



District/LEA: 015-002 CAMDENTON R-III Year: 2025-2026

Funding Application: Plan - School Level - 4040 HURRICANE DECK ELEMENTARY Version: Initial Status: Returned to LEA

All check boxes and/or radio buttons marked in this plan and policies indicate an assurance on the part of the LEA and school.

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School, Parent And Family Engagement Policy [Hide](#)

## 4040 HURRICANE DECK ELEMENTARY

### SCHOOL, PARENT AND FAMILY ENGAGEMENT POLICY

All check boxes marked in this policy indicate an assurance on the part of the school.

Type of Title I.A program

- ☐ Schoolwide  
☐ Targeted

☒ This school parent and family engagement policy is developed jointly with, distributed to, and agreed on with parents of participating children, including parents of migrant and EL children. *Section 1116 (b)(1)*

Describe how the school seeks and obtains the agreement of parents to the parent and family engagement policy.

Hurricane Deck Elementary collaborates with parents throughout the year to review and update the Parent and Family Engagement Policy. Our approach includes the following steps:

Ongoing Parent Advisory Team Meetings: The Parent Advisory teams meet regularly throughout the year to discuss and suggest updates to the family engagement policy. Parents actively participate in these meetings to shape the policy based on family needs and district goals.

Finalized Policy Accessibility: Once finalized at the end of the year, the updated policy is made widely accessible to families through multiple channels. It is presented at family events, shared on the district website, included in physical and online resources, and made available in various locations for easy access.

Continuous Parent Feedback Collection: Throughout the year, we invite and collect feedback from parents during advisory meetings, family events, and through additional communication channels. This feedback is reviewed annually to inform potential updates to the policy, ensuring it continues to meet the community's evolving needs.

- ☒ Parents are notified of the policy in an understandable and uniform format. *Section 1116(b)(1)*
- ☒ The school parent and family engagement policy is provided in a language the parents can understand. *Section 1116(b)(1)*

#### POLICY INVOLVEMENT

- ☒ At the beginning of the school year, the school convenes an annual meeting, at a convenient time, to which all parents of participating children are invited and encouraged to attend. *Section 1116 (c)(1)*
- ☒ The agenda reflects that the purpose of the meeting is
- ☒ To inform parents of their school's participation in the Title I.A program
  - ☒ To explain the requirements of Title I.A
  - ☒ To explain the right of parents to be involved.
- Section 1116 (c)(1)*
- ☒ The school offers a flexible number of meetings. *Section 1116 (c)(2)*
- ☒ Using Title I.A funds, to promote parental involvement the school provides (check all that apply)
- ☐ Transportation

- ☐ Child care
- ☐ Home visits
- ☒ Funds will not be utilized for these purposes

*Section 1116 (c)(2)*

The school involves parents in an organized, ongoing, and timely way:

- ☒ In the planning, review, and improvement of the Title I.A program and if applicable Schoolwide program plan in the school. *Section 1116 (c)(3)*

Describe how parents are involved in the planning, review, and improvement of the Title I.A program and if applicable Schoolwide program plan in the school.

At our first Title I Family Engagement Night in September, the School-wide Program Plan is provided and reviewed. Questions and input are sought at this time. All information is provided to our Stakeholders and reviewed again by the smaller Advisory team for input and review. Academic and perceptual data is reviewed with parents in order to formulate the best plan for the building. There is also a link to this document on our website.

- ☒ In the planning, review, and improvement of the school parent and family engagement policy. *Section 1116 (c)(3)*

Describe how parents are involved in the planning, review, and improvement of the school parent and family engagement policy.

At our first Title I Family Engagement Night in September, the Board Policy is provided and reviewed. Questions and input are sought at this time. At each Title I Family Night or event throughout the year and at each Parent Advisory meeting, Title I is reviewed for further input from our stakeholders. There is also a link to this document on our website, and in the student handbook.

The school provides parents of participating children:

- ☒ Timely information about the Title I.A programs. *Section 1116 (c)(4)(A)*

Describe plans to provide information about the Title I.A programs.

Title I information is presented several times to parents and other relevant stakeholders throughout the year at many daytime and evening family events. Information is given on the website, with materials sent home to families, and in the handbook.

- ☒ A description and explanation of the curriculum in use at the school, the forms of academic assessments that are used to measure progress, and the achievement levels of the MAP assessment.

*Section 1116 (c)(4)(B)*

Describe methods and plans to provide a description and explanation of the curriculum, academic assessments, and MAP achievement levels.

The district has worked the past couple of years to align the curriculum to the Missouri Learning Standards. The district utilized the I-Ready Learning System to monitor students' progress with their grade level Missouri Learning Standards. All students in grades 1-4 take three diagnostics per school year, with Kindergarten completing two diagnostics.

The results of those diagnostic assessments give data to the students, parents, teachers, and admin in determining how the student is progressing in learning their grade level standards. As a district, we have found that the end-of-year diagnostic results are within 2-4 tenths of our MAP scores. In addition, the Camdenton R-III district's CSIP states that the district will implement a comprehensive assessment program with common formative assessments and benchmarks to monitor student learning to ensure all students are success-ready or exhibiting expected growth toward becoming success-ready. The evaluation process for this will be:

1. On-going evaluation of the district's common formative assessments across buildings
2. On-going evaluation of the district's performance on success-ready standards assessments, data, and benchmarks
3. An annual evaluation of district's student performance data on state and national assessments including MPI growth

☒ Opportunities, as appropriate, to participate in decisions relating to the education of their children. *Section 1116 (c)(4)(C)*

☒ Responses to their suggestions as soon as possible. *Section 1116 (c)(4)(C)*

## **SHARED RESPONSIBILITY FOR HIGH STUDENT ACHIEVEMENT**

### **School-Parent Compact**

The School-Parent Compact outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. *Section 1116 (d)*

☒ The school jointly develops with parents of Title I.A served children the school-parent compact.

The school-parent compact will

☒ Describe the ways in which all parents will be responsible for supporting their children's learning. *Section 1116 (d)(1)*

The School-Parent-Student compact is another Title I document that is reviewed by the Parent Advisory Team for relevancy and adaptations each year. The parents agreed, by either signing a paper copy, or electronically initializing, to:

1. Make sure they are in school every day possible.
2. Check that homework is completed.
3. Participate in parent-school activities
4. Be aware of my child's extracurricular time and activities
5. Stay informed about my child's education by reading all communications from the school and responding appropriately.

☒ Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment. *Section 1116 (d)(1)*

The School agrees to:

1. Provide high quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the Missouri Learning Standards
2. Hold parent-teacher conferences
3. Provide parents with frequent reports on their child's progress
4. Be accessible to parents
5. Provide parents opportunities to volunteer and to observe classroom activities

✓ Addresses the importance of communication between teachers and parents on an ongoing basis through, at a minimum

- ✓ Conducting parent-teacher conferences at least annually, during which the compact shall be discussed
- ✓ Issuing frequent reports to parents on their children's progress
- ✓ Providing reasonable access to staff, opportunities to volunteer, and observation of classroom activities
- ✓ Ensuring regular two-way, meaningful communication between family members and school staff, and, in a language that family members can understand

*Section 1116 (d)(2)(A) (B),(C),(D)*

## **BUILDING CAPACITY FOR INVOLVEMENT**

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, the school

- ✓ Provides assistance to parents, as appropriate, in understanding
  - o the Missouri Learning Standards,
  - o the Missouri Assessment Program,
  - o local assessments,
  - o how to monitor a child's progress, and
  - o how to work with educators to improve the achievement of their children.

*Section 1116 (e)(1)*

Describe plans to provide assistance.

Frequent parent communications are sent home- most generally on a weekly basis. This information includes student progress with class curriculum and standards. Assessment results are shared with parents. Parents are encouraged in ways to support their child's academic needs. Parent Teacher conferences are held in the fall and as often as needed for student success.

- ✓ Provides materials and training to help parents work with their children to improve achievement. *Section 1116 (e)(2)*

Describe plans to provide materials and training.

Frequent parent communications are sent home- most generally on a weekly basis. This information includes student progress with class curriculum and standards. I-Ready results are shared with parents. Parents are encouraged in ways to support their child's academic needs. Parent Teacher conferences are held in the fall and as often as needed for student success. We also host Parent Nights about instructional strategies to help build parent capacity to engage with their child at home.

- ✓ Educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. *Section 1116 (e)(3)*

Describe plans to educate school personnel regarding working with parents.

Teachers and principals work closely with the Director of Learning and Assessment, The Director of Instructional Technology, and central office administrators to support parents working with their children.

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, the school

- ☒ To the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. *Section 1116 (e)(4)*

Describe plans to coordinate and integrate.

All family activities and events are conducted through the lens of all federal programs to support our families and students.

I utilize my Parent Advisory Team starting at the beginning of the year in the planning process. I did not utilize this until later in the year last school year. I will also send out a questionnaire to my parents asking for their input on the direction that they would like to see parent nights take. My Staff Lighthouse Leadership Team is creating a parent library for resources that we can check out to parents for any curriculum area and on The Leader in Me Process. I am going to implement Family Training in the 7 Habits this school year. There are 3 staff members training and 2 staff members who went to professional development as participants. This is still in progress. COVID interfered with this plan.

- ☒ Ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, in a language the parents can understand. *Section 1116 (e)(5)*
- ☒ Provides reasonable support for parental involvement activities under this section as parents may request. *Section 1116 (e)(14)*

#### Optional additional assurances

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, the school: (optional; check if applicable)

- ☒ Involves parents in the development of training for teachers, principals, and other educators to improve the effectiveness of parent involvement training. *Section 1116 (e)(6)*
- ☐ Provides necessary literacy training from Title I funds if the local educational agency has exhausted all other reasonably available sources of funding for literacy training. *Section 1116 (e)(7)*
- ☒ Pays reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions. *Section 1116 (e)(8)*
- ☐ Trains parents to enhance the involvement of other parents. *Section 1116 (e)(9)*
- ☒ Arranges school meetings at a variety of times, or conducts in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend conferences at school, in order to maximize parental involvement and participation. Adopts and implements model approaches to improving parental involvement. *Section 1116 (e)(10)*
- ☐ May adopt and implement model approaches to improving parental involvement. *Section 1116 (e)(11)*
- ☒ Establishes a districtwide parent advisory council to provide advice on all matters related to parental involvement in Title I programs. *Section 1116 (e)(12)*
- ☐ May develop appropriate roles for community-based organizations and businesses in parent involvement activities. *Section 1116 (e)(13)*

#### ACCESSIBILITY

In carrying out the parent and family engagement requirements of the Title I program, the school, to the extent practicable,

- ☒ Provides opportunities for the informed participation of parents and family members, including:
  - ☒ Parent and family members who have limited English proficiency.
  - ☒ Parent and family members with disabilities.
  - ☒ Parent and family members of migratory children.
- ☒ Provides information and school reports in a format and, in a language parents understand. *Section 1116 (f)*

## 4040 HURRICANE DECK ELEMENTARY

### COMPREHENSIVE NEEDS ASSESSMENT (school level)

Section 1114(b)(6)

- ☒ A comprehensive needs assessment of the entire school has been conducted.
- ☒ The needs assessment includes analysis of the achievement of students in relation to the Missouri Learning Standards.

Date of Needs Assessment

5/27/2025

### NEEDS ASSESSMENT: SCHOOL PROFILE

#### Student Demographics

The following data regarding **student demographics** has been collected, retained, and analyzed:

- ☒ Enrollment (Required)
- ☒ Grade level (Required)
- ☒ Ethnicity (Required)
- ☒ Attendance (Required)
- ☒ Mobility (Required)
- ☒ Socioeconomic status (Required)
- ☒ Discipline (Required)
- ☒ Limited English Proficiency (Required)

Summarize the analysis of data regarding **student demographics**:

Strengths:

Since the 2012-2013 school year, Hurricane Deck Elementary has improved its Annual Performance Rating from a 74 (2013) to a 92 in 2014, up to a 100 in 2015, and then was a 100 in 2016, and 2017. This dramatic improvement has proven to be sustainable over the last five years. Hurricane Deck has also drastically improved the percentage of students meeting the 90/90 attendance rate expectation set forth by DESE. At the end of the 2012-2013 school year, 78% of our students had met this target. An action plan and team were created to address this concern. Our results are as follows: 2013-2014 year--87% met the 90/90 target, 2014-2015 year 88.7%, 2015-2016 year 93.8%, 2016-2017 93.3 year, and the 2017-2018 year 94.3%. At the end of the 2018-2019 school year, 92.1%, met the proportional standard for the 90% attendance rate. Finally, we have worked hard to achieve a strong and inviting culture in our building. The Leader in Me process was implemented as our building improvement process in 2012 has been the heart and soul of our culture and how we do business in our building. With this process you develop a culture of empowerment that is exciting to students; thus creating a desire to want to be at school. It is also about addressing the Social and Emotional Learning of the student as well. With the Leader in Me, you are reaching the whole child by the very nature of the 8 Habits. The Leader in Me is not only about culture but about high-yield instructional practices as well. The Leader in Me teaches 8 Habits of Leadership that support 21st Century Life Skills. These Habits relate directly to highly effective instructional strategies that Marzano and Hattie have researched, specifically, Habits 2, 3, 5, 6, and 8. The above-mentioned Habits deal with setting goals and providing feedback, action planning, developing strong speaking and listening skills, learning how to work in collaborative teams, and being able to advocate for yourself and your community. Below I have hyperlinked supporting documents that further explain this narrative. We have our Lighthouse Certification Review for National Recognition for the systematic implementation of the Leader in Me on April 24, 2017. Only 10% of the schools and 25,000 implementing The Leader in Me worldwide achieve this certification. With the Title 1 resources available to my building, we are able to provide several supplementary learning opportunities for our students and layered resources and interventions for all students, k-4 at Hurricane Deck Elementary. Title 1 resources have also been used for professional development opportunities for our staff as well. During the 2018-2019 school year, our new learning focused on implementing lead measures at a high level. This is from The 4 Disciplines of Execution training provided by our Leader in Me Coach. Lead measures are the individualized learning steps a student needs to take to achieve their Wildly Important Goal or Lag Measure that we sometimes will not know the outcome until the end of the year. The lead measures are based on the student's learning profile. It is truly personalized learning and when implemented into learning centers and into homework will start closing the achievement gap. We know that each student must be exposed to and learn a particular year's curriculum, but each student doesn't take the same path to learn it. Lead measures are the answer to determining which path a student should take to achieve the most success. Through this process, we saw a 6% increase in our math proficiency rate. Our tier-one grew from 46% of our students being on grade level to 52% performing on grade level in the 2022-2023 school year. This was very exciting growth! We have received recognition as a Leader in Me Lighthouse Academic Honor School. Continuing to use the iReady Diagnostic Benchmark as our data point, we maintained our proficiency rate at 50% in math. This is growth from where we have dropped to 33% pro

Weaknesses:

An area of concern is the increase in the percentage of students who are homeless. In the 2017 year, only 19% of our students were coded as such. The next year, 29% of the students at Hurricane Deck Elementary were considered to be homeless, with 27.9% in the 2019 year. The trend continued to be elevated with 25.3% of our students meeting the McKinney-Vento Status in the 2020 year. We continue to maintain a high percentage of homeless students. These students bring additional needs with them to school that we must meet to help them be successful. Systems have been put in place with our staff action teams and our Leader in Me process to help meet the needs of our students. Examples are our Attendance Club which allows for my counselor to triage with identified kids every morning before school, Student Intervention Teams meet routinely to brainstorm on identified student concerns, weekly building-wide lead time provides time for all students to practice leadership skills, and weekly leadership notebook reflection time allows for students to gain feedback from teachers on their academic and personal goals.

Another weakness is that although we have dramatically increased student achievement over the last five years, we continue to perform lower in math than in English Language Arts on our state MAP test and on iReady. For each school year, we will analyze our iReady data and other data points to determine new topics for interventions and instructional review. As unbelievable as it may seem, we are still trying to recover from the pandemic shutdown. Our "Covid-kindergarteners" were our 4th-grade students this year. Our data analysis from 2020-2021 showed a gap in learning the foundational reading skills in our younger grades. However, they did start to recover, with layered instruction, at a peppy rate. Our older grades were flatter in their learning curve. Math as a whole was a larger concern. All grade levels tested lower and never showed a huge learning recovery in math.

As I analyzed our trend line data over the last few years and our response to it, I noticed that each year, our students come in with very low proficiency rates. Our baseline data is 8% of our students at or above grade level in reading or math at the beginning of the year. We will target our interventions to fill the gap skills, rather than target the grade-level standards the students are struggling with in real-time. Therefore, our growth rate is typically very high, but our tier 1 proficiency stays low. Our triangle red section gets very small, our green gets a little bigger, and our yellow gets very fat. We needed to change how we were delivering tier 1 and even some tier 2 interventions. So, for the 2021-2022 school year, building-wide tier 1 interventions were completely standards-based. We developed a data action plan and lesson plan to drive our instructional time for interventions and followed it religiously. Our PLC time was used to revisit the data and update the action/lesson plans. We had pre and post-assessments that told us if we were being effective with our practices. This intervention practice had a positive effect on our data. Our tier 1 instruction grew to 60% proficiency in reading, and 52% in math, as measured by iReady. We continued this same process for the 2023-2024 school year. The outcomes maintained positive outcomes. Math tier 1 instruction was 50% proficient and reading improved from 60% to 66% proficiency. The plan for PLC Mondays and our Action Teams next year should make our system even better.

Indicate needs related to strengths and weaknesses:

Additional personnel to help meet the needs of our diverse population would be much appreciated. We have the highest homeless rate, as well as the highest free and reduced rate in the district. However, being the smallest building tends to hurt us in the formula. Unfortunately, the high needs of our population do not change. I have one reading interventionist to serve all students who fall below the cut score on global screeners. Until the time comes when we can build staff, our current staff will continue to focus on the most at risk students to ensure their academic success. We will also continue to be creative with whatever resources are provided to us, so that we may reach as many students as possible.

## Student Achievement

The following data regarding **student achievement** has been collected, retained, and analyzed:

- ☒ MAP results by content area and grade level, including multi-year trends (required)
- ☒ MAP results by ESEA Annual Measurable Objective: comparative data showing performance of disadvantaged students against all other meaningful categories of students in the school; comparison of performances of students in various subgroups (required)
- ☒ Completion rates: promotion/graduation rate, retention rates (if applicable)
- ☐ Post-Secondary trends: students attending and/or completing post-secondary schools, students accepted in the armed forces (if applicable)
- ☒ Other performance indicators used in analysis:



Over the last three years, we have seen a dramatic and sustainable increase in our English Language Arts MAP Scores. With regards to ELA, the peak scores are seen at the fourth-grade level. However, we are struggling to sustain an upward trend in our math scores. At Hurricane Deck, our tier 2 interventionists are highly trained and skilled in teaching reading but not math. This is a systems issue that we must fix not only in my building but as a district. Steps that we have taken are to put a part-time Instructional Coach (only through 2018-2021) in my building and a .2 District Math Curriculum Coordinator (only for the 2021-2022 year) accessible to my building. This should be able to provide a focus for the teachers in planning and methodology for math starting during the 2018-2019 school year. An oddity did occur on the 2017-2018 MAP scores in that the 3rd and 4th grades essentially swapped performance scores. Typically our 4th grade outperforms our 3rd grade. This was not the case last year. Third grade substantially outperformed 4th grade in both subject areas. I did have teacher attendance issues with both of my 4th-grade teachers throughout the year last year which I'm sure did not help the matter. The 2018-2019 iReady data shows stronger math than reading data, with 4th grade leading the building with the strongest performance in both subject areas. Our 2019 MAP data clearly showed 4th-grade math to be the strongest. ELA held steady across the board. We were trending pretty well with the growth model according to iReady in 2020, but did not get to complete the assessment cycle, nor did we take the MAP assessment. Our 2021 MAP data shows us achieving above the state average, at or above the district average, and higher than 3 out of the last 4 years in math, in both grade levels. ELA is kind of an average of where we have been scoring.

Summarize the analysis of data regarding **student achievement**:

Strengths:

For the last few years, we have closed the achievement gap between my whole population and my Free/Reduced Population in English Language Arts. There has been a sustainable upward trend in student performance with the most notable performance rate with 4th grade English Language Arts. We have been very consistent with our Balanced Literacy Approach to teaching literacy and have a tiered model of interventions in place to address student needs when they are missing key skills. In the 2019 year we closed the achievement gap between our Free/Reduced Population in math as well. Our ability to analyze student data and make it actionable has increased over the last 5-6 years. Additionally, our data for our kindergarten and 1st graders is trending very strongly. This would be the first group of students not having an academic shutdown (preschool-12th grade) due to the pandemic. Our second grade is showing marked recovery in reading and a strong base in number sense.

Weaknesses:

Hurricane Deck Elementary faces challenges in sustaining an upward trend in ELA and math performance. All of our resources are language-intensive, posing a barrier for the high percentage of students from low socioeconomic backgrounds. Assessment data indicates that more than half of our students are not on grade level in reading. Addressing the literacy gaps requires additional support from Supplemental ELA teachers and targeted instruction.

Indicate needs related to strengths and weaknesses:

To address the abovementioned, Title I funds will continue to support a Supplemental ELA teacher who provides targeted literacy interventions, enhancing core instruction and effectively addressing student learning gaps. In addition, funding will go towards a TMC (.2) shared between the five elementary buildings.

## Curriculum and Instruction

Data has been collected, retained, and analyzed regarding each of the following factors of **curriculum and instruction** at the school:

- ✓ Learning expectations
- ✓ Instructional program
- ✓ Instructional materials
- ✓ Instructional technology
- ✓ Support personnel

Summarize the analysis of data regarding **curriculum and instruction**:

Strengths:

For the last three years, we have closed the achievement gap between my whole population and my Free/Reduced Population in English Language Arts. There has been a sustainable upward trend in student performance with the most notable performance rate in 4th grade English Language Arts. We have been very consistent with our Balanced Literacy Approach to teaching literacy and have a tiered model of interventions in place to address student needs when they are missing key skills. In 2018 year, we closed the achievement gap between our Free/Reduced Population in math as well. In essence, no gap exists in either subject.

Weaknesses:

Our inability to sustain an upward trend in student performance for math is an area of weakness. As a district, we have implemented 5 different math programs in the last 9 years. The current program we are using is very heavy in language and reading which impacts my 74% free and reduced population of students. In fact, my iReady data shows that as a whole, 70% of my students are not on grade level for vocabulary. This is another area of weakness that must be addressed by systematically teaching academic vocabulary across the content. We must have professional development to learn how to effectively implement the current math program so that it is appropriate for our kids and aligned with the standards. Fortunately, we did see an 8% proficiency increase in math this year. We did take a different approach and tried to focus more on foundational skills in reading to support math. If students cannot decode words, then vocabulary will not come along at all. We saw a substantial increase in phonics and phonological awareness this year. On the flip side, vocabulary dropped from last year. It would seem that we are going to have to figure out a way to balance instruction for both. The District is proposing a whole class program for K-1 next year called Really Good Reading. This has components for both foundational reading skills and vocabulary in it. There is a separate intervention piece for 2-4. Our instructional coach also provided professional development called Instructional Discourse which was geared towards teaching vocabulary and provided an abundance of opportunities for students to be exposed to academic vocabulary and to use it in their interactions with each other and the teacher. We will also continue to work with the RPDC on how to provide tools to our teachers in Developing Assessment Capable Learners.

Indicate needs related to strengths and weaknesses:

Professional Learning Communities: Early dismissal time must be protected for staff to review student data and plan both tier 1 and tier 2 strategies accordingly. Separate time must be allotted for grade-level collaborative teams to create the unit plans for each of the standards that have been unpacked. Common formative assessments embedded in the unit plans are a must. There must be a system in place that ensures time for collaborative planning and reflection with a clear purpose, expectations, accountability, and alignment with school goals. Data collection would then provide evidence that reflective collaboration leads to innovation and improved classroom learning. Our new PLC team planning forms have provided a great focus for our teams.

Schoolwide Positive Behavior Support: Ongoing professional development must be provided so that a system exists to ensure staff, student, and family relationships are reinforced through individualized Emotional Bank Account deposits. All students, staff, and families feel welcome, valued, loved, and trusted at school.

Tiered Instructional Support such as Response to Intervention: Hurricane Deck Elementary teachers and staff are working very hard to provide the appropriate type of instructional practices and interventions so that 80% of our students are successful at the regular classroom level, only 15% need tier 2 interventions, and only about 5% need the intensive tier 3 intervention. Unfortunately, only about 54 % of our students are currently successful at the tier-one level right now in math. Moving forward, clearly defined unit plans with common formative assessments will be key. Continued professional development in how to teach our current math resource is a must as we have difficulty pacing it out to align with the Missouri Learning Standards. Having a part-time Instructional Coach for a limited time was a tremendous resource. However, due to federal budget cuts, I had to cut several positions in my building going into the 2019-2020 school year. I essentially lost my Reading Intervention Team. If you took notice of the chart on page one of this plan, I no longer have a Title 1 Reading para or a 550 Title I Supplementary Reading Teacher. I also had to reallocate funds to sustain another position which ended up with us losing our computer lab teacher. He also helped to provide interventions. Due to all of the cuts, my building will not be able to have building-wide interventions next year where students split into small skill-based groups and are sent to specialized interventions. Interventions are going to have to take place in the room. My Tier 2 and 3 support consists of one Supplemental Reading teacher and one special education teacher. We are also in the process of learning how to use all of our staff to implement a Multi-tiered System of Support (MTSS). Our district is also focusing on taking a more systematic approach to our improvement efforts so that we are efficiently using our resources. We are partnering with DESE as part of this District's Continuous Improvement Framework. I look forward to working with the support team as we work hard to move the needle on student achievement.

Other: Evidence-based strategies: The use of The Leader in Me process as part of our building improvement plan. Outcomes to implementation are measured in three areas: teaching leadership principles, creating a leadership culture, and aligning academic systems. The use of Leadership Notebooks for students to write personalized learning goals, track their progress, and reflect upon their learning, and action plans are central to this process. Each student has personalized lead measures that are tracked in their Leadership Notebook. Compelling Scoreboards are used in each classroom to provide visual support to allow students to know if they are "winning" or making progress toward achieving their end goal of supporting the classroom and building goals with their lead mea

### High Quality Professional Staff

Data has been collected, retained, and analyzed regarding each of the following factors of a **high quality professional staff**:

- ☒ Staff preparation
- ☒ Core courses taught by appropriately certified teachers
- ☒ Staff specialists and other support staff
- ☒ Staff demographics
- ☒ School administrators

Summarize the analysis of data regarding **high quality professional staff**:

Strengths:

The school district builds staff professional development days into our master school calendar. A wide range of topics are offered for staff to sign up for based on their area of need and interest. Sometimes professionals from outside the district provide professional development, while other times resident experts present the information. At Hurricane Deck Elementary we do monthly short refresher professional development training at our staff meetings. Topics are guided by the walk-through data that has been gathered throughout the month, but teachers lead the presentation. A Leader in Me presentation is always present as well. Other learning opportunities that teachers wish to seek outside of the district must be approved by our Professional Development Committee.

Weaknesses:

Time and funding for substitutes is a continued struggle.

Indicate needs related to strengths and weaknesses:

Building administration, the Director of Learning and Assessment, teacher leads, etc. will continue to provide data driven professional development and support for staff to meet the needs of our students.

### Family and Community Engagement

Data has been collected, retained, and analyzed regarding each of the following factors of **family and community engagement** at the school:

- ☒ Parental involvement
- ☒ Communication with parents
- ☒ Policy Involvement
- ☒ Parent education
- ☒ Support for special needs and underserved
- ☒ Health services

Summarize the analysis of data regarding **family and community engagement**:

Strengths:

We had a Leadership Day in March 2017, 2018, and 2019. Due to the early shutdown in 2019-2020 we were unable to have one in 2020. Due to COVID-19 protocols still in place during the planning and implementation of our plan for a Leadership day for the 2020-2021 school year, we were unable to host one for this year as well. The purpose of these events is to provide professional development for visiting school districts regarding the implementation of The Leader in Me process and to also show our community the skill set we are teaching the students. They are completely student-led. There are typically about 100 guests in our building. The community members that visit our building are very impacted by our students and the leadership skills they are learning with the 8 Habits of Effective People. Many partnerships are formed and continue to grow and network. We were able to host a Leadership Day in February 2022. Our students decided to have the theme of it be linked to the national theme of Kindness Day. We invited all of the community partners, organizations, and individuals who have volunteered at our school, donated items, money, or just time to us so that we could honor them and tell them thank you for demonstrating the 7 Habits of Leadership. It was an amazing day!

We have also increased our number of parent involvement nights and have begun utilizing the Parent Community Advisory Team for input on strategies and ideas for increasing attendance on our parent nights. As of June 2019, I, along with two other staff members are certified 7 Habits Family trainers. We are now able to train families on how to become highly effective families by using the 7 Habits of Leadership with courage and consideration.

Weaknesses:

Attendance at our parent nights starts out strong at the beginning of the year and for Leader in Me nights will be very high (80% attendance). However, towards the end of the year and for certain topics our attendance will drop to 40-50%. I'm hoping that involving my Parent Community Advisory Team in the planning process will help this issue. Additionally, being able to start Family training may be a draw to the community as well. We hosted events and disseminated information virtually through Facebook and ClassDojo. We had hundreds of interactions through these mediums. I also emailed out information through our School Messenger program. I am happy to report that our beginning of the year first Parent Night attendance is on the rise again. We are still struggling with attendance at family functions as the year progresses. It will continue to be a focus with the Parent Advisory.

Indicate needs related to strengths and weaknesses:

As mentioned above, I will utilize my Parent Advisory Team starting at the beginning of the year in the planning process. I did not utilize this until later in the year last school year. I will also send out a questionnaire to my parents asking for their input on the direction that they would like to see parent nights take. My Staff Lighthouse Leadership Team is creating a parent library for resources that we can check out to parents for any curriculum area and on The Leader in Me Process. I am going to implement Family Training in the 7 Habits this school year. There are 3 staff members training and 2 staff members who went to professional development as participants. This is still in progress. COVID interfered with this plan. I have put it back on as an item for the 2022-2023 school year.

The plan will be reviewed with the Hurricane Deck Parent Advisory Committee, offered at parent nights, and a link provided on the school website. I will briefly explain its purpose and where it can be found to parents in my back-to-school newsletter. These activities and information were explained on virtual platforms such as Facebook and ClassDojo throughout the school year. We had hundreds of interactions through these mediums. Parent Square is also used as our primary communication platform across the district.

### School Context and Organization

Data has been collected, retained, and analyzed regarding each of the following factors of **school context and organization** at the school:

- ☒ School mission/vision
- ☒ Average class size
- ☒ School climate
- ☒ Management and governance
- ☒ Student discipline policy

Summarize the analysis of data regarding **school context and organization**:

Strengths:

School Mission/Vision: New goals were set through the CSIP planning process in 2023. It was a collaborative process, and students were at the heart of the plan.  
Average Class Size: in good shape, aligns with desirable level according to MSIP standards in most buildings, others it aligns with recommended levels  
School Climate: Parents are pleased with student progress and involvement opportunities with the buildings. Students and Staff report positive feedback in this area for the Title buildings. Our Measurable Results Survey came back with the highest, most positive results to date.  
Management and Governance: administration is supporting buildings and trying to use the Title budgets to the best of all needs  
Student Discipline Policy: We follow the MSBA policy service

Weaknesses:

School Mission/Vision: N/A  
 Average Class Size: N/A  
 School Climate: N/A  
 Management and Governance: N/A  
 Student Discipline Policy: N/A

Indicate needs related to strengths and weaknesses:

These areas of school context and organization are in great shape, even though we have had to tweak a few things due to the COVID pandemic requirements and shutdown and how it affected our students. Our focus is on meeting the students' needs so that they can achieve at their highest potential.

## NEEDS ASSESSMENT: IDENTIFYING PRIORITIES

"In most schools, conducting a comprehensive needs assessment will result in the identification of a large number of issues that could be addressed to improve the achievement of students. However, no school should attempt to address every identified need in a single year. Most planning experts suggest that schools prioritize their major issues and address no more than three of the most important..."  
 (Designing Schoolwide Programs Non-Regulatory Guidance, March 2006)

List and number, in order of priority, the critical needs identified in the school profile.

Prioritized needs

1	The top priority is funding a Supplemental ELA teacher to provide targeted literacy support for students. In addition funds will cover a TMC (.2) shared between the 5 elementary buildings.
---	--

Schoolwide Program [Hide](#)

## 4040 HURRICANE DECK ELEMENTARY

### SCHOOLWIDE PROGRAM

All check boxes marked in this policy indicate an assurance on the part of the school.

This Schoolwide Program Plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan. *Section 1114 (b)(2)*

Schoolwide Program Plan Development			
Team Member			
	Team Member Role	Team Member Name	
1	Parent	Sara Bruna	
2	Teacher	David Burrahm	
3	Principal	Christy Moulder	
4	Others <input type="checkbox"/>	Michael Wagner	
5	Others <input type="checkbox"/>	Wendy Blomberg	
6	Others <input type="checkbox"/>	Ed Foster	
Plan Development Meeting Dates			
1	Meeting Date	03/05/2025	

## COORDINATION WITH OTHER FEDERAL, STATE, AND LOCAL PROGRAMS

Sections 1112(a)(1)(B), 1114(b)(5)

This plan has been developed, if appropriate and applicable, in coordination with other Federal, State, and local services, resources, and programs.

Mark all programs that will be coordinated and integrated as part of the development of the Consolidated Federal Programs plan

Coordination with Other Federal Programs			
	Federal Titles/Acts	Program Representative	Representative Role
1	Select... ▼		

#### STRATEGIES TO ADDRESS SCHOOL NEEDS *Section 1114 (b)(7)(A)*

☒ The following strategies will be implemented to address prioritized school needs: (check all that apply)

☒ **Supplemental instruction**

Subject areas and grade levels to be served (mark all that apply)			
1	<input type="checkbox"/> Math	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>	
2	<input type="checkbox"/> Reading	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>	
3	<input checked="" type="checkbox"/> English Language Arts	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>	
4	<input type="checkbox"/> Science	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>	
5	<input type="checkbox"/> Other <input type="text"/>	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>	

Delivery of Title I funded supplemental instruction services

- ☐ Preschool  
☒ Pull out/resource classroom  
☒ Push in/regular classroom  
☐ Summer School  
☐ Tutoring (before-or-after-school)  
☐ Other

Instructional personnel				
	Teachers	Paraprofessionals	Others	
Supplemental Reading	<input type="checkbox"/>	<input type="checkbox"/>		
Supplemental English Language Arts	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Supplemental Mathematics	<input type="checkbox"/>	<input type="checkbox"/>		
Supplemental Science	<input type="checkbox"/>	<input type="checkbox"/>		
1 Other <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

☐ **Class size reduction**

<input type="checkbox"/> Grade Levels	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
<input type="checkbox"/> Reading Instruction Only	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
<input type="checkbox"/> Math Instruction Only	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

☒ **Professional Learning Communities**

- ☐ Schoolwide Positive Behavior Support  
☐ Response to Intervention  
☐ Other

The strategies will (mark all that apply)

- ☒ Provide opportunities for all children, including subgroups of students, to meet the challenging Missouri Learning Standards.

Description of how strategy/strategies will provide

With the utilization of lead measures, each child's learning is personalized. Teachers can then differentiate work that is provided during learning centers, provided specialized instruction during guided group teacher time, and provide appropriate data for our building-wide intervention time. We have a K-1 intervention time, and a 2nd-4th grade intervention time. Students are grouped based on performance assessments and flexed in or out of the room based on who is assigned to that grade level.

- ☐ Use methods and instructional strategies that strengthen the academic program in the school.

Description of how strategy/strategies will strengthen

- ☐ Increase the amount of learning time

- ☐ Extended school year  
☐ Before-and/or after-school programs  
☐ Summer program  
☐ Other

- ☐ Help provide an enriched and accelerated curriculum

Description of how strategy will provide

---

Activities that address the needs of those at risk of not meeting the Missouri Learning Standards will include (mark all that apply)

- ☒ Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the Missouri Learning Standards

Description of how strategy/strategies will address

With the utilization of lead measures, each child's learning is personalized. Teachers can then differentiate work that is provided during learning centers, provided specialized instruction during guided group teacher time, and provide appropriate data for our building-wide intervention time. We have a K-1 intervention time, and a 2nd-4th grade intervention time. Students are grouped based on performance assessments and flexed in or out of the room based on who is assigned to that grade level. Students who are meet at-risk criteria as set by the District Intervention Team, are provided an additional tier 2 intervention with our reading interventionist. For further assistance beyond reading, we convene as a Student Intervention Team to strategize and set goals for the student. The student is then monitored for further action.

Activities will (mark all that apply)

- ☐ **Improving students' skills outside the academic subject areas**

- ☐ Counseling  
☐ School-based mental health programs  
☐ Specialized instructional support services  
☐ Mentoring services  
☐ Other

- ☐ **Helping students prepare for and become aware of opportunities for postsecondary education and the workforce**

- ☐ Career/technical education programs  
☐ Access to coursework to earn postsecondary credit



- ☐ Advanced Placement
- ☐ International Baccalaureate
- ☐ Dual or concurrent enrollment
- ☐ Early college high schools
- ☐ Other

☐ **Implementing a schoolwide tiered model to prevent and address problem behavior, and early intervening services**

☒ **Providing professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data**

- ☒ Delivery of professional development services
- ☐ Instructional coach
- ☒ Teaching methods coach
- ☐ Third party contract
- ☐ Other

☒ Professional development activities that address the prioritized needs

Describe activities

-LETRS training  
 -UFLI  
 -95 Percent Group  
 -4 Disciplines of Execution Training  
 -Leader in Me Training  
 -EL Training  
 -Eureka Squared training

☐ **Recruiting and retaining effective teachers, particularly in high need subjects**

Describe activities

☐ **Assisting preschool children in the transition from early childhood education programs to local elementary school programs**

Describe activities

---

## SCHOOLWIDE POOL FUNDING

*Section 1114 (b)(7)(B)*

☐ Funds for this program will be consolidated with other State, local and Federal programs.

Mark all program funds that will be consolidated in the schoolwide pool.

- ☐ Title I.A (required)
- ☐ State and Local Funds (required)
- ☐ Title I School Improvement (a)
- ☐ Title I.C Migrant
- ☐ Title I.D Delinquent
- ☐ Title II.A
- ☐ Title III EL
- ☐ Title III Immigrant
- ☐ Title IV.A

- ☐ Title V.B
- ☐ School Improvement Grant (g) (SIG)
- ☐ Spec. Ed. State and Local Funds
- ☐ Spec. Ed. Part B Entitlement
- ☐ Perkins Basic Grant - Postsecondary
- ☐ Perkins Basic Grant - Secondary
- ☐ Workforce Innovation and Opportunity Act
- ☐ Head Start
- ☐ McKinney-Vento
- ☐ Adult Education and Family Literacy
- ☐ Others

**PARENT COMMENTS** *Section 1116 (c)(5)*

The Title I.A Schoolwide Plan is satisfactory to parents of participating students.

- ☒ Yes
- ☐ No

If the plan is not satisfactory to the parents of participating students please provide any parent comments.

Save Comments

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**DESE Comments**

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