

Strategic Plan Updates

Elementary and Middle School

Sarah Hornung, Assistant Superintendent for Curriculum, Innovation & Pupil Services

Aaron Grupka, Director of Curriculum, Instruction & Assessment

Betsy DiCanio, Director of Special Education

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ORCHARD PARK CENTRAL SCHOOL DISTRICT



Goals of this Presentation:

- Provide an update on student achievement across elementary and middle school.
- Share progress toward the district's 2027 strategic goals.
- Clarify how AIS, MTSS, and Special Education work together to support student learning.
- Share instructional shifts underway.



Strategic Goals and Objectives



Strategic Goals and Objectives

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.
 - **Spring 2025 data = 65%**

ELA Assessment Spring 2025	
3 rd Grade	68%
4 th Grade	64%
5 th Grade	68%
6 th Grade	59%
7 th Grade	59%
8 th Grade	56%

Math Assessment Spring 2025	
3 rd Grade	76%
4 th Grade	71%
5 th Grade	65%
6 th Grade	71%
7 th Grade	73%
8 th Grade	58%

Science Assessment Spring 2025	
5 th Grade	53%
8 th Grade	65%

Note: 8th grade students taking Regents Algebra and Earth Science do not take the Math and Science Assessment



Strategic Goals and Objectives

Objective 1.1: Support Economically Disadvantaged Students

- Increase Grades 3–8 NYS Assessment **proficiency** for *economically disadvantaged* students from 47 percent in 2024.
 - **Spring 2025 data = 46%**

Economically Disadvantaged Spring 2025			
	ELA	Math	Science
3 rd Grade	60%	64%	
4 th Grade	54%	57%	
5 th Grade	55%	46%	46%
6 th Grade	34%	41%	
7 th Grade	33%	28%	
8 th Grade	29%	36%	38%



Strategic Goals and Objectives

Objective 1.2: Support Students with Disabilities

- Increase Grades 3–8 NYS Assessment **proficiency** for *students with disabilities* from 26 percent in 2024.
 - **Spring 2025 data = 25%**

Students with Disabilities Spring 2025			
	ELA	Math	Science
3 rd Grade	33%	37%	
4 th Grade	23%	23%	
5 th Grade	23%	38%	22%
6 th Grade	18%	25%	
7 th Grade	23%	17%	
8 th Grade	15%	19%	34%



Strategic Goals and Objectives

Objective 1.3: Raise Mastery Rates for All Students

- Increase Grades 3–8 NYS Assessment **mastery** rates from 18 percent in 2024.
 - **Spring 2025 data = 21%**

ELA Assessment Spring 2025		Math Assessment Spring 2025		Science Assessment Spring 2025	
3 rd Grade	33%	3 rd Grade	27%	5 th Grade	8%
4 th Grade	29%	4 th Grade	19%	8 th Grade	4%
5 th Grade	26%	5 th Grade	22%		
6 th Grade	20%	6 th Grade	6%		
7 th Grade	20%	7 th Grade	31%		
8 th Grade	24%	8 th Grade	3%		

Note: 8th grade students taking Regents Algebra and Earth Science do not take the Math and Science Assessment



Strategic Goals and Objectives

Objective 1.4: Improve Early Literacy

- Increase the percentage of students meeting end-of-year oral reading fluency benchmarks from 62 percent in 2025.
 - **Fall 2025 data = 71%**

CBMReading - Fastbridge Assessment Fall 2025		
2 nd Grade	74%	>=56 words read correct per minute
3 rd Grade	70%	>=87 words read correct per minute
4 th Grade	71%	>=115 words read correct per minute
5 th Grade	69%	>=132 words read correct per minute



Learning and Achievement for All

Proficiency rates on NYS 3-8 Assessments All Students - 2 year trend

ELA Assessment	2024-2025	2023-2024
3 rd Grade	68%	62%
4 th Grade	64%	64%
5 th Grade	68%	59%
6 th Grade	59%	62%
7 th Grade	59%	59%
8 th Grade	56%	59%

Math Assessment	2024-2025	2023-2024
3 rd Grade	76%	80%
4 th Grade	71%	80%
5 th Grade	65%	66%
6 th Grade	71%	79%
7 th Grade	73%	67%
8 th Grade	58%	47%

Science Assessment	2024-2025	2023-2024
5 th Grade	53%	45%
8 th Grade	65%	58%

Note: 8th grade students taking Regents Algebra and Earth Science do not take the Math and Science Assessment



Learning and Achievement for All

Proficiency and Mastery rates on Regents Exams (Middle School)

June 2025	Proficiency	Mastery
Algebra	100%	61%
Earth Science	100%	96%



Supporting Student Learning



ORCHARD PARK CENTRAL SCHOOL DISTRICT

Student Progress Teams

These systems work together to monitor student progress, provide targeted supports, and ensure all students receive the instruction and services they need to succeed.

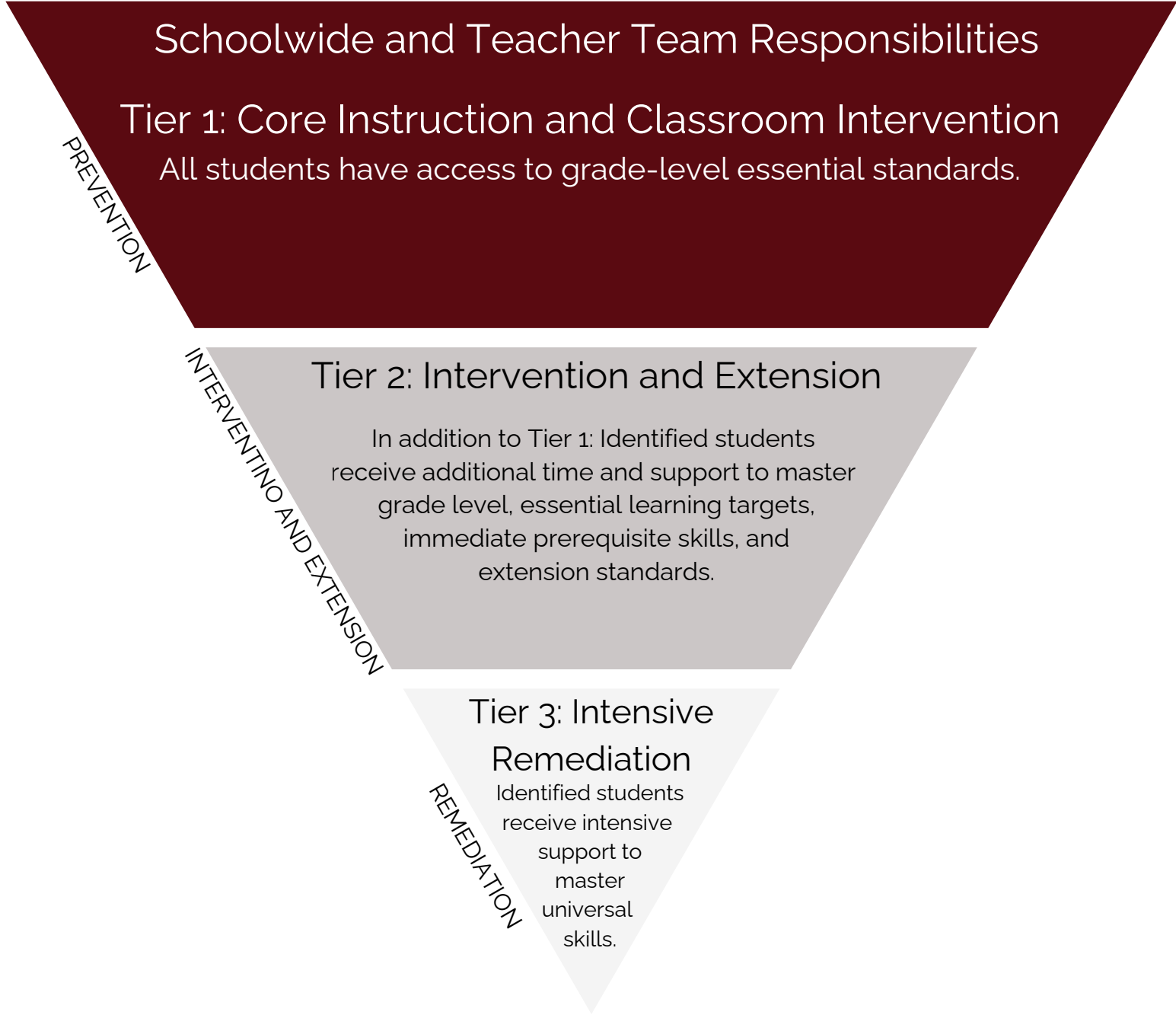
	Data Day <i>Impacts all students</i>	MTSS <i>Impacts referred students</i>	CSE <i>Impacts eligible students</i>
Frequency	3 times per year	Several times per month based on referrals	Scheduled based on annual review dates, new referral to special education and as needed to develop specially designed instruction (SDI)
Data	Uses nationally-normed benchmarks, curriculum-based data points and state assessment data.	Uses teacher observation, academic, social and behavioral data.	Uses specific data, background and goals per the student's Individualized Education Plan
Determination	Determines students eligible to receive Academic Intervention Services and WIN groupings.	Develops an intervention plan for a student, monitors student response to the interventions to inform decision making.	Develops special education programming decisions for specific student needs.
Duration	Services are delivered until the next data day.	Individual interventions are typically monitored for 6-8 weeks.	Reevaluation occurs triennially. Committees meet annually to set goals and evaluate progress.



Learning and Achievement for All

Supporting All Students with Tiered Levels of Support

Multitiered System of Support Pyramid



Academic Intervention Services (AIS)

- AIS is a state-required support program designed to help students who are not meeting grade-level expectations in reading or math.
- AIS provides extra help in specific academic areas, such as small-group instruction or targeted skill practice.
- AIS can be a push-in or pull-out service.
- AIS can be a Tier 2 or Tier 3 level of service.
- The goal is to close gaps so that a student can meet grade-level standards.
- A student may enter or exit AIS based on universal screening data, other assessments, teacher input, MTSS referral and progress data.
- It is provided in addition to regular Tier 1 classroom instruction and takes place during the school day.



Learning and Achievement for All

Academic Intervention Services: ELA *enrollment as of December 1, 2025*

Grade Level	Students Below Benchmark Fall 2025 (Early Reading/CBM)	Percentage of Students Receiving AIS Services
Kindergarten	22%	18%
1 st Grade	18%	23%
2 nd Grade	26%	20%
3 rd Grade	30%	22%
4 th Grade	29%	18%
5 th Grade	31%	19%



Learning and Achievement for All

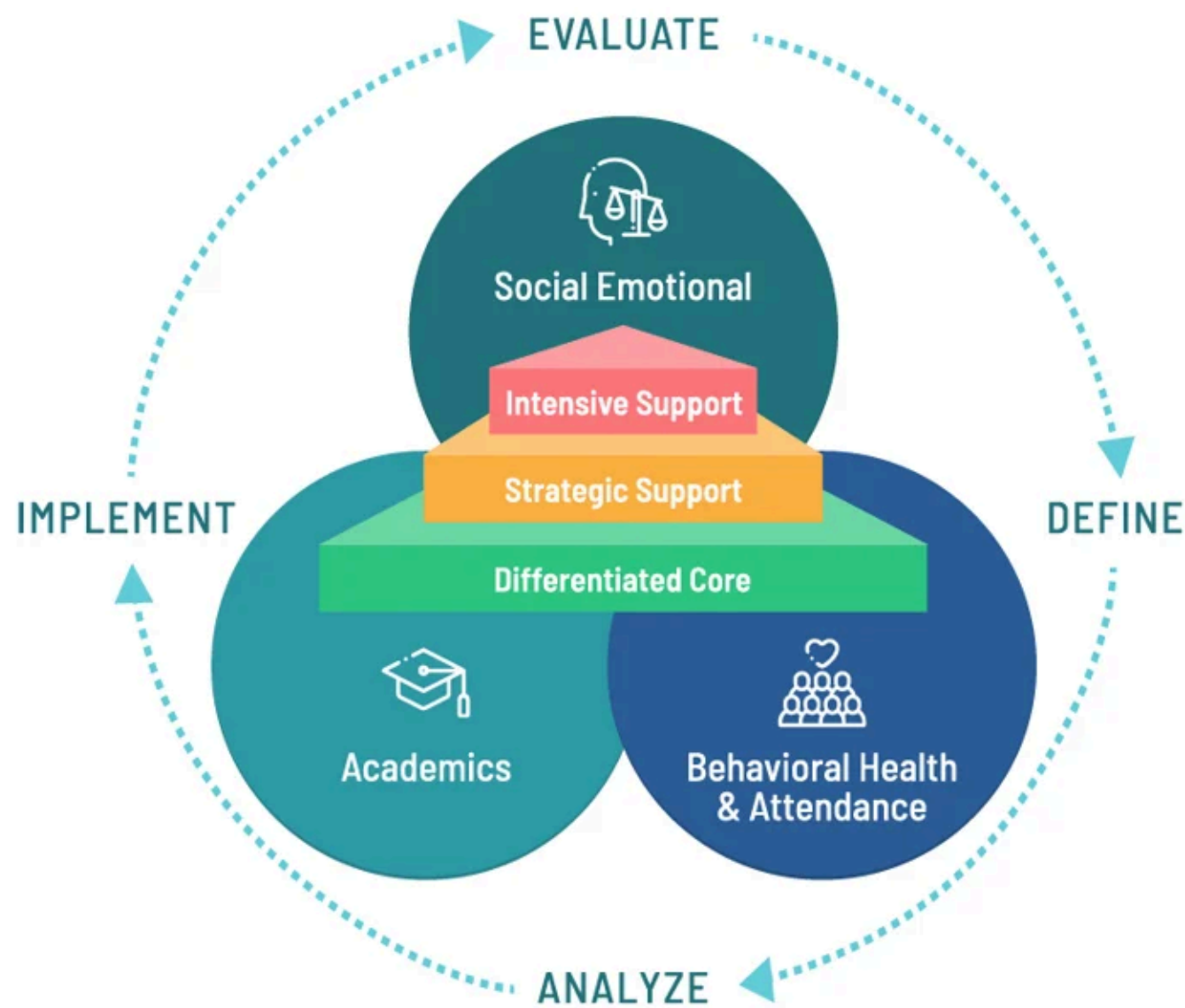
Academic Intervention Services: Math *enrollment as of December 1, 2025*

Grade Level	Students Below Benchmark Fall 2025 (StarMath)	Percentage of Students Receiving AIS Services
Kindergarten	19%	6%
1 st Grade	13%	16%
2 nd Grade	27%	15%
3 rd Grade	30%	13%
4 th Grade	25%	12%
5 th Grade	18%	10%



Multi-Tiered Systems of Support

MTSS is a whole-school framework for supporting every student's needs



Universal Screening for **ALL** Students



Multi-Level Prevention System Beginning with Quality Universal Curriculum & Instruction



Plan Development & Implementation



Making *Data-Informed* Adjustments to Student Support



Communication & Collaboration through *Quality Meetings*



Learning and Achievement for All

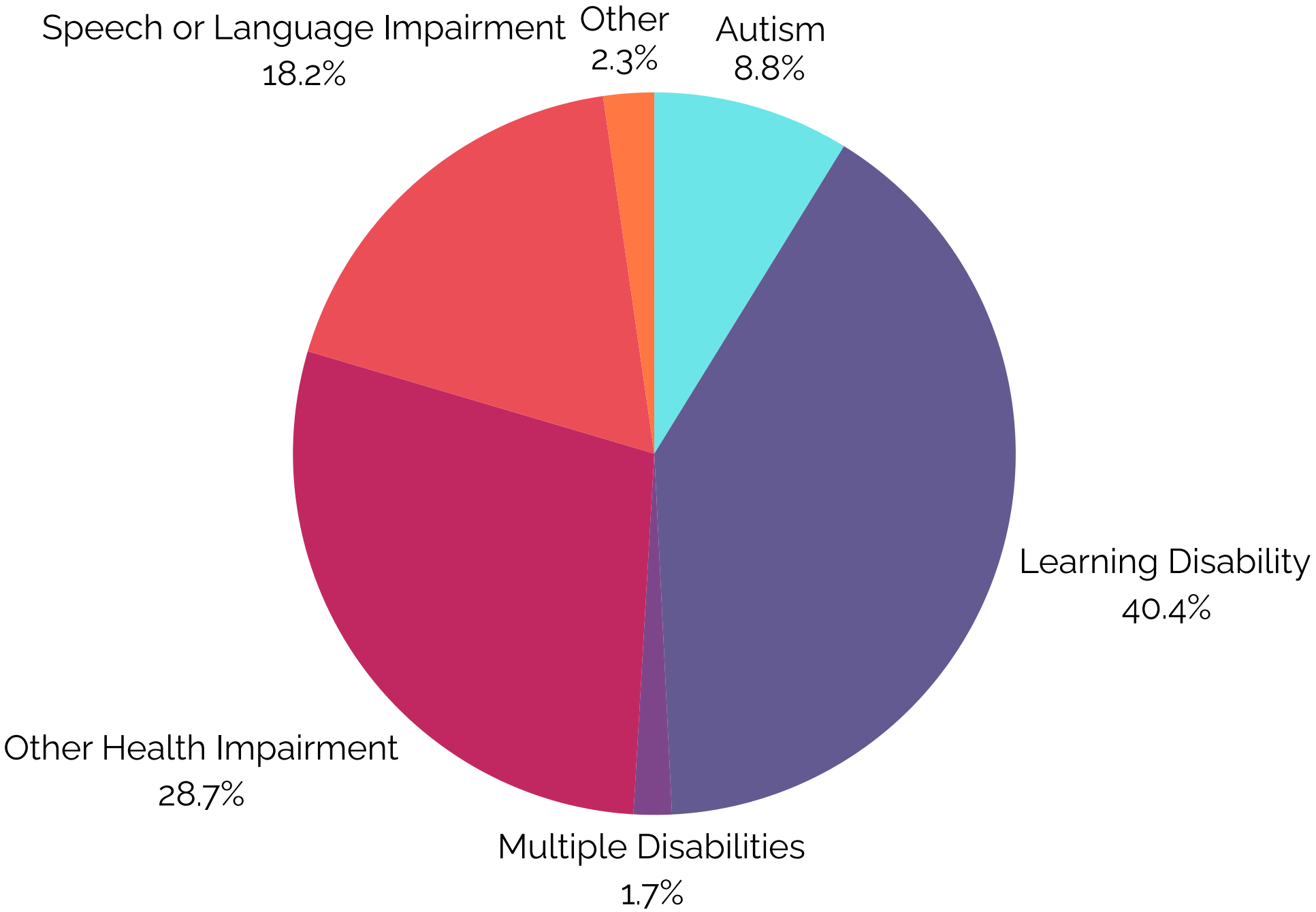
Special Education

- Special education means specially designed instruction to meet the unique needs of a student with a disability. Specially designed instruction refers to adapting, as appropriate, the content, methodology, or delivery of instruction to address the unique needs that result from the student's disability and to ensure access to the general education curriculum.
- In New York State, preschool children (ages 3–5) identified by the CPSE and school-aged students (ages 5–21, or through the end of the school year in which they turn 21) identified by the CSE as having a disability under IDEA are eligible for special education programs and services when they require specially designed instruction.
- Special Education is intended to level the playing field—not to serve as a safety net.



Learning and Achievement for All

- In-district students classified with a disability: 705
- Total K-12 in-district enrollment: 4608
- The current % of students receiving special education services in the district is 15%
- Students attending out-of-district placements and pre-kindergarten are not included in this total.
- In NYS, there are 13 possible classifications of disability for students. This graph demonstrates the most common classifications.



13 Classifications & In-District Classifications

1. Autism
2. Deafness
3. Deaf-Blindness
4. Emotional Disability
5. Hearing Impairment
6. Intellectual Disability
7. Learning Disability
8. Multiple Disabilities
9. Orthopedic Impairment
10. Other Health Impaired
11. Speech of Language Impairment
12. Traumatic Brain Injury
13. Visual Impairment

Autism

- Affects communication & social interaction; evident before age 3
- May include repetitive behaviors, resistance to change, sensory needs

Learning Disability

- Difficulty with language-based processing
- Impacts reading, writing, speaking, listening, or math
- Includes dyslexia & related conditions

Multiple Disabilities

- Combined impairments creating severe educational needs
- Not addressed by services for a single disability

Other Health Impairment (OHI)

- Limited strength, vitality, or alertness due to chronic/acute conditions
- Includes ADHD, diabetes, epilepsy, asthma, etc.
- Impacts educational performance

Speech or Language Impairment

- Stuttering, articulation, language, or voice disorders
- Affects communication & performance



Comparison Data and Literacy Instructional Shifts



Learning and Achievement for All

Comparison Data - Proficiency rates on NYS Assessments All Students

Source: New York State Report Card (data.nysed.gov)

ELA Assessment	2024-2025
Fayetteville-Manlius CSD	78%
Pittsford CSD	78%
Williamsville CSD	72%
Clarence CSD	72%
Penfield CSD	69%
Orchard Park CSD	63%
Victor CSD	60%
NY State	53%

Math Assessment	2024-2025
Fayetteville-Manlius CSD	84%
Pittsford CSD	84%
Williamsville CSD	79%
Clarence CSD	76%
Penfield CSD	74%
Orchard Park CSD	72%
Victor CSD	66%
NY State	57%

Science Assessment	2024-2025
Fayetteville-Manlius CSD	82%
Pittsford CSD	80%
Williamsville CSD	77%
Clarence CSD	74%
Penfield CSD	71%
Orchard Park CSD	63%
Victor CSD	56%
NY State	51%



Learning and Achievement for All

Comparison Data - Proficiency rates on 3rd Grade NYS Assessment All Students

Source: New York State Report Card (data.nysed.gov)

Tier 1 Literacy Shifts

- Heggerty Phonemic Awareness lessons in all Pre-K classrooms
- Year 4 Implementation
 - UFLI Foundations lessons in all Kindergarten - 3rd grade classrooms
- Year 1 Implementation
 - Fishtank ELA Literacy Curriculum in all Kindergarten - 3rd grade classrooms
 - Amplify CKLA/ELA Literacy Curriculum in all 4th - 6th grade classrooms

3rd Grade ELA Assessment	2024-2025
Pittsford CSD	80%
Clarence CSD	76%
Williamsville CSD	73%
Fayetteville-Manlius CSD	72%
Orchard Park CSD	68%
Penfield CSD	65%
NY State	54%
Victor CSD	49%



Questions from the Board of Education

