensured that our Portrait of the Learner fully aligns with New York State's Portrait of a Graduate as part of NY Inspires. Additionally, much of our professional learning will be focused around the identified areas of need including literacy, numeracy, wellbeing, and the Culturally Responsive-Sustaining Education Framework.

We recognize that employee traits are the necessary prerequisites for student traits; for a student to become an "Adaptable Innovator," they must be guided by an employee who "works effectively and flexibly in a climate of continuous change." Our employees do not merely teach these competencies; they "intentionally cultivate a sense of voice, ownership, and agency" for every student and "build bridges between home and school cultures." This mirroring ensures that our staff models the curiosity, empathy, and disciplined thinking we expect from our graduates.

Our strategic direction is anchored by our Mission and Core Values:

- District Mission: We empower all learners to be successful members of our dynamic society.
- District Vision: The Hyde Park Central School District is an innovative learning environment for ALL.
- Core Values:
 - 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.

These Core Values act as ethical guardrails, ensuring professional development is conducted in a safe, respectful environment that honors diversity. To sustain this vision, the district utilizes a collaborative governance structure that distributes leadership and responsibility across the school community.

2. Governance and The Professional Learning Committee (PLC)

Strategic professional learning requires a governance model that balances district-wide goals with building-level needs. By engaging diverse stakeholders, we move beyond top-down mandates toward a culture of collective efficacy where every department has a voice in the growth process.

The HPCSD Professional Learning Committee (PLC) consists of stakeholders from the following groups:

- Superintendent and School Administrators
- Teachers
- Teaching Assistants
- Nurses
- Parents
- Curriculum Specialists
- Higher Education Representative
- Operations Departments

The PLC operates on a continuous improvement loop through a four-meeting annual cycle:

1. Fall (Implementation): Evaluate the annual plan against identified needs and finalize action steps for the year.
2. Winter (Effectiveness): Review fall survey data and quality assessments to refine delivery methods and improve outcomes.
3. Spring (Goal Setting): Reflect on spring results, review the 3-year needs assessment, and draft goals for the upcoming year to share with staff.
4. Summer (Finalization): Finalize the Professional Learning Plan (PLP) for Board approval and release the upcoming professional learning calendar.

This structure ensures that growth is "continuous and sustained," extending learning experiences from initial preparation into career-long mastery. This plan will be reviewed and adopted annually by the Board of Education.

3. Data-Driven Needs Assessment: The Three-Year Cycle

The Hyde Park Central School District utilizes the Hyde Park Data Analysis Protocol to move from simple observation to strategic action. By asking "So What?" of our data, we transition from merely asking "Who are we?" to determining "How are we going to get where we want to be?" This 360-degree assessment relies on four distinct domains of data rather than isolated test scores. This analysis is completed by the district leadership team and administration.

Data Domain	Key Data Points & Benchmarks
Demographic	Enrollment, attendance, drop-out rates, ethnicity, gender, and grade level trends.
Perceptual	Values, beliefs, and perceptions of culture/climate from students, staff, and parents.
Student Learning	External: Regents, 3-8 State Testing, NYSESLAT. Internal: NWEA MAP Growth, MAP Reading Fluency, and Progress monitoring measures.
School Process	Program evaluations, instructional strategies, administrative and organizational processes.

This Comprehensive Needs Assessment operates on a three-year cycle. By overlapping these measures, the district identifies "Implications for Improvement" that directly inform the professional learning calendar. This protocol allows us to predict which processes will best meet student needs and ensures every hour of training is a documented response to a specific gap.

As of April 2026, our district enrollment was 3,207 with a 16% Special Education rate, 7% 504 rate, 5% ENL rate, 72% poverty rate, and a 3% homeless rate. The racial makeup of the district includes 48% white, 27% hispanic, 16% black, 6% multiracial, 3% asian, and less than 1% native american. Aside from demographic data, the following is analyzed in the needs assessment process: state test scores, Regents data, MAPS testing data, NWEA scores, NYSASLAT assessments, AP Exam scores, and graduation data.

Our data suggests that the district needs to strengthen its approach to literacy instruction and address areas of the student experience that contribute to high absenteeism rates. These results are why our plans will include the implementation of the HMH Curriculum for ELA,

Writing Across the Curriculum, LETRS, the Science of Reading, ENL student supports, restorative practices, and the Culturally Responsive-Sustaining Education Framework in addition to professional development needed for shifts at the state and national level.

4. District Priority Areas and Wildly Important Goals (WIG)

Strategic focus is achieved through the 4DX Model (4 Disciplines of Execution), championed by Franklin Covey, which distinguishes the "whirlwind" of daily operations from our "North Star" objectives. We focus our energy on three high-level Priority Areas:

- Priority Area 1: Equity and Access: (The Strategic Pillar) Creating consistent, equitable experiences aligned with NYS standards and our Portrait of the Employee.
- Priority Area 2: Engaged Community: Promoting a mutually accountable community that embraces a growth mindset.
- Priority Area 3: Student Outcomes: Systematically growing the organization through data review cycles.

As illustrated in our annual district and departmental WIG's, this goal serves as the ultimate filter for professional learning. If a training session does not support this literacy metric or the equitable "Student Experience" pillar, it is re-evaluated to ensure maximum strategic impact. In both the 2025-2026 and 2026-2027 school years, the district's WIG's are improving student literacy and decreasing chronic absenteeism.

5. Multi-Tiered Professional Learning Tracks

The HPCSD framework provides differentiated, multi-modal tracks to ensure that every employee group receives relevant, skill-based growth opportunities. These learning opportunities are offered during Superintendent Conference Days, faculty meetings, department meetings, summer retreats, before and after school, through professional associations, and through partnership with our area BOCES.

- Instructional Staff: Examples may include the Science of Reading (SOR), LETRS (via HMH), Science 21, and WiTsi (Writing Across the Curriculum). Strategic support includes "PD in a Box," "Branching Minds," a 6-12 ELA Curriculum, and AI tools for critical thinking.
- Encore & Content-Specific: Specialized tracks related to the individual needs of the content areas such as music, health, physical education, Family & Consumer Sciences, Technology, art and more. These tracks will be decided in collaboration with the teachers and their Directors.
- Nursing & Health Services: Relying on National Association of School Nursing resources and a nursing consultant, this track focuses on clinical compliance, including Immunization Survey Training, infection control, and updates on treating insulin-dependent diabetics.

- School Supports (Facilities, Food, Tech, Transportation): Focused on operational excellence through GCN, SOPs, New York Nutrition standards, and skill-based training in the area of technology.

State or District Required PD Activities	Requested/Choice PD Activities
GCN Compliance Trainings, WiTsi, HMH/LETRS, PBIS/MTSS, Ed Law, DASA/Title IX, School Safety	AI Tools, Subject-Specific Conferences, Restorative Practices, Trauma-informed practices, Staff Wellness (Work/Life Balance)

Collaborative time, also known as “Collab Time,” exists in buildings when feasible and is prioritized to break down professional silos and allow for cross-departmental innovation.

Professional development specific to language acquisition and ELL student strategies are offered in compliance with part 154 regulations during Superintendent Conference Days, department meetings, faculty meetings, and in choice professional development offerings.

6. Comprehensive Induction and Mentoring Program

Mentoring is our most effective strategy for teacher retention and talent development. By providing "on-the-job training," we ensure new educators are assimilated into our culture and skilled in best practices.

Requirement	First-Year Mentees	Experienced Mentees/RNs
Formal Meetings	At least one meeting per week	At least two meetings per month
Visitations	Two classroom visitations per month	Two classroom visitations per month
Seminars/PD	Monthly 60-minute seminars	10 hours total (Seminars or pre-approved PD; virtual or in-person)

Orientation	Required 3-day New Staff Orientation	Required 3-day New Staff Orientation
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The program is managed by a Mentor Coordinator who tracks formal interactions. Mentors are selected through a rigorous vetting process between the HPTA and District Administration. Selected mentors receive 15 hours of training for which they earn one graduate credit, ensuring our most talented, tenured educators are equipped to guide the next generation. Administrators in the district also receive mentoring from other educational learners through partnership with Dutchess BOCES, New York State Council of School Superintendents, or the Leadership for Educational Achievement Foundation. Our mentoring program is also in consultation with Marist University who helps structure the program to be researched based and assists in monitoring program effectiveness.

Starting in the 2026-2027 school year, the Hyde Park Central School District is piloting a Registered Apprenticeship Program through the New York State Department of Labor. In this program, Teaching Assistants serve as journeymen for students pursuing certification as a teaching assistant. This program provides mentoring, skill development, and evaluation through hands-on paid learning experiences.

7. Compliance, CTLE, and NYSED Standards Alignment

Our framework is anchored by the legal requirements of NYSED. All professional certificate holders must complete 100 hours of Continuing Teacher and Leader Education (CTLE) every five years. The Hyde Park Central School District is an approved CTLE provider in New York State.

Per the Language Acquisition mandate, the following must be met:

- ESOL/Bilingual Extension: 50% of CTLE hours in language acquisition.
- All other Professional Certificates/Level III TAs: 15% of CTLE hours in language acquisition, with a focus on best practices for co-teaching strategies.

Our plan aligns with the ten NYS Professional Development Standards, specifically:

NYS PD Standard	How the HPCSD Plan Aligns	Evidence From the Plan
1. Designing Professional Development	PD is intentional, planned, and aligned to district mission, Portraits, and WIGs.	“Professional learning... is a set of purposeful, planned actions... designed to

		achieve specific student outcomes.”
2. Content Knowledge & Quality Teaching	Strong emphasis on literacy, numeracy, curriculum implementation, and content-specific PD.	“Examples may include the Science of Reading... LETRS... Science 21... WiTsi... content-specific tracks.”
3. Research-Based Professional Development	Uses evidence-based frameworks: Science of Reading, LETRS, CR-SE, restorative practices, 4DX.	“Our plans will include... LETRS, the Science of Reading... restorative practices, and the Culturally Responsive-Sustaining Education Framework.”
4. Collaboration	PLC governance, building-level collab time, mentoring, apprenticeship programs.	“Collaborative time... is prioritized to break down professional silos...”
5. Diverse Learning Needs	PD for ENL/ELL, CR-SE, trauma-informed practices, absenteeism reduction, special education needs.	“Professional development specific to language acquisition... offered in compliance with Part 154...”
6. Student Learning Environments	Focus on safe, equitable, supportive environments through PBIS/MTSS, restorative practices, wellness.	“Our plan aligns with... Standard 6... creation of safe, supportive, and equitable environments.”
7. Parent, Family & Community Engagement	Emphasis on community partnerships, family engagement, and reducing	“Build bridges between home and school cultures.”

	absenteeism; parents on PLC.	
8. Data-Driven Professional Practice	360° needs assessment across four data domains; MAP, Regents, attendance, perceptual data.	"Using disaggregated data to determine priorities."
9. Technology Integration	AI tools, Branching Minds, GCN, tech training for operational staff, digital CTLE tracking.	"Strategic support includes... AI tools for critical thinking."
10. Evaluation of Professional Development	Multiple Measures system, PD surveys, annual PLC review cycle, program evaluations.	"We utilize 'Multiple Measures' to move from participation metrics to evidence of growth..."

The Hyde Park Central School District is a NYSED approved CTLE provider through 2031. All CTLE offerings are monitored through the Professional Growth software by Frontline and the Assistant Superintendent for Human Resources. All records of professional development are retained according to records retention laws by the Office of Human Resources & Professional Development in conjunction with OU BOCES Records Retention offices and their E-Docs software.

8. Evaluation of Impact and Continuous Improvement

The ultimate success of this framework is measured by impact on practice and student achievement. We utilize "Multiple Measures" to move from participation metrics to evidence of growth, including:

- Quantitative Data: Shifts in student test scores and internal benchmarks (MAP).
- Qualitative Data: Program Evaluations, stakeholder feedback, and portfolios.
- Professional Practice Improvements: Documented changes in instructional delivery and organizational efficiency.

Professional Development Surveys will be requested of participants to assess the following: session quality, effectiveness of presentation, trainer effectiveness, continued needs, planned uses of professional learning, and logistical satisfaction.

The Annual Process concludes each summer with the finalization of the plan for Board of Education approval. This ensures Hyde Park remains an innovative learning environment for ALL, committed to the strategic, data-driven growth of every employee to empower every student in a dynamic society.