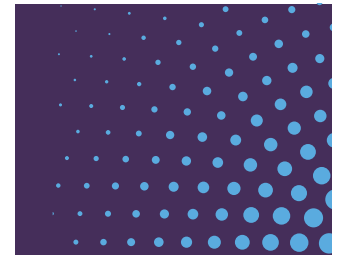


WILLIAMSVILLE CENTRAL SCHOOL DISTRICT
STRATEGIC PLAN

Updates and Highlights
January and June 2024



2022 - 2027

STRATEGIC GOAL AREA #1

COMMUNICATION

Goal Statement #1A

The District will improve communication and collaboration within and among the District and school buildings in order to effectively engage all stakeholders.

Goal Activities for Goal Statement #1A

- 1A.1. The District will develop open and transparent communication methods that eliminate barriers and encourage the exchange of ideas, input, and information.
- 1A.2. The District will develop a common protocol to recognize, value, and respond to the ideas, input, and information received from stakeholders.
- 1A.3. The District will develop an integrated structure that promotes communication between and among schools, focusing both across levels and within feeder patterns.

Goal Statement #1B

The District will improve effective communication between the District and families by establishing best practices and guidelines for two-way communication.

Goal Activities for Goal Statement #1B

- 1B.1. The District will conduct an analysis of the strengths and weaknesses in our communication process that allows for adjustments that strengthen information for parents.
- 1B.2. The District will develop a two-way information protocol between schools and parents.
- 1B.3. The District will obtain input from our website users with the goal of improving the online communication vehicles (website and WITS) for purposes of streamlining information (i.e. through the development of a WITS app, and the creation of video tutorials for application).

Goal Statement #1C

The District will improve effective communication with families, students, and staff by enhancing and expanding the knowledge of our digital media presence.

Goal Activities for Goal Statement #1C

- 1C.1. The District will continually communicate with parents about the current information that they prioritize as being important for their children and develop a central District landing page to house the information.
- 1C.2. The District will highlight the positive stories and instructional accomplishments of students and staff within the Williamsville Central Schools.
- 1C.3. The District will administer an annual survey in which 95% of stakeholders strongly agree or agree when answering questions about communication.

HIGHLIGHTS

JANUARY 2024

COMMUNICATION

#1A The District will improve communication and collaboration within and among the District and school buildings in order to effectively engage all stakeholders.



- The District is continuing the “Speaker Series,” public forums to inform and educate stakeholders on the programs and initiatives in the District.
- The District offered a Superintendent Q&A, a part of the newsletter where stakeholders could submit questions and have the Superintendent answer them on a weekly basis.
- The District also established the email address contact@williamsvillek12.org for stakeholders to provide feedback during comment periods throughout the school year.
- Schools are currently reviewing communication platforms to reach the greatest number of stakeholders in their communities.
- Faculty meetings have focused on building connections among faculty, students, and families.
- Buildings focusing on including parents in PTSA groups and building DEI committees.

#1B The District will improve effective communication between the District and families by establishing best practices and guidelines for two-way communication.



- A Website Subcommittee of the District wide communications committee reviewed the current website, websites from around the country, and created a set of non-negotiables to use when selecting a new vendor. The District selected Finalsight as a new website vendor. The Office of Communications is working in partnership with each department and school building to edit and streamline information to be featured on the new District website.
- The District has begun designing its new website. More than 150 pages of content and information have been built. As of December 2023, the District started internal review and testing with the Office of Instruction, Human Resources, Student Services and Exceptional Education, Technology, and Business. It is expected that the new District website will be able to launch in late April of 2024.
- Building communication teams are working to increase the effectiveness of communications.

#1C The District will improve effective communication with families, students, and staff by enhancing and expanding the knowledge of our digital media presence.



- In response to public feedback, District and building newsletters have moved to a bi-weekly format for the 2023-2024 school year. District newsletters are shared on Mondays every other week, while high school, middle school, and elementary school newsletters are shared every other week as well, and on different days of the week.
- The Office of Communication has continued with School Spotlights, which highlight a school initiative or program during a regularly scheduled Board of Education meeting. Additional highlights and videos, which are deemed “District Spotlights” provide insight into our schools on a daily, weekly, and monthly basis.
- The Office of Communication also continues to encourage our schools to take photos and videos, and post them regularly on social media for families and stakeholders to enjoy.
- The District has issued a Communications Survey to gather information from stakeholders on practices and protocols. Feedback from the survey will inform future decisions regarding District communications.

HIGHLIGHTS

JUNE 2024

COMMUNICATION

#1A The District will improve communication and collaboration within and among the District and school buildings in order to effectively engage all stakeholders.



- During the 2023-2024 school year, the District held three Speaker Series events:
 - What To Do When Your Child Is Struggling In School
 - Understanding Your Middle-Level Child
 - Enhancing Student Learning Through Instructional Technology
- The District, along with the Board of Education, participated in two Community Forums to discuss topics, listen to concerns, and answer questions from stakeholders.
- Various administrative meeting structures ensure communication and collaboration between and among buildings.
- Building and district administrators have participated in the Erie 1 BOCES DEI consortium, giving them the opportunity to plan, collaborate, and share progress on our building and district DEI work.
- Buildings have made continued improvements to newsletters and weekly staff communications.
- Instructional Directors hold regular meetings with teachers in the buildings to ensure that there is consistent communication regarding instructional matters such as resources, assessment, and effective instructional practices.

#1B The District will improve effective communication between the District and families by establishing best practices and guidelines for two-way communication.



- In the spring of 2024, the District successfully launched its new website along with new websites for all 13 of schools. Prior to launch, the District held a "Test-A-Thon" with stakeholders to review the new website (functionality and navigation) and make adjustments based on feedback.
- The District is in the process of developing a new app for stakeholders to utilize for updates and information.
- The District DEI Coordinator made a PTSA presentation on DEI and has made several DEI presentations to building PTAs, with more on the schedule.
- Buildings have made continued improvements to WITS landing pages for families, as well as other communications improvements (e.g., Class Dojo)
- The District opened comment periods for stakeholders to provide feedback on the District/school websites, school calendar, and Code of Conduct.

#1C The District will improve effective communication with families, students, and staff by enhancing and expanding the knowledge of our digital media presence.



- The District continues to highlight and showcase the work and accomplishments of students and staff through "School Spotlights" and "District Spotlights."
- After gathering public feedback in 2022 and 2023 regarding communications, some schools have conducted internal "pulse" surveys to adjust communication. There will not be a District-wide survey in 2024.
- Bi-weekly newsletters continue to go out to families from buildings.
- Buildings are working on increased social media presence on Twitter (X), Facebook, and Instagram.
- The District is reviewing ways to improve communication with families of English Language Learners



STRATEGIC GOAL AREA #2

WELLNESS, COMMUNITY, AND SUSTAINABILITY

Goal Statement #2A

All students and staff will have equitable access to instruction, tools, experiences, and practices that support and enhance their physical, social, and emotional safety and wellness.

Goal Activities for Goal Statement #2A

- 2A.1. The District will ensure that the State Education Department's SEL competencies are explicitly taught and integrated into daily learning experiences for all staff and students.
- 2A.2. The District will integrate Restorative Practices into its policies and practices to enhance all students' and staff's self-identity, self-confidence, and self-esteem.
- 2A.3. The District will seek to assure that Districtwide practices provide equitable access to experiences for all students.

Goal Statement #2B

All stakeholders will feel welcomed, connected and have a sense of belonging to their school and District communities.

Goal Activities for Goal Statement #2B

- 2B.1. All stakeholder groups will have both collaborative and educational opportunities in order to understand, support, and benefit from our "whole child" development initiatives.

{e.g. Diversity, Equity, and Inclusion (DEI); Social-Emotional Learning (SEL); Restorative Justice Practices (RJP); Trauma and Trauma Informed Care. (TTIC)}
- 2B.2. The District and schools will ensure that the diverse cultures of students, staff, and families are accepted, respected, and valued as important components of our Williamsville community.

Goal Statement #2C

The District will integrate programs and educate staff, students, and the community on critical factors that impact personal and community wellness and the sustainability of our environment.

Goal Activities for Goal Statement #2C

- 2C.1. The District will promote and support the physical, social, and emotional health and safety of all staff, students, and families, including through the exploration of community partnerships.
- 2C.2. The District will engage in awareness and advocacy in the area of environmental sustainability.
- 2C.3. The District will be prepared to apply to receive the Green Ribbon Schools Designation.
<http://www.p12.nysed.gov/facplan/GreenRibbonSchools.html>

HIGHLIGHTS

JANUARY 2024

WELLNESS, COMMUNITY, AND SUSTAINABILITY

#2A All students and staff will have equitable access to instruction, tools, experiences, and practices that support and enhance their physical, social, and emotional safety and wellness.



- School activities and efforts include the following: CASEL's 3 Signature SEL Practices have been shared with staff who teach after school courses for teachers; they are encouraged to integrate these best SEL practices into their work to model them for teachers and to explicitly teach them to staff.
- The District Code of Conduct's current language will be reviewed by the District Wellness Council and modified to reflect restorative practices, levels of behavior concerns, interventions and resolutions that affect the safety of the classroom or interfere with the learning of all students. The Code of Conduct will also reflect gender neutral pronouns as part of a District Wellness Council initiative.
- Prevention Focus is supporting all elementary schools with direct student instruction in making good decisions with scheduled visitations throughout the 2023-24 school year in physical education classes with age appropriate/lesson appropriate guidance.
- The District Athletic Agreement has been revised to include a restorative option for students who have broken the agreement.
- Our three-year induction program for new teachers focuses on effective tools and strategies to support all students.

#2B All stakeholders will feel welcomed, connected and have a sense of belonging to their school and District communities.



- Elementary, middle, and high school counselors are continuing to monitor the District Comprehensive plans, grade level lessons and overall goals. We will be monitoring and adjusting plans to meet the changing needs of students.
- PD courses are being taught on Trauma-Informed Educational Practices and this work is being included in monthly assistant principal meetings.
- The District has provided professional learning opportunities on the alignment of District initiatives including: Social Emotional Learning (SEL), Thoughtful Classroom Teacher Effectiveness Framework (TCTEF), Habits of Mind, Restorative Practices, Mindfulness Practices, Culturally-Responsive Teaching, DEI, emphasizing the needs of the whole child and creating a culture of care in each school.
- Building-level DEI committees are developing plans to support the diverse cultures of students, staff, and families.
- Wellness facilitators are working with their school administration to provide cultural/heritage events and support student initiatives that highlight kindness.
- District mentor training focused on "Cultivating an Equity Mindset" in faculty and students.
- The District Wide DEI Calendar Sub-Committee has proposed recommendations, followed by a process of nationwide best practices, in renaming religious/cultural observances on all District calendars and is considering adding non-public holidays to the calendar for the 2024-25 school year as Superintendent Conference Days.

#2C The District will integrate programs and educate staff, students, and the community on critical factors that impact personal and community wellness and the sustainability of our environment.



- The partnership with Spectrum Human Service's "on-site" clinician has been a positive support for our students and their families at our three high school locations. Support staff were trained in suicide prevention in our opening day staff development (Suicide Prevention coalition of Erie County); support staff, administrators, and teachers are being trained in trauma-informed practices (Institute for Trauma and Trauma Informed Care - ITTIC).
- Climate Change Series offered as part of professional learning courses for faculty:
 - Our Environmental Impact on Earth
 - Our Environmental Impact on Water
 - Our Shared Environmental Impact: Global Speed Chat
 - Environmental Justice Issues
 - Get Outside! Environmental Science in the School Yard
- The District will be working closely with Erie 1 BOCES to adopt a newly mandated workplace violence prevention policy and develop building level workplace safety plans with the assistance of an advisory committee consisting of members from all leadership groups (WTA, WAA, Facilities, Clerical, District Administration) in each building.

HIGHLIGHTS

JUNE 2024

WELLNESS, COMMUNITY, AND SUSTAINABILITY

#2A All students and staff will have equitable access to instruction, tools, experiences, and practices that support and enhance their physical, social, and emotional safety and wellness.



- SEL competencies are explicitly taught and integrated into daily learning experiences for staff and students, including through: direct instruction, community circles, push-in SEL Lessons, PBIS, school wide read-alouds, and instructional design.
- All students have equitable access to school social workers and counselors.
- Directors continue to meet with curricular teams of teachers with a focus on curricular alignment and effective instructional practices to ensure equitable access and opportunities for all students.
- The revised District Athletic Agreement with its restorative option was successfully implemented during the spring sport season.
- The March 8th Staff Development Day included sessions designed explicitly to help faculty support their own and their students' mental and physical health.
- Planning is under way with a NYSED restorative practices consultant to further develop faculty understanding and skill with restorative practices in the summer and next school year.
- Elementary and middle schools continue to implement tier one restorative practices (community circles, morning meetings, and check-ins) in most classrooms.
- Elementary and middle schools continue to explicitly teach SEL lessons.

#2B All stakeholders will feel welcomed, connected and have a sense of belonging to their school and District communities.



- Summer work with trained teacher mentors will include how to support novice teachers in trauma-informed educational practices, restorative educational practices, and culturally responsive instructional practices.
- Dr. Jevon Hunter has been working with our faculty and some groups of students to support their understanding of welcoming behaviors and building belonging in our school communities.
- Curricular directors continue to work with staff to ensure that the diverse cultures of students, staff, and families are accepted, respected, and valued. This includes family math events, diversifying library collections, designing opportunities for student choice and voice, and the design of home language resources and visuals to support the families of our English language learners.
- School celebrations/cultural events continue to ensure that all students feel connected to their school community.
- More building-level clubs have been developed to connect students through their interests.
- Building celebrations of Black History Month, Women's Month, Pride Month, etc. support and enhance cultural understanding.
- Building Wellness Committees are holding wellness activities in buildings.

#2C The District will integrate programs and educate staff, students, and the community on critical factors that impact personal and community wellness and the sustainability of our environment.



- The Athletic Department has implemented a theme for student, player, and coaches of "Empathy, Positivity, and Gratitude." This includes a daily focus on "What is bigger than the win?" These conversations are led by the athletes and guided by the coaches/teachers.
- Gardening Clubs, Social Justice Clubs, and Environmental Clubs are focusing on positive green/environmental practices and initiatives.
- We have formed partnerships with School 18 and the Harvey Austin School, both underserved communities in the City of Buffalo and conducted drives to support these communities through our Wellness Committee.
- We have formed a partnership with Amberleigh Senior Living, sending holiday cards every December.
- Science/STEAM classrooms are explicitly addressing clean energy/environmental issues with the new pilot program and field trips.

STRATEGIC GOAL AREA #3

TEACHING, LEARNING, AND LEADERSHIP

Goal Statement #3A

The District will engage in and continue to develop responsive educational practices, opportunities, and learning experiences that support and advance **INDIVIDUAL STUDENT GROWTH** within a diverse community.

Goal Activities for Goal Statement #3A

- 3A.1. The District and schools will ensure the implementation of best instructional practices, strategies, and supports, while emphasizing authentic application of student understanding, to include inquiry, hands-on, and project-based learning.
- 3A.2. The District and schools will ensure that students make meaningful connections to their educational experiences, focusing on understanding what they are learning, why they are learning it, and using feedback to grow and make enhancements.
- 3A.3. The District and schools will continue to advance inclusive and culturally-responsive teaching and learning in order to enhance the educational experiences and outcomes of all students.

Goal Statement #3B

The District will engage in and continue to develop responsive educational practices, opportunities, and learning experiences that support and advance **LEADERSHIP POTENTIAL** within a diverse community.

Goal Activities for Goal Statement #3B

- 3B.1. The District and schools will encourage leadership roles among all stakeholders and ensure that varied opportunities are offered for students and stakeholders within our school community to pursue their passions and future goals.
- 3B.2. The District and schools will provide structures that support, model, and advance student leadership and result in positive actions and outcomes for themselves and others.

Goal Statement #3C

The District will engage in and continue to develop responsive educational practices, opportunities, and learning experiences that support and advance **SOCIAL EMOTIONAL SKILLS** within a diverse community.

Goal Activities for Goal Statement #3C

- 3.C.1. The District and schools will ensure that SEL best practices are deliberately infused into student learning, meeting the needs of each individual and emphasizing personal growth and lifelong learning.
- 3C.2. The District and schools will build strong relationships across groups to ensure a positive rapport with and among students so that the environment is safe for all students to feel valued, supported, and seen.

HIGHLIGHTS

JANUARY 2024

TEACHING, LEARNING, AND LEADERSHIP

#3A The District will engage in and continue to develop responsive educational practices, opportunities, and learning experiences that support and advance **INDIVIDUAL STUDENT GROWTH** within a diverse community.



- Monthly meetings facilitated by Directors with departments to discuss effective instructional practices that promote access and opportunity for all students.
- Induction Program focuses on implementation of instructional practices/ tools that align with research and support all learners.
- Weekly mentoring meetings with novice teachers to support their implementation of effective instructional practices with a focus on student learning.
- Collaboration among departments to support learners with exceptional needs.
- Building capacity for implementation of the Seal of Civic Readiness.
- Building capacity for implementation of the Seal of Biliteracy.
- Digital fluency lessons to help students become more independent in using technology.
- Successful pilots in multiple content areas to support student learning.
- Faculty book studies on topics aligned to the Strategic Plan and DEI Plan.
- Building focus on student dignity.
- Attention to student academic and mental health intervention process.
- Building-level initiatives (whole school read-aloud, math problem-solving routines, etc).

#3B The District will engage in and continue to develop responsive educational practices, opportunities, and learning experiences that support and advance **LEADERSHIP POTENTIAL** within a diverse community.



- Teachers supported and encouraged to lead professional learning sessions for their colleagues.
- Professional learning opportunities for librarians to support their leadership in buildings.
- Monthly meetings for Math Specialists to grow their capacity as building leaders.
- Mentor training and mentor refreshers for previously-trained mentors to support their understanding of and support for the District Strategic Plan and the District DEI Plan.
- Expansion of the Administrator Mentoring Program.
- Development of position of Assistant Director of Professional Learning to provide staff support and assist with the implementation of the District Strategic and DEI Plans.
- Partnership with Dr. A Roman and Dr. T Alsace around strategies to support English Language Learners.
- Support for any teachers interested in becoming building leaders for the Seal of Civic Readiness.
- Implementation of Student Safety Patrol programs.
- Student "government" initiatives at the elementary level.
- WEB leaders at the middle level.
- Student leadership clubs at the middle level.
- Student Ambassador program at the high school level.

#3C The District will engage in and continue to develop responsive educational practices, opportunities, and learning experiences that support and advance **SOCIAL EMOTIONAL SKILLS** within a diverse community.



- Professional learning opportunities center around responsive educational practices and supporting all learners.
- Collaboration with Dr. Jevon Hunter to support the integration of culturally-relevant educational practices into all levels of our educational program.
- Collaboration with Dr. Elisabet Kennedy to support responsive educational practices.
- Collaboration with the Institute for Trauma and Trauma Informed Care to support a trauma-informed approach to education at all levels.
- Nationally-recognized experts, John SanGiovanni, Jennifer Bay-Williams, and Peter Liljedhal, working with math teachers to support responsive educational practices.
- CASEL's Signature SEL practices integrated into professional learning opportunities and explicitly taught in induction sessions.
- Building Wellness Teams/DEI Committees collaborating with Mental Health Professionals to align their work with SEL best practices.
- Sources of Strength at the high schools
- Spirit Weeks.
- Tier 1 restorative practice of Community-Building Circles in a growing number of schools/classrooms.
- SEL lessons in classroom.

HIGHLIGHTS

JUNE 2024

TEACHING, LEARNING, AND LEADERSHIP

#3A The District will engage in and continue to develop responsive educational practices, opportunities, and learning experiences that support and advance **INDIVIDUAL STUDENT GROWTH** within a diverse community.



- Instructional Directors continue to work with faculty to build capacity for the implementation of the Seal of Civic Readiness and the Seal of Biliteracy.
- An instructional focus on inquiry, identity, and critical literacy is part of the Instructional Department's collaboration with Dr. Jevon Hunter to support all students and their learning.
- The March 8th Staff Development Day offered over 135 professional learning sessions designed to meet the needs of ALL learners.
- The mentoring and induction program continues to focus on the implementation of best instructional practices and has integrated equitable/inclusive learning practices into the core of the work.
- Collaboration within and among departments and buildings continues to support equitable opportunities for students with exceptional learning needs (English Language Learners, students with disabilities, gifted learners, etc.)
- Digital fluency lessons are tailored to each grade level with the goal of developing student independence in technology usage.
- The District and buildings are examining homework, assessment, and grading practices with the goal of supporting ALL students' growth and learning.

#3B The District will engage in and continue to develop responsive educational practices, opportunities, and learning experiences that support and advance **LEADERSHIP POTENTIAL** within a diverse community.



- Directors and building administrators continue to work to design and support leadership opportunities for teachers, including in developing building leaders for the Seal of Civic Readiness program, faculty participation with students in the Youth Conference at Nazareth University, leading professional learning opportunities for WCSD colleagues (PD catalog, building PD, and Staff Development Days) and building capacity as mentors and coaches.
- A new cohort of teacher mentors is engaging in professional learning opportunities based on supporting novice teachers through the establishment of learning-focused relationships.
- The administrative mentoring program is under way, including opportunities for administrative mentor training and collaboration.
- The March 8th Staff Development Day gave teachers voice and choice in selecting professional learning sessions that would best support their personal professional growth in supporting all learners.
- Faculty participation on District and building committees and work groups supports faculty growth in leadership skills.

#3C The District will engage in and continue to develop responsive educational practices, opportunities, and learning experiences that support and advance **SOCIAL EMOTIONAL SKILLS** within a diverse community.



- Directors, technology coaches, and other faculty continue to design professional learning opportunities around best SEL practices, student-centered learning environments, and culturally-responsive educational practices. March 8th was devoted to supporting ALL learners, with national and local presenters.
- Collaborations with Dr. Jevon Hunter, Dr. Elisabeth Kennedy, the Institute for Trauma and Trauma Informed Care, John SanGiovanni, Jennifer Bay-Williams, Peter Liljedhal, Kara Imm, Alexandra Roman, Tamara Alsace, Mary Ehrenworth, and Dave Wilson are being continued and expanded to reach the maximum number of faculty and impact the learning of the maximum number of students.
- Extracurricular/intramural programs in schools are being expanded, as well as new clubs being developed.



STRATEGIC GOAL AREA #4

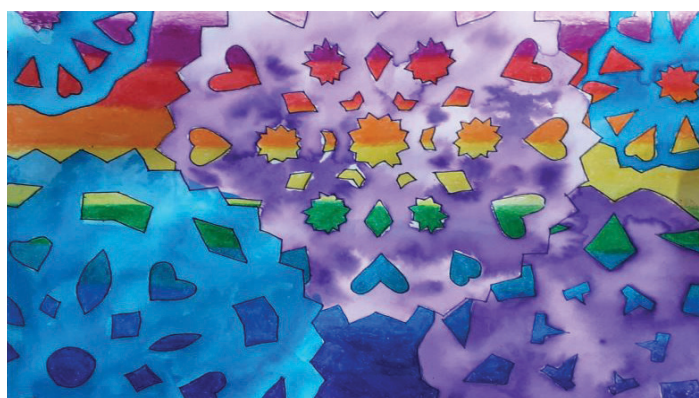
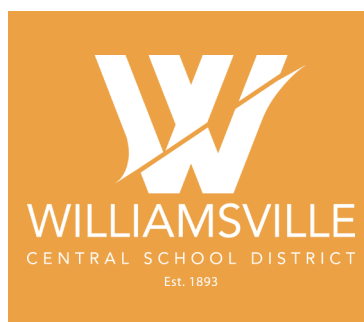
DIVERSITY, EQUITY, AND INCLUSION

Goal Statement #4

The District will support and advance diversity, equity, and inclusion in accordance with District policies and in alignment with the New York State Board of Regents policies, frameworks, and initiatives.

Goal Activities for Goal Statement #4

Goal Activities for Goal Statement #4 will be integrated into the Goal Activities for Strategic Goal Areas #1-3.



HIGHLIGHTS

JANUARY 2024

DIVERSITY, EQUITY, AND INCLUSION

#4 The District will support and advance diversity, equity, and inclusion in accordance with District policies and in alignment with the New York State Board of Regents policies, frameworks, and initiatives.



- Building DEI teams are established and engaging in the work; students included on some teams; instructional support for work of teams.
- Participation in NYS Education Department DEI Leaders Network.
- Participation in 1st and 2nd cohorts of Erie 1 BOCES DEI Leadership Consortium.
- Administrative Team focus on student belonging.
- Dr. Jevon Hunter working with building faculties on culturally-relevant educational (CRE) practices and continuing book studies and CRE courses with faculty.
- School-wide initiatives in buildings, for example:
 - "I Am Everything Good"
 - "Building Bridges"
 - "I'll Walk with You"
 - Multicultural events
- Book studies with faculties and/or DEI teams.
- Tier 1 restorative practices (community circles) being increasingly implemented in schools.
- Restorative practices integrated into District Athletic Agreement.
- Expanded SEED (Seeking Educational Equity and Diversity) work at District and building level.



- Meetings with teachers include community circles to model best practices in building belonging/community.
- Instructional Tech Team focusing on infusing DEI concepts into their work.
- Building librarians exploring implementation of culturally-responsive practices.
- Planning for March 8th Staff Development Day with a focus on best inclusive practices to support ALL learners.
- Challenge to Change collaborative planning underway.
- Expanded DEI professional learning opportunities for faculty.
- Homework/Assessment/Grading Work Group exploring equitable homework/grading practices.

HIGHLIGHTS

JUNE 2024

DIVERSITY, EQUITY, AND INCLUSION

#4 The District will support and advance diversity, equity, and inclusion in accordance with District policies and in alignment with the New York State Board of Regents policies, frameworks, and initiatives.



- District faculty and students participated in the Nazareth University Youth Conference, in which a group of middle school teachers and students shared their “Critical Inquiry Projects,” which focused on honoring diversity, equity, and inclusion.
- District and building leaders continued their participation in the Erie 1 BOCES DEI Leadership Consortium (2 cohorts); the DEI Coordinator continued her participation in the NYSED DEI Leaders Network and participated in the Erie 1 BOCES-sponsored “Racial Healing Circles.”
- The District “Challenge to Change” Conference was held with a focus on social consciousness and student identity.
- The DEI Coordinator presented to building-level PTAs to support their understanding of the District DEI initiative.
- Buildings have developed visually-welcoming displays that represent the cultures, languages, and ethnicities of the school community.
- Building DEI committees working on resources to support DEI work for next year.
- Student surveys on inclusivity and belonging are being developed, administered, and analyzed by DEI committees and faculties.
- Cultural heritage projects and events are being implemented in multiple schools.



- Student assemblies were held in multiple middle schools on honoring dignity and inclusion.
- One District SEED (Seeking Educational Equity and Diversity) cohort completed a second year and an additional cohort was added, facilitated by building faculty members.



STRATEGIC PLAN
COMMITTEE
DEVELOPMENT TEAM 2021-2022

Casey Middle School

Mr. Peter Dobmeier, *Principal*
Mr. Timothy Pincoski, *School Counselor*

Country Parkway Elementary School

Mr. Andrew Bowen, *Principal*
Mrs. Colleen Glahe, *Teacher*

Dodge Elementary School

Mr. Charles Smilinich, *Principal*
Ms. Stephanie Calhoun, *Teacher*
Ms. Courtney Bryniarski, *Teacher*

East High School

Mr. Brian Swatland, *Principal*

Forest Elementary School

Mr. Keith Wing, *Principal*
Ms. Julie Riggi, *Teacher*

Heim Elementary School

Dr. Bonnie Stafford, *Principal*

Heim Middle School

Dr. Jeffrey Jachlewski, *Principal*

Maple East Elementary School

Dr. William Bohen, *Principal*
Ms. Sarah Pfeister, *School Psychologist*

Maple West Elementary School

Mr. Jason Smith, *Principal*
Mr. Mark Ruhl, *Teacher*

Mill Middle School

Ms. Lori Jonas, *Principal*
Ms. Grace Sokolowski, *Speech Pathologist*
Mrs. Melinda Galvin, *Teacher*

North High School

Mr. Robert Coniglio, *Principal*
Mrs. Christi Carroll, *Assistant Principal*
Mrs. Shannon Zawada, *Teacher*

South High School

Mr. Keith Boardman, *Principal*
Mr. Scott Horton, *Teacher*

Transit Middle School

Dr. Daniel Walh, *Principal*
Mr. Joseph Pluchino, *Teacher*

Dr. Darren J. Brown-Hall
Superintendent

Dr. Marie Balen
Assistant Superintendent for Instruction

Mr. Thomas Matuski
Assistant Superintendent for Finance & Management Services

Dr. John McKenna
Assistant Superintendent for Human Resources

Mr. Anthony Scanzuso
Assistant Superintendent for Exceptional Education & Student Services

Mr. Nick Filipowski
Director of Communications

Ms. Molly Cooper
Labor Relations Specialist

Mrs. Linda Ruest
Instructional Specialist for Professional Development

Mrs. Michelle Licht, *WTA President*

Mrs. Crystal Kaczmarek-Bogner
Board of Education Member

Dr. Susan McClary
Board of Education Member

Dr. Swaroop Singh
Board of Education Member

Mr. Anthony Giacobbe, *Parent*
Ms. Megan Landreth, *Parent*
Ms. Purnima Mohan, *Parent*
Ms. Tonniele Naeher, *Parent*
Ms. Corinna Paolucci, *Parent*
Ms. Lydia Ramos, *Parent*
Ms. Bharathy Ravichandran, *Parent*
Mr. Jonathan Rich, *Parent*
Ms. Sue Strefeler, *Parent*

Mr. Ronald Shubert
Community Member



Dr. Darren J. Brown-Hall, *Superintendent of Schools*

Board of Education

Dr. Swaroop Singh, *President*

Crystal Kaczmarek-Bogner, *Vice President*

Christina Bleckinger, *Parliamentarian*

Stuart Bulan

Michael Buscaglia

Dr. Michael Littman

Mark Manna

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