

Orchard Park Central School District Strategic Plan

2025-2026

Introduction

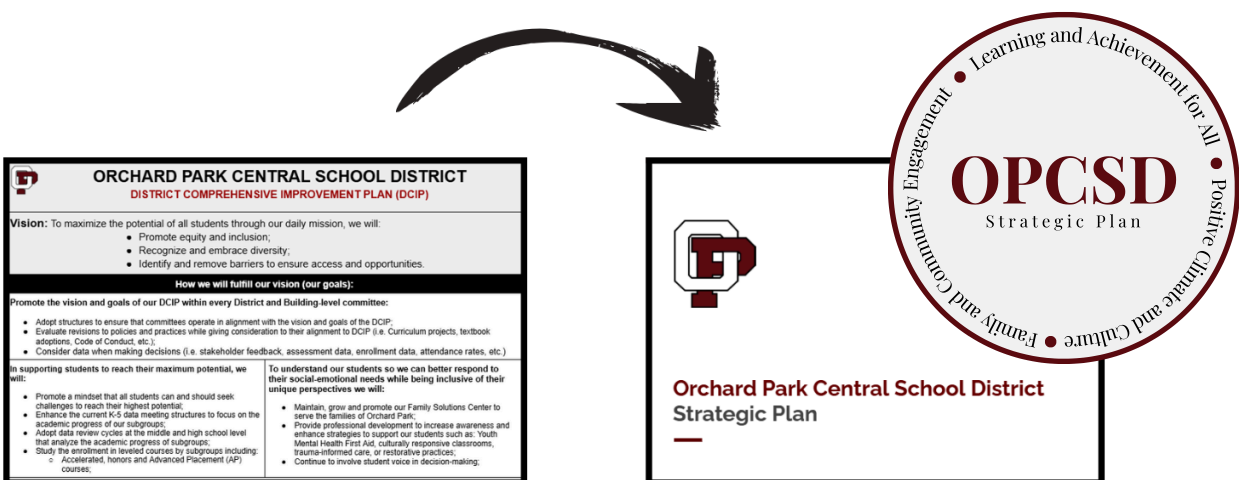
The Orchard Park Central School District is proud to introduce its updated strategic plan, a comprehensive roadmap that reflects our district's ongoing commitment to excellence, innovation, and equity in education. This plan represents the evolution of our former District Comprehensive Improvement Plan (DCIP), a New York State-mandated framework required for districts identified as needing improvement.

Now that the district is no longer designated as needing improvement, we have taken the opportunity to transform our DCIP into a forward-thinking strategic plan that reflects our growth, celebrates our progress, and charts a course for the future. This shift is not simply a name change. It represents a deeper transformation from a compliance-driven improvement model to a mission-driven strategic framework rooted in our community's values and strengths.

Background and Planning Process

This strategic plan is an evolution of the Orchard Park Central School District's previous DCIP, which was created through a highly collaborative process involving teachers, administrators, families, and community members. That foundational work set clear priorities and actions that helped guide the district during a time of focused support.

As the district has made progress and is no longer identified for improvement, district leaders reviewed and restructured the DCIP to create a strategic plan aligned to the next phase of our work. It honors and builds upon the shared thinking and priorities of the original plan. The result is a set of refined and expanded goals that reflect the district's growth and long-term goals for student achievement.





Current District Performance Overview and Facts

To ground this strategic plan in evidence, a comprehensive review of performance data across key indicators was conducted, including:

- Academic achievement in core subjects such as English language arts, mathematics, and science
- Student growth measures and participation in advanced coursework
- Equity and access metrics, including subgroup performance data

These data help us identify our strengths and opportunities for improvement. The goals outlined in the strategic plan aim to build on what is working while addressing areas that need focused attention and innovation.

Data Source: [New York State Education Department](#)



Orchard Park CSD at a Glance



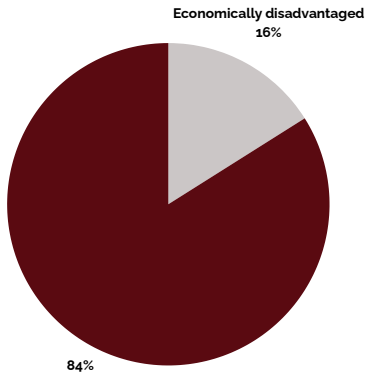
Total K-12 Enrollment: 4,617

Graduation Rate: 95%

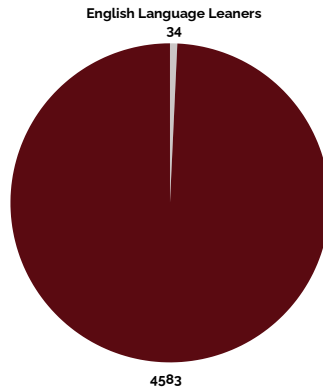
SAT Total Mean Score: 1164

District-Wide Staff: 456

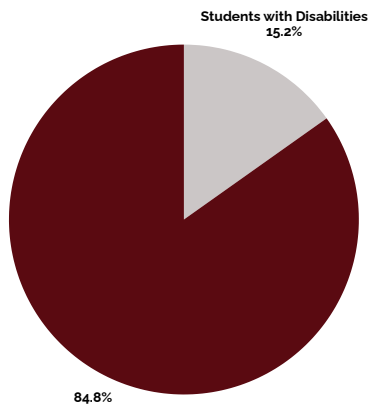
Economically Disadvantaged



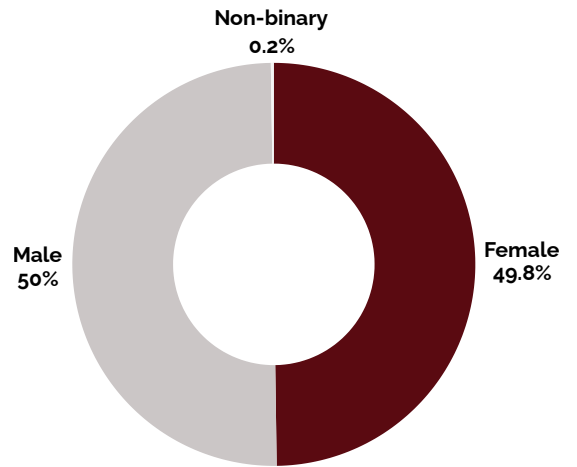
English Language Learners



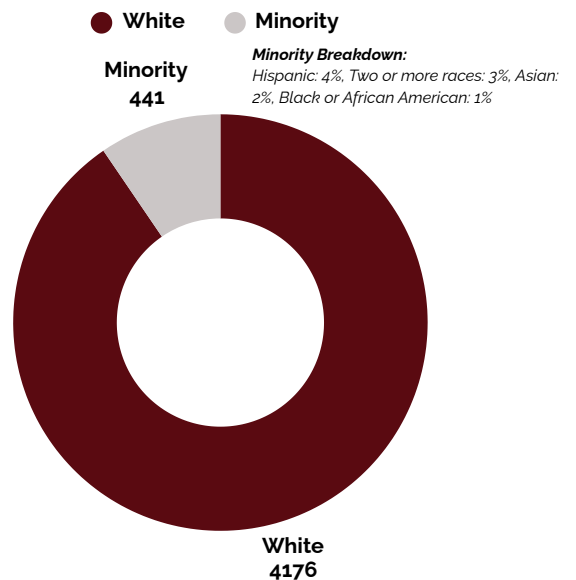
Students with Disabilities



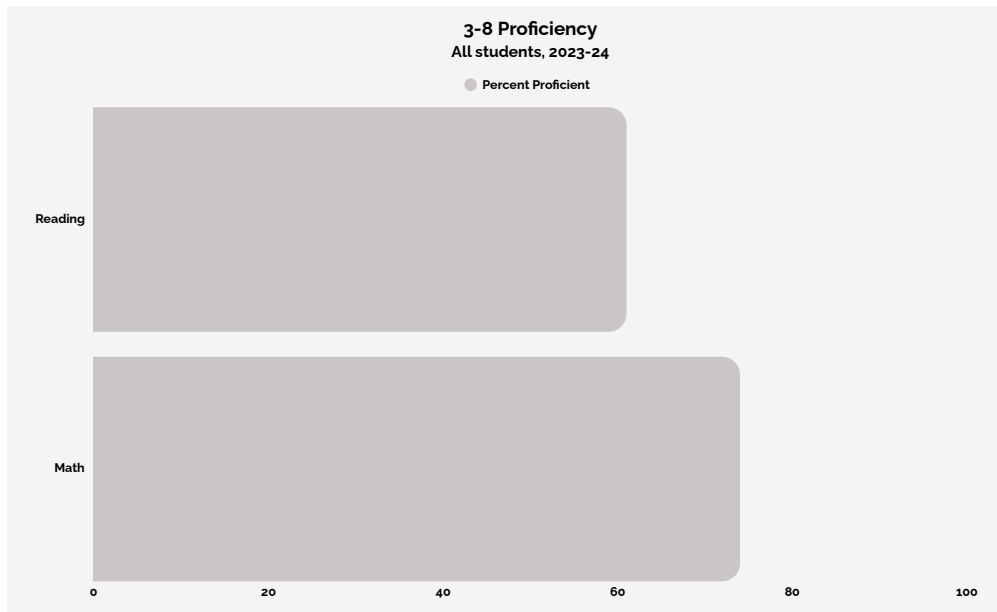
Enrollment by Gender



Enrollment by Ethnicity



3-8 Performance Data



ELA	2023-2024 Proficiency	2022-2023 Proficiency	Math	2023-2024 Proficiency	2022-2023 Proficiency
Grade 3	62%	58%	Grade 3	80%	73%
Grade 4	64%	70%	Grade 4	80%	75%
Grade 5	59%	58%	Grade 5	66%	74%
Grade 6	62%	58%	Grade 6	79%	74%
Grade 7	59%	58%	Grade 7	67%	70%
Grade 8	59%	71%	Grade 8	47%	62%

Subgroup Performance Data

Students with Disabilities Proficiency Rates

Proficiency rate for students with disabilities against grade level academic achievement standards

Assessment	State Target	District Achievement
Grade 4 Math	18.75%	33.3% (met target)
Grade 8 Math	11%	25.93% (met target)
High School Math	64.75%	52.63% (met target)

Students with Disabilities Proficiency Gap

Gap in proficiency rates for students with disabilities and for all students against grade level academic achievement standards.

Assessment	State Target	District Proficiency Gap
Grade 4 ELA	31.50%	44.97% (did not meet target)
Grade 8 ELA	33.50%	38.59% (did not meet target)
High School ELA	20.75%	35.82% (did not meet target)

Graduation Rates

Subgroup	Graduation Rate
General Education Students	97%
Students with Disabilities	81%
Economically Disadvantaged	87%

Chronic Absenteeism

Subgroup	Elementary and Middle School	High School
All students	8.7%	17.5%
Students with Disabilities	12.3%	23.7%
Economically Disadvantaged	18.2%	32%

New York State Portrait of a Graduate

The Orchard Park Central School District's strategic plan aligns with the [New York State Education Department's Portrait of a Graduate](#), a statewide vision that identifies the essential knowledge, skills, and dispositions students need to succeed in college, career, and life. These six attributes are centered around [Culturally Responsive-Sustaining Education](#). A New York State high school graduate who is culturally responsive will build strong, respectful relationships, valuing diverse perspectives as essential to a rigorous, inclusive learning community.

The Portrait of a Graduate outlines six key competencies that all students should develop by the time they graduate:

1. **Academically Prepared:** by demonstrating a strong foundation in the New York State learning standards and being equipped with the knowledge and skills necessary to achieve success in college, careers, civic engagement, service, and life.
2. **A Creative Innovator:** by utilizing imagination, curiosity, and flexible thinking to solve problems creatively, and develop new ideas and products, while adapting to evolving circumstances and challenges.
3. **A Critical Thinker:** by analyzing information thoughtfully, evaluating evidence critically, and identifying patterns and connections between different pieces of information (across multiple content areas) to address complex issues and navigate the world with insight.
4. **An Effective Communicator:** by articulating ideas clearly and confidently through speaking, writing, and the use of different types of media for various purposes, while engaging with diverse audiences and actively listening to different perspectives.
5. **A Global Citizen:** by acting responsibly and ethically within local, global, and digital communities, employing civic knowledge, skills, and mindsets to promote global sustainability and contribute positively to a culturally diverse, democratic society.
6. **Reflective and Future Focused:** by engaging in self-reflection to identify strengths and areas for growth, setting meaningful goals, using social awareness to maintain supportive relationships, and demonstrating responsible decision-making that prioritizes social, emotional, and mental well-being.

In developing this strategic plan, Orchard Park CSD is committed to ensuring that these competencies are embedded throughout the student experience, including curriculum, instruction, extracurricular programs, and community partnerships. Our goals, initiatives, and measures of success are designed to help every student grow into a confident and capable graduate who is ready for the future.



Mission:

To maximize the potential of all students, we are committed to a vision of:

- Promoting equity and inclusion;
- Recognizing and embrace diversity;
- Identifying and removing barriers to ensure access and opportunities.

Fulfilling Our Mission

At Orchard Park Central School District, we believe that all means all—every student, every staff member, all of the time. This guiding principle shapes every aspect of our work and reflects our commitment to educational excellence and equity.

We are focused on creating a learning environment where every student has access to the opportunities, support, and high-quality instruction they need to thrive. Achieving this requires inclusive practices, organizational coherence, and intentional action across every level of the system.

Our Commitments

To fulfill our mission of ensuring success for every student, we have identified three core commitments that anchor our strategic priorities. These commitments reflect the values of the Orchard Park Central School District and guide our daily work at every level of the organization.



Learning and Achievement for All

Our commitment is to provide academic excellence for all.



Family and Community Engagement

Our commitment is to build collaborative, meaningful partnerships and trusting relationships with families and the community.



Positive Climate and Culture

Our commitment is to provide a welcoming, supportive, and safe environment for teaching and learning.

Strategic Goals and Objectives

The following goals and objectives are grounded in our analysis of current performance data and assessments, including Regents exams, as well as subgroup data focused on students with disabilities and economically disadvantaged students. While Regents exams will be phased out in the coming years as the state fully implements the Portrait of a Graduate framework, they remain the most reliable measures we currently have to guide improvement efforts.

Each objective builds on the district's strengths and addresses key areas for growth. They reflect our belief that all students can thrive when provided with appropriate supports, opportunities, and environments.

Goals:

By June 2027, the Orchard Park Central School District will:

- Increase overall student proficiency* across all content areas on the Grades 3–8 New York State Assessments from 65 percent in 2024 to 75 percent.
- Increase overall student proficiency* across all content areas on the New York State Regents Exams from 92 percent in 2024 to 95 percent.

To support these overarching goals, we have identified the following objectives:

Objective 1.1: Support Economically Disadvantaged Students

- Increase Regents exam proficiency for economically disadvantaged students from 80 percent in 2024.
- Increase Grades 3–8 NYS Assessment proficiency for economically disadvantaged students from 47 percent in 2024.

Objective 1.2: Support Students with Disabilities

- Increase Regents exam proficiency for students with disabilities from 61 percent in 2024.
- Increase Grades 3–8 NYS Assessment proficiency for students with disabilities from 26 percent in 2024.

Objective 1.3: Raise Mastery Rates for All Students

- Increase Regents exam mastery rates* from 62 percent in 2024.
- Increase Grades 3–8 NYS Assessment* mastery rates from 18 percent in 2024.

Objective 1.4: Improve Early Literacy

- Increase the percentage of students meeting end-of-year oral reading fluency* benchmarks from 62 percent in 2025.

Strategies for Success

Organizational Coherence for Equity and Excellence

Strong systems require coherence across schools, departments, and roles. We are committed to aligning curriculum, instruction, and supports so that every student—regardless of school or teacher—receives a high-quality educational experience. This coherence is essential for ensuring equity, reducing variability, and maintaining high expectations across the district.

Aligned Structures for Collaboration and Student Voice

We are committed to building and sustaining districtwide structures that promote meaningful collaboration among teams, elevate student voice, and ensure that all work is driven by a shared purpose. Aligned structures such as common planning time, shared protocols, and consistent instructional expectations support coherence and allow us to act collectively in service of student success.

Responsive and Aligned Policies and Practices

To remain responsive to evolving student needs, we will continuously evaluate and refine our policies and practices. This ensures alignment with district priorities and allows for the effective implementation of evidence-based instructional strategies.

Data-Informed Decision-Making Through MTSS

We use a Multi-Tiered System of Supports (MTSS) along with multiple sources of data to guide decisions. This framework allows us to match supports to student needs across academic, behavioral, and social areas and ensures that every decision is grounded in evidence. Through data-informed practices, we can deliver targeted support that improves outcomes for all learners.

Stakeholder Feedback to Inform and Strengthen Our Work

We believe continuous improvement depends on listening to those we serve. We are committed to gathering meaningful feedback from students, families, staff, and community members to inform our priorities and guide decision-making. This input helps us identify what is working, where adjustments are needed, and how to better align our work with the values and needs of our school community.

We encourage all stakeholders to share their perspectives at any time.



Building and District Department Goals

Each school building and district department (Curriculum, Special Education, Athletics, Personnel, Business, Medical, Technology and Buildings and Grounds) uses this strategic plan as a foundation for setting its own goals and action steps. By aligning school improvement efforts to districtwide priorities, we ensure coherence across schools while empowering each area to focus on the specific needs of its students and staff.

Monitoring Progress

These outcomes will be reviewed regularly throughout the school year to ensure continued focus and accountability. Progress will be monitored and discussed at school-based data meetings, Teaching and Learning Committee, Administrative Cabinet (ADCAB), strategic planning meetings, and Board of Education meetings. These ongoing reviews will help us stay responsive to student needs and celebrate progress.

Glossary

- **NYS Grades 3–8 Proficiency:** Percentage of students scoring a Level 3 or 4 on the New York State ELA, Math, and Science Assessments.
- **NYS Regents Proficiency:** Percentage of students scoring at Performance Level 3, 4, or 5 on New York State Regents Exams.
- **Regents Mastery Rate (Objective 1.3):** Percentage of students scoring at Performance Level 4 or 5 on Regents Exams administered in June 2024.
- **Grades 3–8 Mastery Rate (Objective 1.3):** Percentage of students scoring a Level 4 on the NYS Grades 3–8 ELA, Math, and Science Assessments administered in Spring 2025.
- **End-of-Year Oral Reading Fluency (Objective 1.4):** Percentage of students identified as low risk or on the college pathway based on the FastBridge universal screener administered in Spring 2025.
- **Economically Disadvantaged:** Student who participates in, or whose family participates in, economic assistance programs, such as the Free or Reduced-Price Lunch Programs; Social Security Insurance (SSI); Supplemental Nutrition Assistance Program (SNAP); Foster Care; Refugee Assistance (cash or medical assistance); Earned Income Tax Credit (EITC); Home Energy Assistance Program (HEAP); Safety Net Assistance (SNA); Bureau of Indian Affairs (BIA); or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.
- **Graduate:** Graduates include students who received a local diploma or a local diploma with Regents endorsement (Regents diploma). All students who received a Regents diploma (with or without Advanced Designation or CTE Endorsement) are included in the number of students with Regents Diploma.
- **Students with Disabilities:** Students with disabilities are those who have been identified as such by the Committee on Special Education and are receiving services under the Individuals with Disabilities Education Act (IDEA). Students with disabilities include those having an intellectual disability; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; emotional disability; orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the IDEA according to an Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), or a services plan.
- **Chronic Absence:** Chronic absence is defined as missing 10 percent of school days within one academic year for any reason. This includes excused absences, unexcused absences, and suspensions.

Resources:

New York State Education Department. (2025, July 14). *NY Inspires: New York State Portrait of a Graduate* [Board of Regents presentation].

<https://www.regents.nysed.gov/sites/regents/files/FB%20Monday%20-%20NY%20Inspires-New%20York%20State%20Portrait%20of%20a%20Graduate%20.pdf>

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New York State Education Department. (2024). *Student digital resources & access report: Orchard Park CSD*. <https://data.nysed.gov/digitalResources.php?instid=800000052045>

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https://resources.finalsite.net/images/v1734621591/opschoolsorg/nmqbxuvoabjofcfhiwgl/Accountability_Presentation.pdf

New York State Education Department. (2021). *Culturally Responsive-Sustaining Education implementation roadmap (K–12)*. <https://www.nysed.gov/crs/culturally-responsive-sustaining-education-implementation-roadmap>
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