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I like my school because I feel like my teachers care.
The BPS Vision: All are welcomed to the Buffalo Public Schools where excellence is our primary expectation, with no excuses.

The BPS Mission: Putting children and families first to ensure high academic achievement for all.

BPS Core Values: In all we do, the BPS learning community strives to live these core values. We are...

- Welcoming
- Empowering
- Equity-Focused
- Innovative
- Results-Driven

*See page 17 for definitions of the Core Values
Dear BPS Community,

All are welcomed to the Buffalo Public Schools where EXCELLENCE is our PRIMARY EXPECTATION, WITH NO EXCUSES. It is an honor to serve as the Superintendent of the Buffalo Public Schools (BPS) period since the appointment to position of interim Superintendent on March 2, 2022 and Superintendent on July 14, 2022. I've been inspired by the deep commitment to all of our children that runs throughout every corner of our city.

In conducting a robust, citywide listening tour, my goal was to hear from diverse stakeholders what their vision was for our school district. A common theme that was heard was that there is a need to ensure “equity for all, in all that we do.” This strategic plan prioritizes equity at the center of everything that we do as a school district.

This Strategic Plan challenges us to ensure that all of our students are highly engaged in excellent and meaningful instruction in all of our classrooms every day and that they have access to the educational resources needed to enhance their individualized learning needs. The Plan will serve as a road map that will ensure the focus of all will be to guarantee that each of our 60 schools are high-performing, safe, friendly, and welcoming to all. It sets clear, explicit priorities along with commitments, and regular aligned progress measures that staff will be closely monitoring and modifying when necessary.

THIS VISION IS BIG AND THE POTENTIAL IS ENORMOUS! My personal goal is that the Buffalo Public Schools WILL BECOME A MODEL URBAN DISTRICT WHICH WE AN EXAMPLE FOR WHAT URBAN DISTRICT'S ACROSS THIS COUNTRY CAN ACHIEVE WITH FOCUSED HARD WORK AND STRATEGIC DILIGENCE!

“Equity for all, in all that we do” has five primary strategic goals. Progress towards these strategic goals will be measured with transparent and rigorous metrics. My hope is that the Buffalo public schools will ultimately become a model for urban school districts across the nation.

The time is now to educate the next generation. There are no excuses, thus the urgency communicated in this strategic plan. I am unapologetically requiring a standard of excellence for all employees (including myself), students, families, and partners to ensure that the BPS vision and mission comes to fruition. Regardless of other priorities, going forward our students and families will always be at the center of our work, decision-making, and mission.

WE WILL ACHIEVE 5 BY 2025! I'M READY, LET'S GO!

Best,

Dr. Tonja M. Williams, Superintendent, Buffalo Public Schools

With the appointment of Dr. Tonja Williams to the position of Superintendent of the Buffalo Public Schools (BPS), the district entered a new chapter focused on excellence, communication, relationships, broad-based cooperation to resolve matters and concerns, and, as with all our goals and decisions, a focus on high academic achievement in all its various forms.

As a product of the district, Dr. Williams knows first-hand the opportunities, in addition to the challenges, that many of our BPS students and their families face. She also recognizes the opportunities and support the district offers as well as the outcomes that our students have the potential to attain. Dr. Williams is not only a product of the district, but she is also a role model for our students demonstrating to them what is possible with focus and hard work.

As the district begins down this new path, we see the possibilities that come from cooperation and industry. In my time on the board, I have not seen such a broad-based coalition of people assembled to welcome a new superintendent.

Since Dr. Williams’ tenure began, we have enjoyed a heightened degree of transparency and communication between her office and the district. We have been able to settle outstanding union contracts. We have had an increase in people applying to work for the district. We have seen an uptick in the number of individuals who are interested in volunteering and serving in various capacities to improve our schools. The tone and tenor present in the district has changed. It is my sincere hope that this feeling of collegiality and collaboration continues for as long as possible as it is beneficial for the district, but more importantly, our students and the entire BPS family.

I look forward to working with Dr. Williams, the staff of the BPS, and my fellow board members “to put children and families first to ensure high academic achievement for all.”

Yours in striving for high achievement.

Lou Petrucci. President Buffalo Board of Education/Park District Representative
The story of Buffalo public schools is long and complex. It is a story of a learning community that has faced poverty, adversity, and underachievement. However, despite having the odds stacked against them, they have overcome great adversity and graduated from high school. There are many BPS graduates who have gone on to lead highly productive and successful lives.

In spite of its challenges, Buffalo Public Schools (BPS), has maintained a rich commitment to education. BPS is a leader in urban education: nationally recognized schools, programs and initiatives such as universal, full-day preschool, early childhood education, an individualized school funding formula, and a robust curriculum infused with culturally and linguistically responsive teaching materials and strategies that help with creating a learning community focused on equity.

Even with these innovative initiatives, there has been a growing sense of impatience to address longstanding systemic barriers that hamper our students’ ability to reach their full potential. With our elected representatives on both federal and state levels (US Congress & New York State Legislature), the City of Buffalo—including the Mayor, Common Council members, the Board of Education—along with the BPS Superintendent, our entire staff, and our unified communities; we are all collectively committed to implementing urgent, necessary, and courageous best practices that will advance our best hopes and aspirations for all.

Today, we welcome students from many different countries who speak many different languages. In fact we have more than 50 countries of family origin represented and 115 languages spoken in BPS (as of June 2022). We proudly celebrate and honor our diversity.

In order that the pillar of excellence for all be constructed, we must all speak with one voice by joining together to achieve this vision. We must advocate for all of our young people and for those who don’t have a voice in our communities and confront the systems that have prevented offering all of our students the access and opportunities to be the best that they can be.

We must unapologetically stand together and work collaboratively to ensure that EVERY CHILD is engaged in a highly quality educational experience inside and outside of our classrooms to meet their academic, social, and emotional needs. THIS is the legacy that we have a duty to fulfill for all our students.
A Community-Inspired Strategic Plan, A Call to Action
We Asked, We Listened, We Went Into Action

Students, families, staff, and community members were our inspiration and collaborators. In the spring, the then-Interim Superintendent and executive leadership staff conducted an extensive listening tour which included “going to the people” and hearing their concerns, hopes, dreams, and needs for the success of all of our students.

We solicited input and ideas from a broad range of stakeholders. The Superintendent left her office and physically visited schools, churches, and community centers across the city to gather information and to learn from students, staff, parents, caretakers, pastors, business leaders, and community partners about their needs.

Major themes and patterns were captured from the listening tour, and the data that was collected from the tour gave birth to the 2022-2025 Strategic Plan.

We Heard...

“Caring and competent staff reflective of our students.”

“Reliable, accessible, safe (staffed with bus aides), and on-time transportation (and effective operations).”

“Rigorous, accessible curriculum that is culturally and linguistically responsive for all students including those with special learning needs.”

“Increase mental health supports for students.”

“Fair and equitable funding across all Buffalo public schools.”
Goal 1

Eliminate Opportunity and Achievement Gaps
Equitable and excellent student outcomes for all

Overview

Every student—regardless of race, ethnicity, gender, disability, sexual orientation, religion, socioeconomic status, language, or ZIP code—must be engaged in an excellent, culturally and linguistically relevant education and opportunities that help to ensure that they will reach their full academic and social-emotional potential.

Buffalo Public Schools serves highly talented students who bring assets into the learning environment. Unfortunately, many BPS students are impacted by existing systemic and social barriers. They have encountered lowered expectations and racism in and outside of school. More than 70% of our student population have specific needs such as language barriers, disability classifications, socio-economic disabilities, etc.

As staff, we must and we will take bold, intentional, and explicit actions to illuminate opportunity and achievement gaps for our most vulnerable students. We will engage in research and evidence-based academic, social, and wellness interventions, along with parents and partners to support, monitor, and intervene when needed to aid students’ academic and social emotional progress.

Commitments

1.1 Provide focused and intense science-based reading interventions for all children in grades 3Y to grade 3 to ensure that all students are progressing towards becoming proficient readers at the end of the 3rd grade.

1.2 Ensure that BPS policies, regulations, plans, and budgets support eliminating opportunity and achievement gaps, so that schools are equitably funded to provide robust academic programming and social emotional supports that will give every child what he or she needs to be successful.

1.3 Hire a Chief of Diversity, Equity, and Inclusion (DEI) to make explicit efforts to hire and retain a highly qualified workforce that reflects the racial, ethnic, and linguistic diversity of the students and families we serve and to ensure equitable opportunities are provided to MWBE contract vendors.

1.4 Create and annually review a BPS academic achievement plan to provide a welcoming and affirming environment in all schools with high expectations of excellence in all practices, strong instructional rigor as well as an inclusive curriculum and assessments (1.4 continued on next page)
and on-going professional development to ensure that all new purchases are cultural and linguistically relevant.

1.5 Develop explicit grade-specific goals from 3Y to grade 12, and to then monitor progress towards achieving goals. School and central office department will create goals and strategies to eliminate opportunity and achievement gaps. Central Office will be responsible and accountable for maintaining progress and providing support.

1.6 Dismantle disproportionality in the implementation of the Code of Conduct (COC) by regular training on the implementation of COC and by prioritizing trauma-informed restorative practices prior to engaging in punitive and extreme .

1.7 Develop a district Asset Map, by school, which identifies all health, social, emotional, and mental health providers in schools that support closing opportunity gaps including: homelessness, physical illnesses (dental, vision deficiencies, etc), mental health, sexual wellness, LGBTQ+ identities, nutrition availability, and others.

1.8 Hire, support, and retain a workforce at every level that reflects our students’ diverse cultures and languages. Address the structural barriers which impact staff and students of color.

1.9 Make BPS a place where educators and staff want to be employed because they are focused on serving our students and feel valued and supported in their work.

1.10 Continually increase transparency and accountability by providing new data, tools, dashboards, and public reporting.

**Aligned Progress Measures** *(All measures will be disaggregated regularly - BOY, MOY, EOY and some every five weeks by ENL, SWD, race, gender, and economic disadvantage.)*

<table>
<thead>
<tr>
<th>Measure</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early literacy</td>
<td>Percentage of Pre-K-grade 3 students who meet or exceed grade level expectations. Review progress and end of term grades, IRLA, iReady and DIBELS three times a year.</td>
</tr>
<tr>
<td>Passing</td>
<td>Students in Pre-K through 8 passing 4 core subjects.</td>
</tr>
<tr>
<td>ELA achievement</td>
<td>Average score for grades 7 to 12. Percent by cut points for iReady.</td>
</tr>
<tr>
<td>Math achievement</td>
<td>Average math score for grades seven through 12 by course. Percent by cut points for iReady.</td>
</tr>
<tr>
<td>Science achievement</td>
<td>Average science score for grades seven through 12 by course.</td>
</tr>
<tr>
<td>ENL progress</td>
<td>IRLA results every BOY/MOY/EOY.</td>
</tr>
<tr>
<td>Suspension</td>
<td>Percentage of students who were long term suspended by school one or more times.</td>
</tr>
<tr>
<td>Attendance</td>
<td>Percentage of students with three or more absences in a given month by school.</td>
</tr>
<tr>
<td>Staff</td>
<td>Schools with unfilled staff positions by subject area and central office unfilled positions by department. Every classroom will have a caring adult to ensure that quality instruction is taking place.</td>
</tr>
<tr>
<td>New Hire Diversity</td>
<td>Representation of positions and gaps by race and language between staff hired each year and representation of BPS students</td>
</tr>
</tbody>
</table>

8 I “Equity For All, In All That We Do”
Goal 2
Access To Educational Excellence, Accelerated Learning, and Enhanced Operations and Facilities Maximization

Assurance that all students have access to high quality instruction and culturally and linguistically responsive classrooms in all schools

Overview
All schools will be clean, well-kept, welcoming, and safe learning environments that leverage rich assets. From our listening tour, we learned that parents’ perceptions are that access to quality instruction and resources are not experienced or available to all students and particularly to those representing various cultures, socio-economic statuses, neighborhoods, and communities.

High quality education in safe and welcoming schools must include core elements that meet the needs of the whole child including health education, physical education, and social and emotional skill development.

Facilities that are supportive of strong and safe educational programs as well as efficient in their operations and cost of upkeep make a generational impact on the Buffalo Public Schools. The district’s portfolio of schools has been through times of expansion and retraction. Joint schools reconstruction began in January 2000 to significantly improve nearly every Buffalo School building at a cost of over $1.3 billion. The district is at a pivotal point where there is a need to update current school and district buildings and to consider purchasing and owning additional buildings to enable students having the opportunity to access all of the academic programs available for their access.

Commitment

2.1 Redesign secondary alternative schools to ensure that college preparedness, opportunities for advanced coursework, and increased counseling and student supports are funded.

2.2 Ensure that all curricula entail rigorous, culturally and linguistically affirming content that integrates student wellness into the educational experience. Clearly define a few well-defined, high impact instructional strategies that support academic learning.

2.3 Create and widely publish a comprehensive district-wide professional development plan for teacher assistants, teacher aides, teachers, counselors, social workers, psychologists, and school and district leaders to develop capacity and expertise to change

(2.3 continued on next page)
student outcomes.

2.4 Continually increase 3Y early learning opportunities in BPS by leveraging district and community options which ensure a high quality educational experience for all early learners.

2.5 Implement rigorous and consistent elementary learning expectations and curricula that prepare all students for high school, including strong science, social studies, and math programming.

2.6 Reduce chronic absenteeism by ensuring that all students are welcome into schools and are participating and engaging culturally and linguistically relevant classrooms where their unique needs are met.

2.7 Make every school a safe space for every BPS student and staff member by offering premium support services, high expectations, and the protection needed to learn, grow, and thrive.

2.8 Provide approved medical remote learning, extended day, and extended year opportunities to accelerate and remediate learning as a means for preventing learning loss and to provide students innovative opportunities to accelerate their own learning.

2.9 Open single gender schools in 2024 as follows: the Barack Obama School for Boys in grades 7-12; and the Shirley Chisholm School for Girls in grades 5-12.

2.10 Administer BOY/MOY/EYO, standards-aligned, centrally created interim assessments for grades 3-8.

2.11 Establish and implement interim and longterm academic goals for all students which allow for academic growth and which maximizes human capital development.

2.12 Rationalize the allocation of district office space to be separated from instructional locations.

2.13 Based on an assessment of the current building portfolio and existing leased space, create a sound plan for comprehensive capital improvements. Establish a monthly committee to meet, plan, and implement the plan.

### Aligned Progress Measures

(All measures will be disaggregated regularly—BOY, MOY, EOY and some every five weeks by ENL, SWD, race, gender, and economic disadvantage.)

**ELA Growth**

Interim ELA assessment data.

**Math Growth**

Interim Math assessment data.

**Algebra in Grade 8**

Mean scores in grade 8 students enrolled in algebra by school.

**Advanced Coursework**

Percentage of 11th and 12th graders who pass at least one advanced course.

**Disproportionality & Declassification**

Number of students classified and declassified for special education services.

**Chronic Absenteeism**

Percentage of students chronically absent (missing 10% of days enrolled regardless of whether absences are excused, unexcused, or due to disciplinary reasons).

**G/T and IB Programs**

Acceptances into G/T and IB Programs and graduation/promotion/retention rates demographically in these programs.
Goal 3
Prioritizing Safety, Security, and Wellness

*BPS schools will implement best-in-class safety, security, and wellness practices at all schools and centralized sites*

**Overview**

The threat of violence in schools demands intentional planning to ensure safety and wellness for all. BPS will focus on five areas in this section. The core areas to focus on will include: (1) Prevention, (2) Protection, (3) Mitigation, (4) Response, and (5) Recovery.

The District’s Chief Operations Officer will update the BPS Emergency Preparedness Guide specific to our needs that will address and ensure actions that BPS schools will take to prevent the likelihood of an actual event occurring. There will be ongoing actions that will eliminate or reduce injuries, property damage, or loss of life from an emergency event. Further, school safety and security plans along with the overall district’s plan will be implemented with fidelity to help ensure that unforeseen emergencies will be met with a well-coordinated response that addresses the immediate needs of affected students, staff, and families. Finally, BPS will provide ongoing training to the BPS security team and staff which will enhance preparedness as well as ready the student support response to address the social, emotional, and behavioral health needs that can help restore educational programming in the event of an unfortunate safety or security issue.

Every student who requires transportation to and from school on a school bus deserves this service to be provided to them consistently every school day. Equitable access to education requires reliable transportation services being provided in order for students to be present for all of the learning opportunities provided by the Buffalo Public Schools.

**Commitments**

3.1 Implement all safety and security measures recommended by a private security firm, which conducted a thorough analysis, on a phase-in basis.

3.2 Update the BPS emergency preparedness guide to use as a framework for all safety and security measures which will protect BPS students, staff, and facilities.

3.3 Based on a recommendation from the Vista Security Firm, phase in a new department titled School Safety, led by a Chief of (3.3 continued on next page)
Safety and Security.

3.4 Hire and retain a chief of safety and security and a highly qualified security team.

3.5 Ensure that school security cameras are functioning in high working order.

3.6 Purchase and have installed state-of-the-art metal detectors for all BPS schools.

3.7 Update the BPS code of conduct and provide training to all staff, students, and parents/caregivers for a proper equitable implementation period.

3.8 Phase-in restorative justice training for all schools over a three-year period so that all BPS schools have a restorative justice work plan specific to their needs and proper training and support to implement the plans.

3.9 Focused and intense intervention for the 10 schools experiencing the lowest attendance and highest suspension rates.

3.10 Create and bolster a “see something, say something” campaign to help ensure that all harmful practices are reported and acted upon.

3.11 Ensure that all fortified smart card badge technology for staff is working.

3.12 Continue to work collectively with the Buffalo Police Department (BPD) and the Niagara Frontier Transit Authority (NFTA) to support the needs of the district.

3.13 Integrate social emotional learning (SEL) into 3Y-12 curriculum.

3.14 Hire additional BPS Security Officers, continuing the work of security mobile units and collaborating with the Buffalo Police Department.

3.15 Ensure that our transportation partner, First Student, successfully recruits qualified bus drivers to cover all routes needed to transport students to and from school.

3.16 Assign school bus aides to every school bus in order to support a safe bus environment.

Aligned Progress Measures (All measures will be disaggregated regularly—BOY, MOY, EOY and some every five weeks by ENL, SWD, race, gender, and economic disadvantage.)

<table>
<thead>
<tr>
<th>Suspension Reports</th>
<th>The percentage of students receiving out of school suspensions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crisis Incident Response</td>
<td>Track the number and type of crisis events responded to at each school.</td>
</tr>
<tr>
<td>Audit of Physical Plant Safety Measures</td>
<td>Audit and update safety measures in schools monthly.</td>
</tr>
<tr>
<td>Professional Development Calendar</td>
<td>Publish a PD calendar that identifies trainings in restorative justice and trauma-informed care.</td>
</tr>
<tr>
<td>School Bus Driver &amp; Aide Staffing</td>
<td>Number of bus drivers and bus aides on school buses.</td>
</tr>
<tr>
<td>School Bus Conduct Reports</td>
<td>Audit number of behavior referrals submitted for each bus route.</td>
</tr>
</tbody>
</table>
Goal 4

Amplify All Voices And Cultivate Trust

BPS schools will partner with parents/caregivers and community stakeholders and will staff persons who reflect the students we serve

Overview

Students, families, and the community are integral partners in all decisions made in the support of students’ academic and social-emotional development.

Parents and caretakers are their child’s first teachers and they bring critical knowledge needed by schools to create relevant, culturally and linguistically affirming learning experiences to students. The community’s nonprofit, faith-based, higher education, philanthropic, corporate, city, and state partners serving our students and families are essential to their social, emotional, and cognitive development.

Every school and central office division will proactively engage the voices of students, families, and the community-at-large with the intention of ensuring that every student will be positioned to received high academic and wellness outcomes.

We will invest in the development of staff to create a culture of high expectations and equity along with welcoming service for our students, families, and community partners. We will successfully pursue operational excellence by continually identifying performance challenges and identifying solutions that address inefficiencies.

Addressing these areas will help to re-establish trust with students, families, educators, leaders, and community stakeholders.

Commitments

4.1 Engage youth voice in decision making in a transparent manner by leveraging BPS youth leadership groups including InterHigh, MBK Fellows, MBK Scholars WNY United Leaders, Mayor’s Summer Youth Workers, Breaking Barriers Mentees, which are specifically organized to give voice to BPS learners.
4.2 Engage parent voice in district level decision-making in a timely and transparent manner by supporting the BPS Parent Congress Group.

4.3 Welcome and value all students and families in our schools and include them as partners in school improvement and student learning.

4.4 Increase feedback systems for families through technology portals and regular access to district and school leaders.

4.5 Publicly share school progress towards implementation of the district’s Strategic Plan.

4.6 Engage families, staff, and the community to understand the needs of schools and students through texts, robo-calls, social media outlets, surveys, and other determined methods.

4.7 Improve the numbers of students participating in school based dental visits and school based mental health clinic visits.

4.8 Every BPS school will roll out a post-secondary planning tool (SCOIR), an online College and Career Readiness Platform that will provide students, counselors, and parents with the resources they need to navigate college access.

**Aligned Progress Measures** *(All measures will be disaggregated regularly - BOY, MOY, EOY and some every five weeks by ENL, SWD, race, gender, and economic disadvantage.)*

<table>
<thead>
<tr>
<th>Youth Risk Behavior Survey</th>
<th>Completion rate of YRBS surveys by school.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Engagement Liaisons</td>
<td>Parent Engagement Outreach and number of schools with an identified Parent Engagement Liaison.</td>
</tr>
<tr>
<td>School Choice</td>
<td>Percentage of families who receive at least one of their top three choices of a school.</td>
</tr>
<tr>
<td>School Choice</td>
<td>Percentage of students who leave BPS and tracking the reasons for leaving.</td>
</tr>
</tbody>
</table>
Goal 5
Activate Partnerships

Expand learning beyond the classroom and connect the community to the classroom

Overview

Schools cannot close opportunity and/or achievement gaps on their own. In order to address these gaps, we must adopt a broader perspective on when and where learning happens. We recognize that there are important skills that cannot be developed fully within the classroom and during the school day.

Topics such as the arts, sportsmanship, and wellness deserve more time than schools can provide during the school day. We will therefore engage community organizations, higher education, philanthropy, and the business community to build student capital and wellness.

We will draw on Buffalo's diverse array of resources, talent, and expertise to enrich learning for our students. We will expand partnerships with community-based organizations to help schools to be more restorative as well as culturally and linguistically responsive to students and families.

Commitments

5.1 Champion college and career readiness by ensuring that students have work experiences. Creating visible pathways to postsecondary, training, trades, and career opportunities.
5.2 Engage key strategic partners in decision-making in order to guide and develop coherent, year-round, wraparound services, learning experiences, and programming for students and families.

5.3 Connect every student to high-quality after school and summer programming and high school work experiences and internships in order to activate and build skills and develop social capital.

5.4 Continue to expand the strategic partnership with Say Yes Buffalo to deepen Community Schools and Parent Center offerings, support and expand mental health clinics in schools, support college access programs, workforce and career readiness programs, family support programs, and 3Y educational opportunities.

**Aligned Progress Measures** *(All measures will be disaggregated regularly - BOY, MOY, EOY and some every five weeks by ENL, SWD, race, gender, and economic disadvantage.)*

<table>
<thead>
<tr>
<th>Measure</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer Learning</td>
<td>Percentage of students participating in summer learning program and activities including job and internships.</td>
</tr>
<tr>
<td>Extended Learning Time</td>
<td>Percentage of students participating in afterschool/extended learning services and the outcomes of participation.</td>
</tr>
<tr>
<td>School Access to Cultural Partnerships</td>
<td>Annual analysis of each school's access to free field trip opportunities to theatrical, musical, and artistic performances.</td>
</tr>
<tr>
<td>Career &amp; Academic Planning</td>
<td>Percentage of students by grade level who have participated in Career Zone inventory.</td>
</tr>
<tr>
<td>High School Showcase</td>
<td>Number of families attending the showcase.</td>
</tr>
<tr>
<td>Postsecondary Enrollment</td>
<td>Percentage of high school graduates enrolled in a postsecondary program.</td>
</tr>
<tr>
<td>Saturday Academies</td>
<td>Number of students and families participating in Community Schools’ Saturday Academies.</td>
</tr>
<tr>
<td>Parent Centers</td>
<td>Number of Parent Center participants.</td>
</tr>
</tbody>
</table>
BPS is committed to equity for all, in all that we do. As such the BPS learning community strives to live these core values. We will all commit to being...

**Welcoming**
We will take active steps to ensure that all stakeholders feel welcomed in all schools. We will embrace everyone who comes through our doors and we will respect our differences because we believe our diversity is one of our greatest strengths.

**Equity-Focused**
We will actively work to remove barriers to excellent, culturally relevant education.

**Empowering**
We will inspire each other in every student and staff member to thrive to their best abilities.

**Innovative**
We will take initiative to quickly and efficiently solve problems in the classrooms and across the entire system.

**Results-Driven**
We will set ambitious goals to learn, grow, and achieve at high levels.
Next Steps

With a laser-like focus on opportunity and achievement gaps, the BPS strategic plan will provide a road map the strategic initiatives identified in the plan.

Central office departments will develop workplans, which will ensure that school needs are met as described in the District’s Comprehensive Improvement Plan (DCIP) and in individual school plans. This is the way we will achieve excellent and equitable outcomes for all students.

Measuring Success

Student results will be consistently disaggregated including: English language learners, students with disabilities, race, and economic disadvantage.

In addition, measures that focus on school-specific outcomes, performance will by school and school type. Data will be disaggregated and reported in additional ways to provide greater nuanced and reveal meaningful comparisons.
**Glossary of Strategic Plan Terms**

**Achievement Gap**: The “achievement gap” in education refers to the disparity in academic performance between groups of students. The achievement gap shows up in grades, standardized test scores, course selection, dropout rates, among other success measures.

**Core Values**: The fundamental beliefs of BPS. These guiding principles dictate behavior and can help people make decisions.

**Educational Equity**: Educational disparities based on race, economics, and other dimensions of difference are reduced or eliminated. Positive school outcomes are distributed equitably, proportionally across all demographic and identity groups.

**Educational Excellence**: We keep the bar high in all we do. We empower students and employees in the preservation of their identity and culture. Substance, depth, and critical thinking are more important than compliance.

**Measures**: Ways in which BPS will determine the extent to which goals are being implemented.

**Opportunity Gap**: Disparity in access to resources needed for academic success and/or access to rigorous, engaging, and culturally relevant instruction.

**Strategic Plan**: High-level actions for how schools and divisions plan to achieve each goal, identified within each strategy are highlighted actions.

**Trauma-Informed**: The increased awareness of trauma and adverse childhood experiences (ACES) will build a stronger more resilient trauma informed community.

**Vision**: A clear statement that describes what BPS plans to achieve in the future.
## Summary of Goals and Commitments

### 1. Eliminate Opportunity And Achievement Gaps:

*Equitable and excellent student outcomes for all*

<table>
<thead>
<tr>
<th>Number</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Focus on eliminating opportunity and achievement gaps. Ensure equitable funding and robust academic programming and social emotional supports for students.</td>
</tr>
<tr>
<td>1.2</td>
<td>Hire a Chief of Diversity, Equity, and Inclusion (DEI) to make explicit efforts to hire and retain a highly qualified workforce that reflects the diversity of the students we serve.</td>
</tr>
<tr>
<td>1.3</td>
<td>Create and annually review a BPS academic achievement plan for cultural and linguistic bias and relevance.</td>
</tr>
<tr>
<td>1.4</td>
<td>Develop explicit grade-specific goals from 3Y-12. Central office will focus on goals and strategies to eliminate opportunity and achievement gaps.</td>
</tr>
</tbody>
</table>

**Dismantle disproportionality in the implementation of the code of conduct by ensuring welcoming and affirming classrooms while applying restorative practices.**

**Develop a district Asset Map which identifies all health, social, emotional, and mental health providers in schools that support closing opportunity gaps.**

**Make every school a safe space for every BPS student and staff members by offering premium support services.**

**Establish and implement interim and long term academic goals for all students.**

**Rationalize the allocation of district office space to be separated from instructional locations.**

**Create a plan for capital improvements based on assessment of current building portfolio. Establish a monthly committee to meet, plan, and implement the plan.**

### 2. Access To Educational Excellence, Accelerated Learning, and Enhanced Operations and Facilities Maximization

*Assurance that all students have access to high quality instruction and culturally and linguistically responsive classrooms in all schools*

<table>
<thead>
<tr>
<th>Number</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Redesign secondary alternative schools to ensure that college readiness, advanced coursework, and increased student supports are funded.</td>
</tr>
<tr>
<td>2.2</td>
<td>Ensure that all curricula entail rigorous and culturally and linguistically affirming content that integrates student wellness. Identify high-impact instructional strategies.</td>
</tr>
<tr>
<td>2.3</td>
<td>Create a comprehensive district-wide professional development plan for all staff to develop capacity and expertise to change student outcomes.</td>
</tr>
<tr>
<td>2.4</td>
<td>Continually increase 3Y learning opportunities by leveraging district and community options.</td>
</tr>
<tr>
<td>2.5</td>
<td>Implement rigorous and consistent elementary learning expectations and curricula that prepare all students for high school.</td>
</tr>
<tr>
<td>2.6</td>
<td>Make every school a safe space for every BPS student and staff members by offering premium support services.</td>
</tr>
<tr>
<td>2.7</td>
<td>Provide approved medical remote learning, extended day, and extended year opportunities to accelerate and remediate learning as a means for preventing learning loss.</td>
</tr>
<tr>
<td>2.8</td>
<td>Open single gender schools in 2024: Barack Obama School for Boys in grades 7-12 &amp; Shirley Chisholm School for Girls in grades 5-12.</td>
</tr>
<tr>
<td>2.9</td>
<td>Administer BOY/MOY/EOY, standards-aligned, centrally created interim assessments for grades 3-8.</td>
</tr>
<tr>
<td>2.10</td>
<td>Make BPS a place where educators and staff want to work because they feel valued and supported.</td>
</tr>
</tbody>
</table>

**Focus on eliminating opportunity and achievement gaps. Ensure equitable funding and robust academic programming and social emotional supports for students.**

**Establish a monthly committee to meet, plan, and implement the plan.**

**Reduce chronic absenteeism by ensuring that all students are participating in engaging culturally and linguistically relevant material.**

**Rationalize the allocation of district office space to be separated from instructional locations.**

**Create a plan for capital improvements based on assessment of current building portfolio.**

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20 "Equity For All, In All That We Do"
## Prioritizing Safety, Security, and Wellness

BPS schools will implement best-in-class safety, security, and wellness practices at all schools and centralized sites.

| 3.1 | Implement all safety and security measures recommended by a private security firm on a phase-in basis. |
| 3.2 | Update the BPS emergency preparedness guide to use as a framework for all safety and security measures. |
| 3.3 | Create a new School Safety department led by a Chief of Safety and Security. |
| 3.4 | Hire and retain a chief of safety and security and a highly qualified security team. |
| 3.5 | Ensure that school security cameras are functioning in high working order. |
| 3.6 | Purchase state-of-the-art metal detectors for all BPS schools. |
| 3.7 | Update the BPS code of conduct and provide training to all staff, students, and parents/caregivers. |
| 3.8 | Phase-in restorative justice training for all schools over a 3-year period so that all schools have RJ work plan specific to their needs. |
| 3.9 | Intervention for the 10 schools experiencing the lowest attendance and highest suspension rates. |
| 3.10 | Create and bolster a “see something say something” campaign. |
| 3.11 | Ensure that all fortified smart card badge technology for staff is working. |
| 3.12 | Continue to work collectively with the Buffalo Police Department (BPD) and the Niagara Frontier Transit Authority (NFTA). |
| 3.13 | Integrate social emotional learning (SEL) into 3Y-12 curriculum. |
| 3.14 | Hire additional BPS Security Officers. |
| 3.15 | Ensure that our transportation partner, First Student, successfully recruits qualified bus drivers for all routes. |
| 3.16 | Assign school bus aides to every school bus. |
### Amplify All Voices And Cultivate Trust
*BPS schools will partner with parents/caregivers and community stakeholders and will staff persons who reflect the students we serve*

<table>
<thead>
<tr>
<th>4.1</th>
<th>Engage youth voice in decision-making by leveraging youth leadership groups including InterHigh and MBK fellows, among others.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2</td>
<td>Engage parent voice in district level decision making in a timely and transparent manner by supporting the BPS parent Congress group.</td>
</tr>
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<td>4.3</td>
<td>Welcome and value all students and families in our schools and include them as partners in school improvement and student learning.</td>
</tr>
<tr>
<td>4.4</td>
<td>Increase feedback systems for families through technology portals and regular access to district and school leaders.</td>
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<td>4.5</td>
<td>Publicly share school progress towards implementation of the district’s Strategic Plan.</td>
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<td>4.6</td>
<td>Engage families, staff, and the community to their needs through texts, robo-calls, social media outlets, surveys, etc.</td>
</tr>
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<td>4.7</td>
<td>Improve the number of students participating in school-based dental and mental health services.</td>
</tr>
<tr>
<td>4.8</td>
<td>Every BPS school will roll out a post-secondary planning tool (SCOIR) that will provide students, parents, and staff with resources they need to navigate college access process.</td>
</tr>
</tbody>
</table>

### Activate Partnerships
*Expand learning beyond the classroom and connect the community to the classroom*

<table>
<thead>
<tr>
<th>5.1</th>
<th>Champion college and career readiness. Create visible pathways to postsecondary, training, trades, and career opportunities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.2</td>
<td>Engage key strategic partners in decision-making in order to guide and develop coherent year round, wraparound services, learning experiences, and programming for students.</td>
</tr>
<tr>
<td>5.3</td>
<td>Connect every student to high-quality after school and summer programming and high school work experiences and internships.</td>
</tr>
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<td>5.4</td>
<td>Continue to expand the strategic partnership with Say Yes Buffalo to deepen broad offerings and supports for the entire community.</td>
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22. “Equity For All, In All That We Do”
The Buffalo Board of Education

Louis Petrucci
Park District Board
Member and President

Dr. Kathy Evans-Brown
East District Board
Member

Sharon Belton-Cottman
Ferry District Board
Member

Terrance Heard
Board Member-at-Large

Hope Jay
North District Board
Member

Jennifer Mecozzi
West District Board
Member

Dr. Ann Rivera
Board Member-at-
Large

Lawrence Scott
Board Member-at-
Large

Paulette Woods
Central District Board
Member

“Equity For All, In All That We Do”
Buffalo Public Schools Strategic Plan 2022-2025
Dr. Tonja M. Williams, Superintendent, Buffalo Public Schools

The Superintendent gratefully acknowledges assistance in creating this document provided by Say Yes Buffalo.