



**Cadence Park School**  
**2023-2024**  
**School Plan for Student Achievement (SPSA)**

<b>Goals</b>	<b>Current Data</b>	<b>Strategies/Action Plans</b>
<p><b><u>Goal #1:</u></b> Cadence Park will create a positive school climate and system of supports for students' social and emotional growth.</p>	<p><b><u>Per annual Panorama (Social Emotional Learning Screener) data</u></b></p> <p><b>Students in Grades 3-6 report the following about themselves:</b></p> <ul style="list-style-type: none"><li>● 77% responded favorably when asked how well they manage thoughts, emotions and behaviors in different settings (78% district average)</li><li>● 67% responded favorably when asked how well they consider the perspectives of others and empathize with them (70% district average)</li><li>● 46% of students responded favorably when asked how well they regulate their emotions (48% district average)</li><li>● 66% of students responded favorably when asked how well they are able to persevere through</li></ul>	<ul style="list-style-type: none"><li>● Collaborate with community resources/programs (City of Irvine, Liverpool Soccer Club, and PTSA Lunchtime LEAP activities) to increase the number of days per week that our 1st-5th grade students have access to structured activities on the playground provided by an outside agency.</li><li>● Through collaboration with the Elementary Resource Counselor, teachers will provide a series of SEL lessons (via Second Step curriculum) throughout the school year, aligned with observed behavioral trends and Panorama Survey results.</li><li>● Daily/Weekly Calm Classroom and Mindfulness strategies.</li><li>● Lunch Bunch Opportunities in Middle School and Elementary.</li><li>● MTSS Team to continue to meet weekly to discuss student-specific academic and social challenges, as well as school-wide issues/challenges. MTSS team to include: Principal, AP, Intervention Lead Teachers, Bx/SEL Coach, MS Counselor, ERC, MHS, Tier 3 TOSA.</li></ul>

setbacks to achieve important long-term goals (66% district average)

- 87% of students responded favorably when asked how supported they feel through their relationships with friends, family and adults at school (87% district average)

**Students in Grades 7-8 report the following:**

- 68% responded favorably when asked how well they manage thoughts, emotions and behaviors in different settings (70% district average)
- 61% responded favorable when asked how well they consider the perspectives of others and empathize with them (65% district average)
- 48% of students responded favorably when asked how well they regulate their emotions (50% district average)
- 61% of students responded favorably when asked how well they are able to persevere through setbacks to achieve important long-term goals (62% district average)

- Certificated Staff members will complete 12 hours of Professional Development sessions held yearly with a focus on academics, behavior support, social-emotional learning, social justice standards, and instructional practices.

	<ul style="list-style-type: none"> <li>● 86% of students responded favorably when asked how supported they feel through their relationships with friends, family and adults at school (83% district average)</li> </ul>	
<p><b><u>Goal #2:</u></b>  <b>Cadence Park will work to support students in the attainment of proficiency in the state standards through access to rigorous and relevant learning tools, resources and skills for all staff and students.</b></p>	<p style="text-align: center;"><u>Per CAASPP Spring 2022</u></p> <ul style="list-style-type: none"> <li>● ELA (3rd-8th Grade Students): <ul style="list-style-type: none"> <li>○ 36% Standard Exceeded</li> <li>○ 31% Standard Met</li> <li>○ 19% Standard Nearly Met</li> <li>○ 14% Standard Not Met</li> </ul> </li> <li>● K-2 LPA Reading Assessment Level Overall: <ul style="list-style-type: none"> <li>○ 84% Benchmark Met</li> <li>○ 8% Benchmark Nearly Met</li> <li>○ 8% Benchmark Not Met</li> </ul> </li> <li>● Math (3rd-8th Grade Students) <ul style="list-style-type: none"> <li>○ 33% Standard Exceeded</li> <li>○ 27% Standard Met</li> <li>○ 23% Standard Nearly Met</li> <li>○ 17% Standard Not Met</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Hiring and retention of a Tier 3 Intervention Teacher to support targeted ELA and Math Intervention for students in PK-5th Grade.</li> <li>● Our MTSS (multi-tiered system of support) Team will continue to meet during the 2023-2024 school year, to discuss student and school-wide needs/challenges. The team will partner closely with the Bx/SEL team to ensure that all needs (academic and social/behavioral) are being addressed and met.</li> <li>● Students in 1st-5th grade will have access to WIN Time for ELA and Math 3x/week per content area.</li> <li>● Students in Middle School will have access to weekly WIN Time on Tuesdays, as well as access to Reading and Math Lab sections for those in need of additional academic remediation.</li> <li>● Cadence Park Teachers have been trained in Write From the Beginning and will implement writing strategies from WFTB in classrooms PK- 8th Grade.</li> <li>● Students in K-8th grade will be offered opportunities for Extended Learning in ELA and Math aligned with identified needs and availability.</li> </ul>

		<ul style="list-style-type: none"> <li>● PLC time for collaboration amongst teacher teams with a responsiveness and focus on student proficiency of high priority and essential standards.</li> </ul>
<p><b><u>Goal #3:</u></b>  <b>Cadence Park will address barriers to limiting student participation in programs and provide equity in allocation of resources.</b></p>	<p><u>Per 2023 Annual Survey Data:</u></p> <ul style="list-style-type: none"> <li>● My child's school supports students of different disability statuses. / My school supports students of different disability statuses: <ul style="list-style-type: none"> <li>○ 89% of students agree or strongly agree</li> <li>○ 87% of parents agree or strongly agree</li> <li>○ 87% of staff agree or strongly agree</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Support for students receiving Special Education services will be targeted to address academic and/or behavior support goals. This will include support from Special Education Instructional Assistants and Education Specialists.</li> <li>● Collaboration will occur between the General Education and Special Education staff to align instructional times and utilize inclusive Universal Design for Learning practices that support all students.</li> <li>● Hiring of additional Instructional Assistant Staff to support Special Education programming.</li> </ul>
	<ul style="list-style-type: none"> <li>● My child's school supports students of different family income levels. / My school supports students of different family income levels: <ul style="list-style-type: none"> <li>○ 84% of students agree or strongly agree</li> <li>○ 80% of parents agree or strongly agree</li> <li>○ 91% of staff agree or strongly agree</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Provide financial assistance to students and families in need, in order to support inclusion of all students in outdoor education experiences.</li> </ul>

	<ul style="list-style-type: none"> <li>● My child's school works to understand families' backgrounds and cultures./ My school works to understand families' backgrounds and cultures: <ul style="list-style-type: none"> <li>○ 81% of students agree or strongly agree</li> <li>○ 81% of parents agree or strongly agree</li> <li>○ 91% of staff agree or strongly agree</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Regular opportunity for sharing and celebrating students cultures in the classroom.</li> <li>● Provide elective courses such as culture and cuisine which invite students to learn and share about cultures around the world.</li> <li>● Host International Night in collaboration with PTSA which showcases the diverse cultures of our student population. Families will be welcomed to campus and encouraged to plan a performance and/or create a table/presentation which highlights their cultural background.</li> <li>● Host school-wide assemblies which highlight the diverse cultures and traditions of our students and families</li> <li>● Continue with the work of our PEACE Team and improve upon our practices in the 2023-2024 school year.</li> <li>● PEACE Team supports the implementation of Social Justice lessons embedded within our curriculum. Creation of cadenceparkPEACE Instagram channel.</li> </ul>
	<ul style="list-style-type: none"> <li>● ELPAC Scores (Level 1-4) and ELA data for EL students to identify students who need language development support.</li> </ul>	<ul style="list-style-type: none"> <li>● Utilization of research-based instructional resources (such as Imagine Learning) to support our Level 1 and Level 2 ELPAC students in grades PK-8th Grade.</li> <li>● EL Coordinator has supported our EL student population through targeted supports and interventions, which this school year includes the</li> </ul>

		<p>addition of an ELD elective for students in grades 6-8.</p> <ul style="list-style-type: none"><li>● Place EL students in clusters when doing class placement in order to create opportunity for teachers to target specific EL learning needs.</li></ul>
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