WILLIAMSVILLE
CENTRAL SCHOOL DISTRICT
Est. 1893

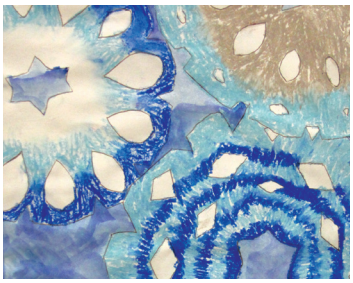
WILLIAMSVILLE CENTRAL SCHOOL DISTRICT

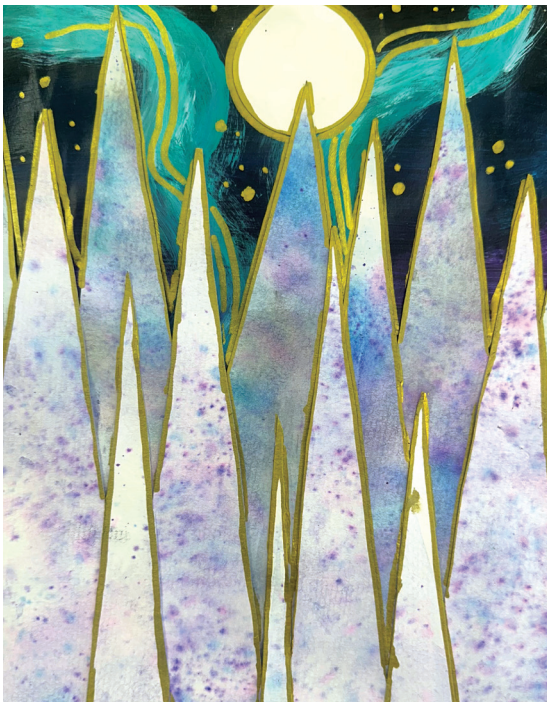
STRATEGIC PLAN

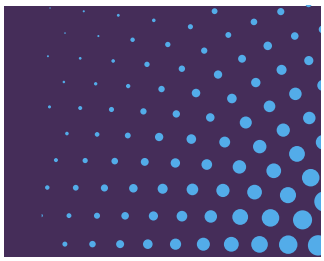
Updates and Highlights

January 2024 | June 2024 | January 2025 | July 2025 | January 2026 | June 2026











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 Finalsite 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 began 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



HIGHLIGHTS
JANUARY 2025

COMMUNICATION

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



- In partnership with the Office of Instruction, the Office of Communications developed and hosted the 2024-2025 virtual "Speaker Series."
- District Leadership, building administrators, Board of Education members meet with students as part of the Superintendent's Interhigh Advisory Council and receive feedback and questions.
- The Office of Instruction publishes a monthly Professional Learning Newsletter for faculty to support them in their professional growth and help them better understand District policies and procedures.
- The Board of Education hosted a community forum in the fall and has another scheduled for the spring, with the goal of fostering communication, transparency, and collaboration in decision-making processes that impact the education system. District faculty, as well as community members, are invited and encouraged to participate.
- Monthly and bi-monthly meetings of distinct administrative groups (principals, assistant principals, etc.) ensure that District initiatives, goals, and procedures are understood by all.

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



- The Superintendent and building administrators regularly attend PTA and PTSA meetings.
- The District developed and successfully launched a new mobile app for stakeholders that is used to efficiently and effectively provide updates and share information.
- The District has developed and shared a "chain of communication" to guide District inquiries.
- The Communications Committee is preparing survey questions for a Spring 2024 Communications survey.
- The District has hosted an open comment period for stakeholders to provide feedback on school start times.
- The District DEI Coordinator continues DEI presentations at building PTA meetings, with the goal of establishing a fundamental understanding of DEI among families and community members and addressing questions and concerns.
- A variety of communication tools are used by buildings to keep families informed of building and District initiatives and events (e.g. the Smore Newsletter, See Saw, Class Dojo, Talking Points, etc.).

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



- Schools are creating video announcements, which are displayed on school websites (WITS homepage) and monitors in the school building. Buildings are working on incorporating student voices in the creation and delivery of daily announcements.
- With support from The Office of Communications, there is a continued focus on fostering a positive school culture by actively promoting positive school highlights, student work, and accomplishments. This is done through video reels, newsletters, and social media updates.
- Schools are working on incorporating more multilingual resources, such as newsletters, event invitations, and school forms, to accommodate the families of our English Language Learners.
- The District has developed landing pages for the Strategic Plan, DEI Plan, Safety Plan, School Start Times, Cell Phone Policy, and Phase 1 Schools for the Elementary AC Capital Project.
- The District is engaged in the trauma-informed practice of notifying families in advance of emergency drills.
- As part of the 2024 Speaker Series, videos showcasing the work in our classrooms are shared on the K-12 Overview Instructional Page.

HIGHLIGHTS
JANUARY 2025

COMMUNICATION

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

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

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

Continued.....

- The District DEI Coordinator is working with building DEI committees to support their work in implementing the District DEI plan.
- Schools continue to create weekly newsletters that are shared with all staff members. This routine communication channel helps staff stay informed about upcoming events, school policies, achievements, and any changes or updates within the school community, including faculty. Some newsletters include updates from specific departments (e.g. guidance).
- Schools have established communication sub-groups designed to share best practices. Sub-groups aim to establish and/ or improve communication platforms and methods, ensuring that information is shared efficiently and effectively to faculty.
- The District is assessing the implementation of the DEI and Strategic Plans through the development and use of rubrics and by gathering examples of implementation successes from building leaders.

Continued.....

- Building communication committees and social media teams are making concerted attempts to strengthen communications with stakeholders (including CSE communications, communications with families of English Language Learners, the use of structured agendas, etc.).
- The fall Board of Education community forum fostered communication, transparency, and collaboration with the school community.
- “Share Your Voice” graphics (2024) are shared in the Superintendent’s Community Update, on District and school pages, and included in newsletters.



HIGHLIGHTS
JULY 2025

COMMUNICATION

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

- Building and District administrators collaborate in planning to ensure equitable practices between and among school buildings.
- Departmental newsletters (Office of Professional Learning and the Office of Information Technology) keep District stakeholders informed about current events and future initiatives.
- The Office of Professional Learning plans and organizes learning experiences to ensure that faculty are informed and prepared for implementation of District initiatives (Science of Reading, District Homework, Assessment/Grading Beliefs, Next Gen Science Standards).
- Screencasts are under development to inform faculty on changes to current practices (In-Service Requests, Conference Requests).
- Schools highlight "Teaching and Learning" information and club spotlights within their building newsletters.
- The District initiated a new screening process for anticipated vacancies. This process fosters communication between the District and building-level administrators.
- The District has developed a centralized landing page to streamline access to all mandatory training requirements for staff.

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

- Schools continue to establish and practice two-way communication with stakeholders regarding important timely topics (e.g. distraction-free school zones, school start times, construction projects, and Sandy Hook promise).
- Communication committees are developing survey questions to help improve overall communication with families.
- District-wide surveys were conducted that determined the effectiveness of our communication with stakeholder groups about the District's Communication, Strategic, and DEI Plans.

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

- Some departments are creating videos to promote and inform students and families about course offerings and curriculum.
- Building and District successes continue to be highlighted across multiple platforms, including jumbotron boards.
- Buildings incorporate "Learning Walks" onto social media platforms to provide the wider school community a firsthand look at the learning taking place in our classrooms.
- Some buildings are using a Digital Communications course to create videos that will be shared with families in both our newsletters as well as the TVs in our building.



HIGHLIGHTS
JANUARY 2026

COMMUNICATION

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



- Elementary Schools collaborated to develop a new model for Support Staff (Teacher Aides) professional learning and Curriculum Extensions, ensuring consistent programming and alignment to District goals.
- The Office of Exceptional Education and Student Services has changed oversight from a level-based model (elementary, middle, and high school oversight) to a feeder-pattern and program-based model. This approach allows Directors of Special Education to follow students and families throughout their entire educational trajectory, fostering stronger relationships, enhancing continuity of services, and ensuring greater cohesion and communication as students progress through each grade level.
- Districtwide efforts to reduce chronic absenteeism are underway and include initial training for all building attendance teams, the use of standardized attendance letters at each building with scheduled phone call intervals, and ongoing meetings with building staff and District administrators.
- Heim Middle and Heim Elementary continue to collaborate on best practices for campus safety.

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



- A new PTA/PTSA communication system has been implemented through WITS, helping to ensure that parents receive streamlined and timely information from our PTA/PTSAs.
- The District, along with the Board of Education, participated in a "Conversations with the Williamsville School Board" to discuss topics, listen to concerns, and answer questions from stakeholders.
- A comprehensive, digitally accessible Special Education Handbook has been developed to provide families and community members with clear, user-friendly information about the District's special education vision, supports, processes, services, staff, and resources, helping to strengthen understanding, and improve communication.
- The District is now utilizing a Frontline Collaboration Portal and a Special Education Repository to provide special education families, CSE chairpersons, teachers, providers, and administrators with timely and equitable access to student information.
- The Family Support Center works closely with school-based mental health teams to connect families with needed resources and supports that strengthen family–school relationships, reduce student stress, and meet students and families where they are—building trust, connection, and a supportive path forward based on their individual needs.

#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 has developed a Portrait of a Graduate informational webpage on the District website.
- School-based mental health staff have contributed to the District's newly launched podcast, sharing practical strategies to help families engage in meaningful conversations with their children about their school experiences.
- Information about the Seal of Civic Readiness is prominently available on the District website, email newsletters, and parent-student portals. As a result, awareness and understanding of the Seal have significantly increased among all stakeholders, leading to greater engagement and participation in civic readiness initiatives.
- Students contribute to school information, highlights, and communication by creating content for the digital display boards throughout the school.
- Schools are examining ways stakeholders prefer building-based communication in areas such as social media, WITS, WITSMail, Newsletters, and text-based reminders.

HIGHLIGHTS
JANUARY 2026

COMMUNICATION

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

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

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

Continued.....

- Schools within a feeder pattern collaborate to plan events and activities to avoid conflicts on the event calendar and to enhance student and family transitions.
- Two new shared Google Drives—one for Special Education and one for Mental Health and Wellness—have been created to provide timely, consistent access to essential resources, streamline communication, and support efficient collaboration across District and building teams.

Continued.....

- Schools are creating calendars on WITS that compile all club and extracurricular events.
- Translated attendance letter templates have been created for multiple languages that can be used by all schools.

Continued.....

- School committees centered on Strategic Plan goal areas raise student and staff voice and input, allowing for enhanced communication and expanded communication with faculty and community.
- Established the #WillPower Wavelength Podcast as an enhancement to highlight initiatives/activities in the District/schools.



HIGHLIGHTS
JUNE 2026

COMMUNICATION

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



- Districtwide efforts across all campuses prioritize seamless student transitions by maintaining close collaboration between feeder pattern schools. At every level, from elementary to middle and middle to high school, teachers and support staff engage in proactive transition meetings. These collaborative sessions help to ensure that students and families feel fully supported, informed, and prepared as they navigate each critical milestone in their academic journey.
- Through the newly launched admin/student forum, North High is connecting the student body and building leadership. This initiative empowers students to share their perspectives and collaborate with administrators on meaningful school enhancements.
- Professional learning in specially designed instruction and Integrated Co-Teaching (ICT) at the high school level provides opportunities for staff collaboration and the sharing of best practices to support student needs.

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



- Several schools, including North High and Country Parkway Elementary, are deepening their commitment to family-school partnerships by pursuing the PTSA School of Excellence designation. This application process reflects an ongoing dedication to fostering collaborative and meaningful engagement with our families.
- Transit Middle has successfully refined the Committee on Special Education (CSE) procedural timeline, directly incorporating stakeholder feedback to ensure clarity and transparency. This initiative establishes a documented framework for roles, responsibilities, and input, facilitating more effective and timely communication for both parents and teachers throughout the CSE process.
- At East High, efforts are ongoing to develop a comprehensive WITS calendar that centralizes information for all club and extracurricular activities. By providing a unified schedule of events, the building aims to enhance visibility for students, families, and staff, facilitating better planning and reducing potential scheduling conflicts for student participants.
- To better support our community, all buildings are pairing standard attendance notifications with personalized follow-up practices. By enhancing these touchpoints, we aim to deepen our partnership with families and provide comprehensive support for every student's academic progress.

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



- Heim Middle is evolving its digital presence by transitioning from routine updates to authentic digital storytelling by leveraging platforms such as Heim's Heartbeat, Restorative Practice digital hubs, and student-led broadcasts.
- At East High, following collaborative input from the Student Athlete Advisory Committee, the school launched daily student announcements and utilized digital displays throughout the Commons to promote upcoming athletic events, club news, and student meetings. These efforts have been effective at boosting student attendance and participation.
- North High's new student-led Social Media club and official Instagram account provide a modern, interactive platform for building stronger connections across the campus.
- The Gifted Programming and Services webpage was updated to enhance communication with families, students, and staff regarding the implementation of the District's new universal screening tool, the CogAT, that was introduced in late spring.

HIGHLIGHTS
JUNE 2026

COMMUNICATION

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

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

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

Continued.....

- The Office of Professional Learning, in collaboration with Human Resources, the Technology Department, the WITS development team, and WTA pilot members, launched a digitized in-service request system. This transition modernizes administrative workflow, providing faculty with a seamless and efficient platform for submitting professional learning requests online.
- Casey Middle has established a weekly Monday bulletin to facilitate internal communication. This consistent touchpoint ensures that faculty and staff have access to essential updates and building-level reminders throughout the week.
- Our elementary technology facilitators are moving beyond basic updates to enhance our digital outreach. Their biweekly newsletters foster a connected school community by providing well-organized updates and celebrating student achievements.
- Gifted Programming Specialists are collaborating across buildings to develop curriculum and implementation plans for the 2026–27 advanced programming pilot.

Continued.....

- The District launched a Speaker Series centered on the 'Portrait of a Graduate,' providing stakeholders an opportunity to pose questions regarding the initiative's implementation and long-term goals.
- As a result of feedback from the 2025 District Communications Survey, the Office of Communications developed the following video series for stakeholders to utilize as resources:Portrait of a Graduate Speaker Series(April 2026), Strategic Plan Video Series (June 2026), Diversity, Equity, and Inclusion Video Series (June 2026).
- Alongside the Portrait of a Graduate videos, the District held feedback sessions with community members and staff. Principals and participants provided input, while the Offices of Communications and Professional Learning led focus groups for parents, guardians, a Board member, and staff in early February, followed by Assistant Principals in late February. The District Leadership Team also held two sessions to ensure alignment.
- The Special Education Advisory Committee (SEAC) and the newly formed Gifted Education Advisory Committee (GEAC) provide opportunities for families and stakeholders to engage in dialogue, share feedback, and collaborate with the District around program goals, initiatives, and progress.

Continued.....

- The Office of Communications launched a "Photos of the Week" digital segment, pivoting from complex video projects to dynamic visual storytelling. By spotlighting three schools each week throughout the academic year, this initiative showcases the academic rigor and enrichment opportunities within our buildings. Furthermore, these updated visuals are being utilized to modernize the District website by replacing legacy imagery.
- The Office of Communications remains dedicated to spotlighting the exceptional achievements of our students and staff. Notable highlights include a featured video project celebrating East High senior Lauren Golden for her championship victories at the State swimming meet, and freshman Vikram Mehta, who was named the winner of the 2025 Congressional App Challenge, and teacher Stacy Corio for her prestigious selection as the NYSTEEA Teacher of the Year.

STRATEGIC GOAL
AREA #1

JUNE 2026
COMMUNICATION

	Beginning	Developing	Proficient	Exemplary
#1A The District will improve communication and collaboration within and among the District and school buildings in order to effectively engage all stakeholders.	Communication and collaboration efforts are minimal or ineffective. Stakeholders are not consistently engaged, and there may be a lack of clear communication within and among District and school buildings. Many stakeholders may feel uninformed or disconnected. Feedback is either non-existent or not used to inform decision-making.	Communication and collaboration efforts are in the early stages of improvement. While there are some efforts to engage stakeholders, these may be inconsistent or not equitably or effectively reach certain groups. Some stakeholders may feel left out of key decisions or receive limited information. Feedback requests may be sporadic or not always acted upon.	Communication and collaboration are generally improving, with efforts made to engage stakeholders across the District and school buildings. There is regular and clear communication, though some stakeholders may still feel less involved or informed than others. Feedback is solicited and addressed, though not always in a consistent manner.	Communication and collaboration efforts are integrated and effective across the District and school buildings. Stakeholders feel well-informed, heard, and are actively engaged in decision-making. The District employs clear, proactive strategies to engage stakeholders, and there is regular, ongoing dialogue. Feedback is addressed in the decision-making process.

STRATEGIC GOAL
AREA #1

JUNE 2026
COMMUNICATION

	Beginning	Developing	Proficient	Exemplary
#1B The District will improve effective communication between the District and families by establishing best practices and guidelines for two-way communication.	Best practices or guidelines for two-way communication between the District and families are not yet established. Communication is infrequent, unclear or one-way. Families have limited opportunities to provide feedback or engage in meaningful dialogue. The District does not consistently respond to family inquiries or concerns.	Best practices and guidelines for two-way communication have been established, but they are not yet fully defined or consistently implemented. Communication may be infrequent, unclear or incomplete. Families have some opportunities to communicate with the District, but these channels are not always accessible or responsive. Feedback may not always lead to meaningful changes or follow-up.	Best practices and guidelines for two-way communication are established and generally followed. Communication is effective, but there may be occasional lapses in consistency or clarity. Families are informed and can easily communicate with the District, though there may be room for improvement in how feedback is incorporated or acted upon.	Well-defined best practices and guidelines for two-way communication are clear and have been established between the District and families. Communication practices are consistently followed, resulting in transparent, timely, and meaningful exchanges. Families are actively engaged, and their feedback is regularly sought and incorporated into District decision-making.

STRATEGIC GOAL
AREA #1

JUNE 2026
COMMUNICATION

	Beginning	Developing	Proficient	Exemplary
#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's digital media presence is minimal. Communication via digital platforms is one-way or unclear. There is little engagement by families, students, or staff via digital media.	The District's digital media presence is under development. While some communication is shared via digital platforms, it may be infrequent or lack clear structure or purpose. Engagement by families, students, or staff is limited via digital media.	The District has an established digital media presence, with regular communication and updates shared through social media, websites, and other digital platforms. Communication is generally effective, but there may be occasional gaps in outreach or engagement. Engagement by families, students and staff is consistent via digital media.	The District has fully integrated and enhanced its digital media presence to effectively communicate with families, students, and staff. Social media, websites, and other digital platforms are well-managed, informative, and engaging. The District actively promotes key initiatives, events, and updates, and responses to questions or concerns are addressed. The digital media presence is accessible to all stakeholders and reflects the District's commitment to transparency and engagement.

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 Feamework (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.

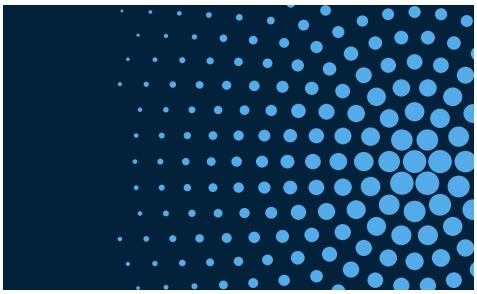
- SEL competencies are explicitly taught and integrated into daily learning experiences for staff and students, including through: direct instruction, community circles, push-in SEL Lessons, PBIS, school wide read-alouds, and instructional design.
- All students have equitable access to school social 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.



HIGHLIGHTS
JANUARY 2025

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 continue to be explicitly taught and integrated into daily learning experiences for staff and students, including through:
  - direct instruction
  - community circles
  - push-in SEL Lessons
  - the Positivity Project,
  - the Primary Project
  - Sources of Strength
  - PBIS
  - community service initiatives,
  - school wide read-alouds
  - instructional design
- The District's Code of Conduct has been updated to reflect restorative practices and gender neutral pronouns. Restorative practices are prioritized as a disciplinary approach, emphasizing reflection and conflict resolution instead of punitive measures.
- Teachers across the District continue to routinely foster social connections using restorative practices (community circles, check-ins, morning meetings, planned discussions) in their classrooms. Learning opportunities in restorative educational practices for teachers are offered through book studies, courses, and implementation teams.
- All students have access to the school social worker and school counselor.

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



- Ongoing professional learning opportunities led by experts like Dr. Jevon Hunter and District colleagues have been designed to assist teachers in building their capacity to implement culturally responsive teaching practices and support DEI efforts in their classrooms and schools. Curriculum Directors continue to support culturally-responsive practices in their content areas.
- Schools are prioritizing initiatives like Community Day, Hallway of Heroes, Family Festival, building read-alouds, and other school-wide practices to ensure that all stakeholders feel welcomed, connected, and included. Disability awareness is being integrated into community-building work in some schools.
- An advanced and immersive professional learning experience has been created to focus on building trauma-informed physical environments that promote connection/ belonging.
- Extra-curricular clubs include Unity in Diversity; Culture, Community, and Cuisine; Sources of Strength; Challenge to Change, Social Justice Clubs, and Environmental Clubs that connect students to their schools and each other.
- Teacher mentors received extensive training in how to support their novice teachers in implementing culturally-responsive classroom practices.

#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.



- Schools have continued their partnership with Spectrum Health and TIES (Together Including Every Student).
- The Family Support Center in the AIM building supports families; Spectrum Health and Human Services counselors are available for students and families.
- District athletes, under guidance from their coaches, are volunteering time and resources to various charity community organizations (Teddy Bear toss, canned food drive, used equipment drive, etc.).
- The "Empathy, Positivity, and Gratitude" initiative continues in K-12 Physical Education classes focusing on "What is bigger than the win?"
- Schools are focused on student engagement through Social Justice and Environmental Clubs, where students are informed about community issues and environmental concerns.
- There is a strong emphasis on infusing environmentally-focused curriculum within Science and STEAM programs, ensuring that students are exposed to sustainability concepts and environmental awareness through various subjects.

HIGHLIGHTS
JANUARY 2025

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.**

Continued.....

- Assistant Principals are engaged in a year-long collaboration with Lori DeCarlo, a national consultant on restorative practices, to support the successful implementation of restorative practices in our schools.
- The Unified sports program has expanded to include two basketball, two bowling and two volleyball teams. There are approximately 70 students per sport who are actively participating.
- In collaboration with Dr. Jevon Hunter, the Athletic department has created "B-teams," identifying sports where many more students try out than can be accommodated per team and providing coaching and games for these students. These developmental teams play against other teams within the District.

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

Continued.....

- Pre-season meetings are held by the Athletic department to provide accurate information on policies, practices, and procedures.
- Many District coaches are building community within their teams through the tier 1 restorative practice of community circles.
- Wellness Facilitators have been trained in the SEARCH Institute's Developmental Assets.
- Schools have implemented inviting practices to welcome students into their school environment each day (welcome committee, music, etc.)
- The "Check and Connect" program pairs struggling students with adult role models.
- The "CHAMPS" program is in year two, supporting a positive and proactive approach to classroom management.

#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.**

Continued.....

- The "Green Ribbon School" application work is underway and includes the establishment of a committee and subcommittees, the development of a timeline, and the selection of Maple East Elementary School as our Green Ribbon school. Work on this application will continue through May of 2025



HIGHLIGHTS
JULY 2025

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.

- The Positivity Project is currently under review by the elementary school counselors to ensure its alignment with student needs and school goals. In addition, curriculum mapping is in progress to better integrate the program's core principles across grade levels and subject areas, fostering a consistent and meaningful social-emotional learning experience for all students.
- Wellness Day, Genius Night, and International Week were held at various schools to support students in building self-esteem through inclusive, engaging activities and cultural celebrations.
- Fun Runs were organized at the elementary level to foster a sense of community and strengthen connections across the school.
- On Superintendent's Conference Day in June, staff participated in professional learning sessions centered around integrating social-emotional learning into content areas, strategies for working with specialized student populations, and mental health awareness.
- The District revised the process for student scheduling of accelerated courses to ensure more equitable practices and access. This process was communicated with all stakeholders and posted on the District website.
- At South High, enhancements have been made to the fitness center and the school is exploring the possible introduction of a Fitness/Nutrition elective class.

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

- Schools hosted cultural events to celebrate the diverse traditions and backgrounds of our students and their families. These gatherings provided meaningful opportunities for community engagement, encouraged cultural pride, and fostered a deeper understanding of one another through shared stories, performances, and activities.
- Various buildings are collaborating to refine the role of the Room Parent. Stakeholders are developing ways to empower families through participation in school-wide welcoming committees.
- The use of restorative practices has continued to grow as an integral part of the progressive discipline process. Assistant Principals participated in specialized training sessions led by Lori DeCarlo to deepen their understanding and implementation of these approaches.

#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 District launched the Sandy Hook Promise anonymous reporting system for students in grades 4-12.
- Several high schools organized monthly building-wide challenges such as the Push-Up Challenge, Wall-Sit Challenge, and Plank Challenge to promote physical activity and educate students on the benefits of maintaining an active lifestyle.
- As the District's pilot school, Maple East continues to actively engage with the Green Ribbon Schools application process, demonstrating its commitment to sustainability, environmental education, and student well-being.
- The District organized and participated in the Challenge to Change event along with several other local school districts. The District had approximately 20 student representatives from each high school participate.



HIGHLIGHTS
JANUARY 2026

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.



- The Distraction-Free School Zone Policy is being implemented successfully Districtwide, with positive feedback from students, staff, and families recognizing improvements in both social interactions and academic engagement.
- The District has expanded its Special Education continuum of services by adding a 15:1 standards-based classroom at South High, while also continuing the phased expansion of the 15:1 program at Transit Middle School.
- The AIM (Alternative Instruction Model) program currently serves 45 students in grades 11 and 12 and continues to enhance its effectiveness through strengthened collaboration with students and families.
- Spectrum Mental Health counselors are now available in all middle and high school buildings, with additional counseling services offered through the Family Support Center during evening hours to increase accessibility for all students and families.
- ELA teachers participated in an equitable grading and assessment training that provided them with knowledge of the skills and practices to assess with equity and access as a foundation.
- A restorative practices building level pilot program has been established in each middle school.

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



- East High, in partnership with the Search Institute, launched a "Know Me" campaign to ensure that every student is intentionally connected with at least one trusted adult in the building. These efforts are intended to strengthen relationships and foster a deeper sense of belonging for all students.
- Parent tours, meet-and-greets, and transition events for new and existing families about our special education programs—including summer programming—are fostering early relationships and a stronger sense of belonging for families entering new school communities.
- North's "Be Good, Do Good" campaign promotes monthly school-wide events and initiatives that connect students, build belonging, and promote positive behavior.
- Results from the Developmental Assets Profile administered in the spring of 2025 indicate that elementary students view school as a strong environment for asset-building, with scores in the "thriving" range—demonstrating that our youngest learners feel supported, connected, and positively engaged within their school communities.
- Intentional programming in the Arts includes and represents the diverse backgrounds and cultures of our student population and their families to ensure our students see themselves in the composers, artists, and thematic music integrated into our classrooms and performances throughout the year.

#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 District launched the Sandy Hook Promise anonymous reporting system for students in grades 4-12.
- Maple East Elementary submitted an application for the Green Ribbon Schools initiative. They are focusing on creating a sustainable outdoor learning space in the courtyard.
- The District actively engages in partnership with the Amherst Youth and Community Coalition to promote awareness of key factors impacting personal and community wellness. This collaboration includes monthly educational columns in the Amherst Bee, prevention initiatives such as Project Sticker Shock, and resource sharing like the film Can't Look Away, which explores the effects of social media on youth.
- Schools maintain student clubs centered on community wellness through Social Justice Clubs and sustainability through Environmental and Recycling clubs.
- Schools continue to partner with community resources such as Spectrum Health and American Heart Association to connect students and families to wellness support.

HIGHLIGHTS
JUNE 2026

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.

- At the elementary level, our school social workers and psychologists facilitate high-impact small group sessions designed to provide targeted social and emotional support. These sessions empower students to build critical competencies in anxiety management, social skills, peer relationships, and emotional regulation, ensuring every learner possesses the necessary tools to navigate social-emotional challenges with resilience and confidence.
- At Maple East, students from the 8-1-1 Autism program are integrated into general education morning meetings. This inclusive initiative provides daily opportunities for students to cultivate social-emotional skills alongside their peers within a supportive environment. The program has received overwhelmingly positive feedback from students, staff, and parents, and was a distinguished highlight during a recent Board of Education visit.
- Participants from the North High's Wellness team were trained in the practices of Invisible Mentoring, with plans for launching this initiative in the fall.
- At Heim Middle, the community-wide Bald for Bucks event served as a powerful exercise in empathy and school-wide solidarity. Furthermore, the school has implemented a new system that empowers student leaders to work alongside their peers in Unified Sports, ensuring every student experiences a deep sense of belonging and shared success.

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

- Maple East Elementary enriched its Autism Awareness Month programming throughout April by embedding inclusive themes directly into classroom instruction through age-appropriate read-alouds and selected videos. These efforts have successfully cultivated deep empathy and a more profound understanding of all learners across our school community.
- At Heim Middle, the universal implementation of the Integrity Pledge has established a critical baseline that every individual's dignity is non-negotiable. This initiative reinforces a culture where every student feels they belong and are respected.
- At Mill Middle, the Junior Youth Activation Committee facilitated a "Disability Awareness Week" that featured school-wide read-alouds, restorative circle discussions, and themed inclusive spirit days. This impactful week of learning culminated with a collective commitment as students signed the "Pledge to Include."
- Mill Middle also hosted a collaborative student-staff volleyball charity game, fostering a stronger sense of community and connection through shared philanthropic goals.

#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.

- Maple East Elementary was distinguished as a 2026 New York State Green Ribbon School, a prestigious honor reflecting an unwavering commitment to environmental stewardship. This recognition was the result of a rigorous application process led by a dedicated school-based team, highlighting the vertical integration of sustainability education within STEAM instruction. Critical to this success was the impactful work of the Garden club, a collaborative partnership with Williamsville East, and the ongoing transformation of the courtyard into a dynamic outdoor learning environment.
- Transit Middle expanded the student-led recycling club and has successfully empowered young leaders to champion environmental sustainability while cultivating a deeper ecological consciousness across the entire school community.
- The Family Support Center hosted a districtwide community event focused on supporting children with anxious emotions, with more than 100 families representing 13 school buildings in attendance. In response to this identified area of need, weekly SPACE (Supportive Parenting for Anxious Childhood Emotions) training sessions are currently being offered for interested parents of fifth and sixth grade students.

HIGHLIGHTS
JUNE 2026

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.**

Continued.....

- Elementary Youth Wellness Facilitators implemented a districtwide initiative across all six elementary buildings to reduce screen time during free periods and promote collaborative, active play that supports student wellness and social engagement.



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

Continued.....

- Across all transition points for students receiving special education services, the District provides opportunities for families and students to meet staff, tour buildings, and become familiar with new classroom environments and supports which helps to foster connection, comfort, and a sense of belonging.
- East High faculty participated in a professional development session focused on mitigating educator burnout and emphasizing the critical role relationship-building plays in supporting student social-emotional learning.
- South High successfully launched the Cultural Diversity club's "Threads of Us" week, providing a platform to celebrate and honor the diverse cultures and unique identities that comprise the student body.

#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.**

Continued.....

- The Office of Professional Learning, in collaboration with the Office of Student Services and the Institute on Trauma and Trauma-Informed Care, launched a six-session microcredential program through the University at Buffalo focused on trauma and trauma-informed practices. Over the course of 12 weeks, participants apply their learning to current challenges within their school buildings and share how they used trauma-informed strategies and tools to strengthen student relationships, communication, and outcomes.
- East High continued to strengthen the collaborative partnership with Spectrum Health and other community resources to provide families with critical access to local wellness support. Furthermore, in coordination with the American Heart Association and Student Council, the school recently hosted a high-impact wellness week designed to promote holistic health and community-wide well-being.

STRATEGIC GOAL
AREA #2

JUNE 2026
WELLNESS, COMMUNITY, AND SUSTAINABILITY

	Beginning	Developing	Proficient	Exemplary
#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.	There is inequitable access to instruction, tools, or experiences that support physical, social, and emotional safety and wellness. There are significant gaps in resources, and certain groups may not have access to necessary support or services. Efforts to address safety and wellness are minimal or not yet implemented in a meaningful or systematic way.	There are some efforts in place to support the physical, social, and emotional safety and wellness of students and staff, but access to instruction, tools, and experiences is inconsistent or inequitable. Certain groups may face barriers in accessing resources or support. These groups lack equitable opportunities to benefit from services. The District is in the early stages of addressing these gaps.	Most students and staff have access to instruction, tools, and experiences that support their physical, social, and emotional safety and wellness. Resources and support are generally available, though there may be occasional inconsistencies or barriers to full access for certain individuals or groups. The District is making ongoing efforts to ensure equitable access for all.	Students and staff have equitable access to high-quality instruction, tools, and experiences that promote physical, social, and emotional safety and wellness. The District actively ensures that each individual receives personalized support, with targeted strategies for diverse needs and backgrounds. Equitable practices are integrated into daily routines, and a culture of inclusivity, care, and support is evident across the District.

STRATEGIC GOAL
AREA #2

JUNE 2026
WELLNESS, COMMUNITY, AND SUSTAINABILITY

	Beginning	Developing	Proficient	Exemplary
#2B All stakeholders will feel welcomed, connected and have a sense of belonging to their school and District communities.	Many stakeholders feel disconnected, excluded, or undervalued within the school and District communities. There is a lack of consistent, intentional effort to create a welcoming and inclusive environment, and some groups may not feel like they belong. Communication, outreach, and support systems are minimal, and stakeholders report low levels of engagement or satisfaction with their experience in the community.	Some stakeholders feel welcomed and connected, but there are barriers that limit full engagement or a sense of belonging. Certain groups may feel excluded or underrepresented, and efforts to foster inclusivity may be inconsistent. Communication and outreach may not be fully inclusive, and stakeholders from diverse backgrounds may not feel as valued or supported. The District is in the process of addressing these gaps but has not yet achieved widespread, meaningful connection for all.	Most stakeholders feel welcomed, connected, and have a general sense of belonging within their school and District communities. The District promotes inclusivity and engagement through events, communication, and support systems, but there may be occasional gaps in how certain groups are involved or included. While most stakeholders report positive experiences, some individuals may still feel disconnected or underserved at times.	All stakeholders (students, staff, families, and community members) consistently feel welcomed, valued, and connected to the school and District communities. The District has created an inclusive, supportive environment where individuals of all backgrounds and identities feel a strong sense of belonging. Feedback from stakeholders reflects high levels of satisfaction and engagement. Outreach efforts, cultural responsiveness, and community-building initiatives are proactive, comprehensive, and effectively promote connection.

STRATEGIC GOAL
AREA #2

JUNE 2026
WELLNESS, COMMUNITY, AND SUSTAINABILITY

	Beginning	Developing	Proficient	Exemplary
#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.	There are few formal programs in place to educate staff, students, and the community on personal wellness or environmental sustainability. Efforts are not implemented, underdeveloped, or not aligned with the District's broader goals. Education on wellness and sustainability may be absent, and there is little community engagement or awareness regarding the initiatives.	The District has some programs in place to address personal wellness and environmental sustainability, but they are not consistently integrated or widely available across schools and grade levels. Education on wellness and sustainability may be fragmented, and few staff, students, or community members are consistently engaged. Efforts to promote wellness and sustainability may be sporadic or lack clear structure.	The District has established clear programs and initiatives that educate staff, students, and the community on wellness and environmental sustainability. and sustainability programs are regularly offered, but may be more prominent in some areas (certain schools or grade levels) than others. While efforts to integrate wellness and sustainability are generally effective, there may be some gaps in participation, consistency, or depth. The District makes regular efforts to engage and inform stakeholders about wellness and sustainability, but could strengthen alignment or expand outreach.	The District integrates comprehensive programs and initiatives that educate staff, students, and the community on critical factors impacting personal wellness and environmental sustainability. Education is embedded across subject areas, with regular events focused on both personal well-being and environmental stewardship. There is clear alignment between the District's values and its practices, with robust efforts to foster a culture of wellness and sustainability. The District uses data and feedback to continuously improve wellness and sustainability programs, ensuring broad participation and engagement from stakeholders.

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	3C.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.



HIGHLIGHTS
JANUARY 2025

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.

- The District's 2024-2025 "Speaker Series," is focusing on instruction, highlighting the following areas: The Arts; Literacy; Science, Technology, Engineering, and Math (STEAM); and Math and Computer Science.
- Elementary schools have an increased emphasis on strengthening phonemic awareness and early elementary reading comprehension. This includes using evidence-based methods like UFLI (University of Florida Literacy Institute) and Haggerty models, alongside advanced screening tools.
- Plans are underway for a K-8 ELA pilot, Arts and Letters, which is a knowledge-based curriculum aligned with the Science of Reading.
- In collaboration with Dr. Nonie K. Lesaux from Harvard University and Director of ELA, teachers have received an overview of the NYSED Literacy Briefs.
- There is a strong focus on UDL (Universal Design for Learning) across the schools to ensure differentiated instruction that supports students at all learning levels.
- In collaboration with Jay McTighe, teachers have been introduced to the UbD (Understanding by Design) framework for the purpose of instructional planning and lesson design.

#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.

- Instructional Directors have provided professional learning opportunities on Seal of Civic Readiness (SCR) for teachers and administrators, as well as for other faculty interested in becoming building leaders for the SCR program.
- Instructional Directors have worked with instructional coaches and content area faculty to develop their capacity to share their expertise with colleagues and provide professional learning opportunities.
- Instructional Directors continue to integrate into their work with teachers the fundamental practices of SEL (Social Emotional Learning), DEI (Diversity, Equity, and Inclusion) and CRE (Culturally Responsive Education) as they relate to their content area instruction.
- In Business, DECA/FBLA promotes student leadership and emphasizes continued leadership for students.
- Schools have developed multiple student groups to offer leadership opportunities. Examples include Safety Patrol, Video Announcements, Principal's Council, and Student Council, which provide platforms for students to take on leadership roles and offer feedback to improve school culture.
- Monthly meetings are held with math specialists to grow their capacity around leadership and coordinating math-related events in each building.

#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.

- Schools offer a variety of clubs and activities across different grade levels to support the development of students' social emotional competencies. These range from leadership-focused groups to sports and interest-based clubs, allowing students to explore different areas of interest.
- SEL practices are explicitly embedded into the arts and music curricula.
- The District continues its collaboration with Dr. Jevon Hunter and other experts to support the integration of culturally-relevant educational practices into all levels of our educational program.
- Opening Day keynote presenters focused their addresses on supporting students personal and academic growth (productive struggle, building resilience, and overcoming adversity).
- Community Circles remain a priority in elementary and middle school classrooms as a tier 1 student support. Students in need of higher levels of support have regular access to counselors and social workers.
- The partnership between the District and the Institute for Trauma and Trauma-Informed Care has been expanded to include more opportunities for teachers to develop trauma-informed practices.

HIGHLIGHTS
JANUARY 2025

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.

Continued.....

- Plans are underway for the LETRS training for K-12 reading specialists, with the purpose of providing a depth of knowledge in literacy and literacy skills rooted in the Science of Reading.
- The Office of Professional Learning developed and implemented a menu of options for the three-year Induction program in an effort to better meet teacher needs.
- The staff development days on August 28th and October 3rd, offered a wide variety of professional learning sessions designed to enhance the instructional program for all students.
- The District and buildings are continuing to examine homework and assessment practices through a series of courses and book studies.
- Faculties continue their focus on the Thoughtful Classroom Teacher Effectiveness Framework, Habits of Mind, Mindfulness Practices, Thinking Classrooms, Inquiry Projects, and other frameworks that support the personal and academic success of all students.

#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.

Continued.....

- Various building DEI committees have selected "student voice" as a focus of their DEI work to support students in exercising their voices effectively and appropriately.

#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.



HIGHLIGHTS
JULY 2025

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.

- Teams of teachers worked on the development of Trauma Informed Practices resources to support building capacity in the district initiative.
- The Office of Professional Learning created screencasts for building use on homework/ grading beliefs and a reflective activity.
- Elementary Principals collaborated in scheduling committees focused on reviewing and optimizing instructional minutes and ensuring a seamless continuum of instruction across grade levels.
- Dr. Kara Imm collaborated with multiple elementary schools to provide guidance on best practices in mathematics instruction and intervention services. Through targeted workshops and hands-on support, she helped educators enhance their instructional strategies, implement effective intervention programs, and use data-driven approaches to meet the diverse needs of students.
- Dr. Nonie Lesaux collaborated with middle school and high school teachers on best literacy practices.
- On June 6th, several schools provided comprehensive training for their staff on the Habits of Mind and the Portrait of a Graduate during the Superintendent's Conference Day. These sessions aimed to deepen educators' understanding of these frameworks and equip them with practical strategies to integrate them into daily teaching practices.
- Staff are examining the effects of poverty and inequity on learning outcomes (using the book The Broken Ladder by Keith Payne).

#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.

- Multiple schools are conducting student council pilots and will be sharing across the grade level in the future.
- Several schools joined forces to host a student-led movie night, creating a fun and engaging community event for students and their families. This collaborative effort provided an opportunity for students to take leadership roles in organizing and managing the event, fostering teamwork, responsibility, and school spirit.
- Some second grade students presented a grade-level play that highlighted student voice and was entirely led by the students. Similarly, several fourth grade chorus concerts are student-led, featuring speaking roles where students introduce each song.
- The Kindergarten Buddy program pairs kindergarten students with fourth-grade mentors to foster meaningful connections and support. Through this program, older students serve as role models and guides, helping younger peers navigate the school environment, build confidence, and develop social skills.
- 6th grade FACS partnership with Kindergarteners students to build community and foster positive relationships through the Monster Project.

#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.

- Community circles remain a priority across the District.
- School social workers meet with groups and classes to share social emotional strategies for students to use.
- Mindful May was a focus in May with announcements made daily to remind students and staff to take a mindful minute.
- English classes independent reading was used as a vehicle for lifelong learning and practices, alternatives to phone and social media use, for relaxation and wellness and for setting and evaluating personal goals and progress.
- Transit Middle set limits on non-essential interruptions to the learning environment by reducing the number of items being dropped-off at the school each day. Students and parents were encouraged to create systems that bolster management skills that promote school readiness including the items needed for the day.

HIGHLIGHTS
JANUARY 2026

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.

- Response to Intervention (RTI) support classes have been adopted in elementary school buildings to support core instruction and maximize effective educational practices of differentiation for both developing and advanced learners.
- At the Elementary level, administrators and teachers are having conversations around the Science of Reading focusing on helping further develop students' thinking, questioning strategies, and skills.
- Teachers and Mental Health staff have been trained in Early Stage Interventions. The focus has been on providing additional support for individual students who are struggling academically, behaviorally, and/ or social/ emotionally.
- Seven schools, at all levels, are piloting a new Multi-tiered System of Supports (MTSS) model. This pilot program ensures higher levels of data driven interventions.
- Schools are creating a repository of MTSS resources to support student learning and interventions.
- The Office of Exceptional Education and Student Services and the Office of Instruction are collaborating to offer training and instructional support for District program special education teachers and Curriculum Extension teachers to enhance student engagement.

#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.

- As elementary schools continue to develop student council organizations, students are engaged in service and leadership opportunities such as Maple East Elementary Canterbury Woods Senior Living partnership.
- Schools continue to partner with outside community agencies to provide internship opportunities and develop workplace readiness and independence for all students.
- Several elementary and middle schools are currently piloting a peer buddy program designed to strengthen student connections, promote a sense of belonging, and foster leadership skills.
- The student-run school-based enterprise that began with weekly coffee and snack sales at North High has expanded its offerings, and both Dodge Elementary and Mill Middle have now launched their own student-run enterprises, providing special education students across levels with authentic leadership, entrepreneurship, and problem-solving opportunities.
- High schools continue to offer opportunities for students to obtain the New York State Seal of Civic Readiness and New York Seal of Billiteracy. The Seals promotes student voice, honors multiple pathways to leadership, and encourages students to engage with real issues that matter to them and their communities.

#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.

- WCSD participates in the Erie 1 BOCES SMART Collaborative, partnering with area Districts and community organizations to expand resources and referrals that strengthen social-emotional learning, mental health, and overall wellness for students.
- Mental health team members received professional development this fall that included updated training on lethality assessments and current substance-use trends and addiction presented by Horizon Health Services.

HIGHLIGHTS
JANUARY 2026

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.

#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.

#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.

Continued.....

- School counselors and social workers have participated in professional learning on the functions of school avoidance and strategies to support families, with the anticipated result of increasing collaboration and coordinated response efforts with community partners.
- McKinney-Vento practices are continually reviewed for alignment with guidance and resources from the New York State Technical and Educational Assistance Center for Homeless Students (NYS-TEACHS) to ensure individualized support for students experiencing housing instability.
- Focus on inquiry-based learning to support diversity, equity, and inclusion. Teachers are learning how to design introductory compelling questions that guide students to consider issues of fairness, equity, rights, and responsibilities.
- Gifted Programming Specialists are planning for the incorporation of the CogAT—an ability measure designed to account for cultural and linguistic differences—to broaden identification practices that will ensure equitable access to differentiated programming and services for all students.



HIGHLIGHTS
JUNE 2026

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.

- Country Parkway Elementary received training on restorative practices and affective language during the May faculty meeting. This initiative supports teachers in crafting individualized student growth plans that address academic and social-emotional needs through a whole-child lens.
- Heim Elementary collaborated with the Special Education department to provide professional learning on the student classification process, deepening staff understanding of the supports and services required to meet diverse learning needs.
- Maple East Elementary implemented a schoolwide focus on fostering intrinsic motivation. Staff engaged students in shifting toward a growth mindset, goal setting, and cultivating personal interest in learning; students have actively tracked progress toward these individualized, self-created goals.
- Middle schools centered professional learning on WCSD "Beliefs, Guiding Principles, and Recommendations" regarding grading, assessment, and homework. Faculty teams utilized the year to reflect on current practices, with plans to continue aligning policies with District standards for the 2026-2027 school year.

#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.

- Dodge Elementary holds Kindness Month, in which students participate in daily acts of kindness designed to promote empathy, compassion, inclusion, and respect for others. Students participate in community service projects, including collecting donations and needed items for the local SPCA. This service-learning opportunity helps students develop responsibility, compassion for animals, and an understanding of the importance of giving back to the community.
- At North High, the Student Council spearheaded the monthly "Do Good, Be Good" campaign, focusing on social-emotional themes and community outreach. Additionally, the Social Media club empowered students to take a leadership role in crafting and managing schoolwide digital communication and engagement.
- Our music program incorporates student leadership by allowing students to introduce musical selections and share background information about the pieces being performed. These opportunities allow students to develop presentation skills, self-confidence, and stage presence while taking ownership of their performances and contributing to a meaningful and engaging experience for families and community members.

#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.

- Heim Elementary is currently conducting a comprehensive data review to evaluate the potential implementation of the CHAMPS framework for the upcoming school year. This process involves assessing classroom management practices and gathering teacher feedback to ensure alignment with student behavioral needs.
- In collaboration with the Institute on Trauma and Trauma-Informed Care, the District facilitated a faculty book study designed to deepen staff understanding of human emotion, language, and connection. These core competencies serve as essential foundations for delivering effective trauma-informed instruction within the classroom.
- Maple East Elementary established a teacher implementation team to facilitate professional learning for the 2026-2027 school year, focusing on positive relationships and motivational systems and strategies. This initiative aims to enhance the social-emotional climate through evidence-based practices and a schoolwide shift toward intrinsic student motivation.
- Mill Middle remains committed to integrating restorative interventions alongside traditional disciplinary approaches. The Social Justice club further supported this mission by incorporating curriculum from the SAVE Promise club to foster a safe and inclusive environment.

HIGHLIGHTS
JUNE 2026

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.

Continued.....

- At the high school level, schools expanded student opportunities through the Seal of Civic Readiness and Seal of Biliteracy programs to promote global competency and civic engagement.
- High schools provided professional learning on NYS Inspires: Portrait of a Graduate.
- At all levels, buildings continue professional dialogue focused on the responsible and instructional integration of AI tools within the classroom.
- The District is collaborating with building and departmental leadership teams to align current instructional practices with the recently released Science of Reading Toolkit for Multilingual Learners. Additionally, a professional learning community comprising ESOL teachers, school psychologists, and speech-language pathologists is working to build capacity regarding the distinction between language acquisition and disability within the District referral process.
- Representatives from ACCES-VR are invited to participate in meetings for transition-aged students to connect families and students with community resources and post-secondary supports that promote ongoing growth, independence, 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.

Continued.....

- At the high school level, leadership development remained a priority through active student representation in the Shared Instruction High Achievement Committee (SIHAC), National Honor Society, Student Council, and as student representatives to the Board of Education.

#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.

Continued.....

- Transit Middle continues to prioritize the development of executive functioning skills by exploring the intersection of personal management and school readiness through a variety of professional learning presentations.
- The District partnered with the University at Buffalo to offer an intensive microcredential course for faculty, centered on social-emotional learning and trauma-informed practices. This collaborative professional learning opportunity allowed educators to deepen their instructional expertise and earn a formal university microcredential upon completion.
- Throughout the District, faculty members developed professional study plans specifically aligned with the CR-SE Framework and Social Emotional Learning (SEL) practices as part of the NYS STEPS appraisal process.

STRATEGIC GOAL
AREA #3

JUNE 2026
TEACHING, LEARNING, AND LEADERSHIP

	Beginning	Developing	Proficient	Exemplary
#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.	The District's educational practices are not sufficiently responsive to the individual needs of students. There is limited differentiation in instruction, and students are generally expected to follow a one-size-fits-all approach.	The District is beginning to implement responsive educational practices, but these practices are inconsistently implemented across the District. While some students receive differentiated instruction and personalized support, others may have limited access to tailored learning opportunities.	The District provides responsive educational practices that support most students' individual needs. Instruction is generally differentiated, and there are opportunities for students to receive tailored support.	The District consistently provides highly-responsive, individualized learning experiences tailored to meet diverse student needs, strengths, and interests. Instruction is differentiated to ensure that each student is challenged appropriately. Learning pathways are flexible to accommodate varied learning styles and needs.
#3B The District will engage in and continue to develop responsive educational practices, opportunities, and learning experiences that support leadership potential within a diverse community.	The District provides minimal or no effort specifically aimed at developing leadership potential in students.	The District provides some educational practices that encourage leadership development, but these opportunities are limited or inconsistently applied.	The District implements strong educational practices that support leadership development for most students.	The District proactively develops and implements highly-responsive educational practices that consistently support the development of leadership potential for all students and interested staff.

STRATEGIC GOAL
AREA #3

JUNE 2026
TEACHING, LEARNING, AND LEADERSHIP

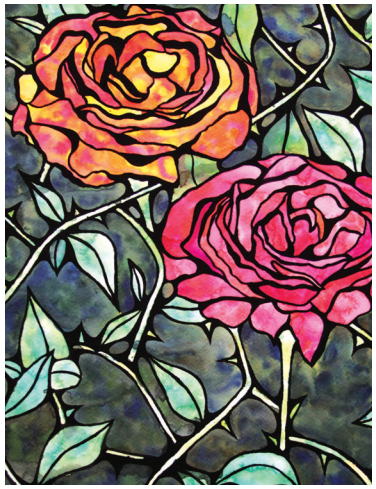
	Beginning	Developing	Proficient	Exemplary
#3C The District will engage in and continue to develop responsive educational practices, opportunities, and learning experiences that support and advance social emotional skills within a diverse community.	The District has minimal or no formal social-emotional learning practices in place. Social-emotional learning is not a priority in the educational program,and there are few, if any, dedicated opportunities for students to develop social-emotional skills. The District has minimal or no integration of social-emotional learning into the overall school climate and culture. The school climate may be characterized by a lack of emotional safety, inclusivity, or support for students' social-emotional needs.	The District provides some social-emotional learning opportunities, but the responsiveness of practices varies across schools and classrooms. While some schools may emphasize social-emotional learning in their culture, others may not consistently promote or prioritize social-emotional well-being. The District is beginning to foster a climate that supports social-emotional learning, but this effort is not yet fully integrated across all schools or classrooms.	The District has developed and implements strong social-emotional learning practices that are responsive to the needs of most students. While social-emotional learning is promoted in many areas of school life, there may be inconsistencies in how deeply these values are embedded into school practices or in the way the climate is experienced across different schools or classrooms.	The District has embedded social-emotional learning throughout the entire educational experience, with highly-responsive practices that are tailored to meet the diverse emotional and social needs of all students. The District has established a climate and culture where social-emotional learning is woven into every aspect of school life.

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.







WILLIAMSVILLE
CENTRAL SCHOOL DISTRICT
Est. 1893





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.



HIGHLIGHTS
JANUARY 2025

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.



- There is a consistent effort to involve parents in DEI initiatives, with ongoing presentations and discussions at PTA meetings.
- The District DEI Coordinator is working with building DEI committees to support their work in implementing the District DEI plan.
- Schools are honoring the diversity in their schools by integrating cultural experiences and events into the school program. Initiatives focus on community collaboration and participation, involving both students and families in activities that celebrate diversity and promote cultural understanding.
- The SEED (Seeking Educational Equity and Diversity) program continues, with plans to expand in the future.
- The District is in the process of organizing a regional "Challenge to Change" conference, in collaboration with other school districts, focusing on student empowerment and developing student voice.
- The District offers increased professional development opportunities for teachers and staff on how to better communicate with the families of our English Language Learners.
- The District has improved accessibility on its website, app, and newsletter (ADA, Translation) to support all families' access to materials and information.

- The District has created monthly themes that bring awareness to cultures and individuals of significance (e.g. Hispanic Heritage Month, Arab American Heritage Month, etc.)
- The District calendar reflects holidays and/or religious observances of multiple cultures.
- Classroom libraries continue to be expanded to include diverse perspectives, cultures, experiences, etc.
- District and building administrators continue their collaboration with others in the region and across New York State through participation in the Erie 1 BOCES DEI Consortia and the NYS Education Department DEI Leaders Network.

HIGHLIGHTS
JULY 2025

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.



- Dr. Hunter presented to students in May related to embracing tenets of DEI work.
- DEI committees continue to meet and review best practices to support students.
- Using the Developmental Asset survey, buildings are working to identify opportunities and success to support student personal growth.
- DEI committees work on identifying age-appropriate lessons focused on self-awareness that will be explored at the beginning of the next school year.
- Some building level DEI teams are creating a standardized communication framework to share information about various cultural and religious observances. Some teams have created a digital repository to house these resources. These slides and videos are shared with staff and students.
- Student-created presentations for celebration months were displayed on video monitors.
- Several buildings have created a DEI Google classroom to serve as a resource for staff. These resources provide educators with access to a wide range of materials, including articles, lesson plans, and discussion topics focused on promoting inclusive practices.



HIGHLIGHTS
JANUARY 2026

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.



- When providing counseling, interventions, and recommendations for support, mental health team members have been trained to use culturally responsive practices by considering students' backgrounds, identities, and lived experiences.
- Professional learning provided to K-4 teachers and secondary ESOL teachers on the NYSED Academic and Linguistic Demands for English language learners.
- Schools across the District continue to celebrate the diverse cultures, traditions, and identities within their communities through annual family-focused events. These celebrations often include cultural showcases, international foods, student performances, and opportunities for families to share aspects of their backgrounds.
- Schools continue to emphasize self-reflection through coordinated DEI initiatives, such as monthly lessons and collaborative projects like tradition quilts, where families contribute pieces representing something meaningful to them. Together, these efforts strengthen community connections and highlight the rich diversity across the District.

- Librarians are intentionally curating and showcasing books that promote themes of diversity, equity, and inclusion.
- The District continues to facilitate the Challenge 2 Change student conference to foster community with neighboring districts and elevate student voice.
- Elementary schools have developed and implemented a year long read-aloud initiative that is designed to give students a voice and celebrate equity, inclusion and the various cultures. Schools have a variety of ways of including student background into the selected texts.



HIGHLIGHTS
JUNE 2026

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.



- Each elementary school continues to host cultural celebrations throughout the year. These events feature cultural food tastings and classroom transformations that allowed participants to "visit" different nations. These experiences provide a platform for external stakeholders and families to actively share their cultural identities and experience inclusion.
- At Heim Middle, the DEI Committee introduced monthly interactive bulletin boards. Unlike traditional displays, these are designed to be educational tools that focus on global advocacy and encourage students to reflect on their own identities and their roles within the community.
- At North High, the College and Career Center expanded the Skilled Trades Fair to enhance equitable access to diverse and meaningful career pathways for all students.
- Transit Middle updated its main foyer with graphic signage. These displays feature the word "Welcome" in multiple languages and celebrate "Global Citizens" and "Diverse Ancestry," ensuring that all visitors, staff, and students feel included in the Transit Middle family. The team continues to create and maintain an archive of concise slide decks detailing various cultural holidays. These resources are shared with the school community during relevant times of the year to enhance cultural awareness.
- At South High, the DEI Committee synthesized data from a recent school climate survey to prioritize student connections with trusted adults. This initiative focuses on fostering a culture of upstanders within the student body to enhance community support and safety. The committee continues to share survey feedback with existing student clubs, collaborating on actionable strategies to achieve these critical engagement goals.
- The District refined the Home Language Questionnaire within the WCSD registration process by introducing an in-person completion option and a comprehensive video orientation for the ELL Identification sequence. Furthermore, the team collaborated with District leadership to disseminate a joint memorandum and relevant NYSED resources to ensure parents are fully informed of their rights.
- The District incorporated the CogAT into its advanced programming identification process to expand equitable access and ensure that all students have the opportunity to demonstrate their potential. To further support inclusive practices and reduce barriers to participation, the screener is available in eight languages.

STRATEGIC GOAL
AREA #4

JUNE 2026
DIVERSITY, EQUITY, AND INCLUSION

	Beginning	Developing	Proficient	Exemplary
#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.	The District's DEI efforts are minimally aligned with District policies and New York State Board of Regents frameworks. There is limited evidence of systematic integration of DEI principles into District practices, and alignment with state policies is unclear or incomplete. DEI initiatives may be sporadic or not yet implemented in a comprehensive or intentional way.	The District has begun to integrate DEI principles in alignment with District policies and the New York State Board of Regents frameworks, but implementation is inconsistent. Some areas may be aligned, while others lack clarity or sufficient alignment with state guidelines. The District is working to ensure full adherence to its DEI policy. Some initiatives may be in early stages or under development.	The District's DEI efforts are aligned with District policies and New York State Board of Regents guidelines, with most initiatives in place to reflect these standards. While alignment is strong in key areas, there may be minor gaps or areas where the integration of DEI principles could be improved. The District regularly monitors and adjusts policies to maintain alignment, though some initiatives may not be fully implemented across all schools or departments.	The District's efforts to support and advance diversity, equity, and inclusion (DEI) are fully aligned with both District policies and New York State Board of Regents policies, frameworks, and initiatives. DEI practices are embedded in most aspects of the District's operations, from curriculum and instruction to hiring practices and community engagement. The District regularly reviews and updates its policies and practices to ensure they align with NYS expectations. DEI is integrated into strategic planning, and there is a strong commitment to continuous improvement.

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 Maturski
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

WILLIAMSVILLE
CENTRAL SCHOOL DISTRICT
Est. 1893

WILLIAMSVILLE BOARD OF EDUCATION
2025-2026

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

Board of Education

Crystal Kaczmarek-Bogner, *President*
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Maureen Poulin, *Parliamentarian*
Christina Bleckinger
Stuart Bulan
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Giselle Maurice - North
Deepratan Purba - South

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