



District/LEA: 024-093 NORTH KANSAS CITY 74 Year: 2026-2027

Funding Application: Plan - School Level - 4400 MAPLEWOOD ELEMENTARY Version: Initial Status: Submitted

☒ Number ☐ Name

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

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

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4400 MAPLEWOOD 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

3/19/2026

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:

URBAN; PREK, ELEMENTARY
 ENROLLMENT: 336
 % OF STUDENTS WHO ARE:
 19% AFRICAN AMERICAN
 2.69% ASIAN/PACIFIC ISLANDER
 20% LATINA/LATINO
 13.69% MULTI-RACIAL
 .60% NATIVE AMERICAN
 4632% WHITE

8.04% STUDENTS W/IEP
 71413% F/R LUNCH QUALIFIED

- **Racial and Ethnic Diversity:** The school is relatively diverse: over 50% of students are non-White. Having nearly equal representation of White (47%) and students of color fosters an inclusive setting if equity practices are in place. The Multi-Racial group (13.7%) is higher than national averages, indicating cultural complexity and the need for nuanced representation.
- **Manageable Enrollment Size:** A total of 336 students suggests a small to mid-sized school, which often allows for more personalized learning environments and stronger staff-student relationships.
- **Balanced Special Education Rate:** 8% of students with IEPs is within the national average (typically ~13-14%), suggesting a balanced level of identified support needs.

Weaknesses:

Increased Need for Wraparound Services: Students in poverty often need more than just academic interventions—they benefit from: Mental health support, Nutrition programs (beyond lunch), Access to technology or supplies. If these supports are lacking or inconsistently delivered, student engagement and performance will suffer.

Indicate needs related to strengths and weaknesses:

- **Academic Intervention & Acceleration:**
 - o Strong Tier 2 and 3 interventions needed for 40-50% of students not meeting proficiency.
 - o Use data cycles and progress monitoring to identify struggling students.
- **Instructional Equity & Differentiation:**
 - o Ongoing teacher support and training to address learning gaps.
 - o Prioritize culturally relevant and responsive teaching, especially for African American and Latina/o students.
- **Social-Emotional & Behavioral Support:**
 - o Train staff in trauma-informed practices and de-escalation strategies.
 - o Provide mental health resources, SEL curriculum, and family outreach.
- **Family & Community Engagement:**
 - o Offer flexible, inclusive engagement for high-poverty families.
 - o Provide wraparound services: clothing, food, after-school programs, healthcare, etc.

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:

As a building, the ELA whole school MPI was 404.2, within a band of 400 to 500. Maplewood Elementary will maintain the building designation level of on target for ELA all students by increasing each grade level's MPI by 5% during the 23-24 school year.

- 54% of 3rd-5th graders were proficient or above on the 2024-2025 district year-end reading benchmark.
- o 49% of 3rd graders were proficient or advanced on the 2024-2025 MAP assessment.
- 58% of 4th graders were proficient or advanced on the 2024-2025 MAP assessment.
- 58% of 5th graders were proficient or advanced on the 2024-2025 MAP assessment.
- o 52% of Kindergarten-5th Grade were proficient or above on Spring 2024-2025 Fastbridge Assessment.

As a building, the Math whole school MPI was 406.8, within a band of 400 to 500. Maplewood Elementary will increase the building designation level of on target for Math with all students by increasing each grade level's MPI by 10% during the 23-24 school year.

- 68% of 3rd-5th graders were proficient or above on the 2024-2025 district year-end math benchmark.
- o 69% of 3rd graders were proficient or advanced on the 2024-2025 MAP assessment.
- 51% of 4th graders were proficient or advanced on the 2024-2025 MAP assessment.
- 61% of 5th graders were proficient or advanced on the 2024-2025 MAP assessment.
- o 60% of Kindergarten-5th Grade were proficient or above on Spring 2024-2025 Fastbridge Assessment

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

Strengths:

ELA: Building MPI above minimum threshold: 404.2 indicates the school is on the lower end of the "on target" band, but still within acceptable range. Consistent proficiency in 4th & 5th: Both grades at 58%, indicating some instructional stability or effectiveness at upper grades. Multiple sources of data: FastBridge, MAP and district benchmarks all show proficiency in the 50-58% range, supporting consistency in assessment trends.

MATH: Higher overall proficiency than ELA, MAP & Fastbridge show stronger math outcomes compared to reading. Strong 3rd grade MAP results: 69% proficient is a solid indicator of foundational math understanding. Building MPI solidly on target: 406.8 suggests math performance is closer to the middle of the on target band than ELA.

49% of 3rd graders were proficient or advanced on previous MAP assessment
 58% of 4th graders were proficient or advanced on previous MAP assessment
 58% of 5th graders were proficient or advanced on previous MAP assessment

As a building, the Math whole school MPI was 406.8, within a band of 400 to 500. Maplewood Elementary will increase the building designation level of on target for Math with all students by increasing each grade level's MPI by 10% in previous years.

Weaknesses:

ELA: Low overall proficiency: Just over half of students are proficient or above in every measure- suggesting a need for significant instructional improvement. 3rd grade underperformance: only 49% proficient on MAP, low proficiency early in testing years could affect long-term growth. Minimal growth margin: with proficiency barely above 50%, maintaining current status (rather than accelerating growth) risks stagnation or slippage in accountability ratings. Lack of high achievement: no indication of % scoring "advanced"- ceiling performance is unknown.

MATH: 4th grade dip: 51% on MAP is a concerning drop compared to 3rd (69%) and 5th (61%) shows this grade may need targeted support. Variability across grades: Inconsistent performance suggests instructional misalignment or curricular gaps by grade level.

Indicate needs related to strengths and weaknesses:

There is a need to continue providing an additional reading teacher at Maplewood. This teacher would provide focused Tier 2-3 reading interventions for students are below grade level in their reading fluency and comprehension. This teacher would progress monitor student progress throughout the year. There is a need to continue providing a schoolwide certified behavior interventionist. This position would be responsible for assisting with challenging behaviors and decreasing the amount of office referrals and missed classroom instruction during the day. This position will provide small group SEL instruction and partner with parents on specific plans for success.

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:

- Increase from 53% 24-25 SY to 70% 25-26 SY of 3rd-5th grade students scoring proficient or advanced on the Spring reading benchmark
- Increase from 40% 24-25 SY to 47% 25-26 SY of 3rd-5th grade students scoring proficient or advanced on the Spring math benchmark
- Increase from 78% 24-25 SY to 85% 25-26 SY of certified staff responding positively on the topic of Belonging on the Spring Panorama Survey
- Increase from 82% 24-25 SY to 85% 25-26 SY of students attending school as measured by the MSIP Attendance Total Weighted Score Percentile
- Consistent increase in student performance scores over three years on the Spring science benchmark (66%-67%-70%)
- 18 out of 19 student achievement data points in 25-26 SY were above the district average
- Decrease from 10.6% 24-25 SY to 6.6% 25-26 SY of students attending school 85% or less of the time during the 25-26 SY

Weaknesses:

- 27 SY:
- Maplewood's student attendance score did not meet the district and state goal of 95% of students attending school at least 90% of time during the 25-26.
 - 48% of students are not reading on or above grade level as measured by the Spring Fountas and Pinnell Benchmark Assessment
 - 53% of 3rd-5th graders did not score proficient or advanced on the Spring math benchmark
 - Increase in the number of student behavior Office Referrals from the 24-25 SY to 25-26 SY

Indicate needs related to strengths and weaknesses:

Continued need of reading support teacher and professional development opportunities for staff in ELA and math.

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:

Ongoing Professional Development: Staff members have access to regular training and professional development opportunities, which help keep them informed about the latest research, teaching strategies, and best practices. Collaboration and Support: Teachers work collaboratively in Professional Learning Communities (PLCs) to share strategies, address student needs, and improve their practice. Focus on Student-Centered Instruction: Teachers are generally well-prepared to implement differentiated instruction and address diverse learning needs.

Weaknesses:

Inconsistent Implementation of New Strategies: Some teachers may struggle to consistently apply newly learned strategies due to lack of follow-up or support. Varied Levels of Preparation Across Staff: While some teachers may benefit from advanced training or degrees, others may feel less prepared or lack specialized training, particularly in areas like special education or trauma-informed practices.

Indicate needs related to strengths and weaknesses:

More Targeted Professional Development: Ongoing support for new teachers and differentiated professional development for experienced teachers could ensure consistent instructional practices across the school. Coaching and Mentorship Programs: Establishing or expanding coaching or mentorship programs for less experienced teachers would support continuous growth.

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:

At Maplewood school, we are proud of the strong partnerships we've built with families and the community. We offer a variety of family engagement events like literacy nights and cultural celebrations to create a welcoming and inclusive school environment. Communication with families is a clear strength-we use multiple channels, including bilingual supports, to keep parents informed and involved in their child's education. We actively involve families in reviewing our Title I policies and school-parent compact, helping build shared ownership of school goals. Parent education is also a focus; we provide flexible workshops on academics, parenting strategies, and technology use to support families at home. Our school offers strong support systems for students with special needs and those from underserved backgrounds. Through a well-structured MTSS model, trauma-informed practices, and collaboration with families, we ensure students get the academic and emotional support they need. We also prioritize student well-being through access to health services, school-based supports, and partnerships that connect families with basic resources like food, clothing, and mental health care. These strengths work together to create an equitable, supportive learning environment for all students.

Weaknesses:

Despite many strengths, Maplewood has inconsistent family engagement with our high transient community. While events and communication strategies are in place, participation often skews toward families who already feel comfortable or have more flexible schedules. Families facing language barriers, demanding work hours, or limited transportation may still feel disconnected from school decision-making and academic support efforts. As a result, some of the most underserved families may not fully benefit from the resources and partnerships available, leading to equity gaps in involvement and advocacy. We will continue to provide our families opportunities to connect.

Indicate needs related to strengths and weaknesses:

- Capacity building for families through intentional parent education courses
- Need for parent education
- Language support and translation.
- Flexible engagement opportunities
- Increased outreach to underserved families

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:

Maplewood has been awarded Gold Level recognition by the Missouri Department of Elementary and Secondary Education for its successful implementation of Schoolwide Positive Behavior Support (SWPBS). This program emphasizes proactive strategies for defining, teaching, and supporting appropriate student behaviors to create a positive school environment. In terms of academic achievement. Conscious discipline professional development needed to support SEL goals

Weaknesses:

School behavior incidents occurred more frequently during the 2025-26 school year. Attendance efforts fell short of the 90/90 state benchmark. 83% percent of students met goal.

Indicate needs related to strengths and weaknesses:

A continued need at Maplewood is the continued Certified Behavior Specialist to ensure that we have someone to support the challenging behaviors, chronic attendance issues, supporting staff through coaching into challenging behaviors, etc. Continued PD in PBIS and consiious discipline systems,

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. There is a need to continue supporting staff with professional development and classroom supplies. This will aid in providing high quality instruction for learners and meet our building goals for academics.
2. There is a need to continue providing a schoolwide certified behavior specialist. This position would be responsible for assisting with challenging behaviors and decreasing the amount of office referrals and missed classroom instruction during the day. This position will provide small group SEL instruction and partner with parents on specific plans for success. Will lead attendance goal efforts.
3. There is a need to continue providing an additional reading teacher at Maplewood. This teacher would provide focused Tier 2-3 reading interventions for students are below grade level in their reading fluency and comprehension. This teacher would progress monitor student progress throughout the year.
4. Funds are needed to increase the number of quality family involvement events.

Schoolwide Program [Hide](#)

4400 MAPLEWOOD 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)*

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

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	☐ Math	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐	
2	☒ Reading	K ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐	
3	☐ English Language Arts	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐	
4	☐ Science	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐	
5	☒ Other Social Emotional Learning	K ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐	

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	☒	☐	
Supplemental English Language Arts	☐	☐	
Supplemental Mathematics	☐	☐	
Supplemental Science	☐	☐	
1 Other	☐	☐	☐

☐ **Class size reduction**

☐ Grade Levels	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐
☐ Reading Instruction Only	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐
☐ Math Instruction Only	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐

- ☒ **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

Through professional development, staff will utilize instructional strategies and viable curriculum needed to meet challenging Missouri Learning Standards and provide opportunities for all students. This will be done by:

Differentiated Instruction

Content: Provide multiple means of presenting information. This can include videos, readings, hands-on activities, and discussions.

- Process: Offer varied ways for students to engage with the material, such as group work, independent study, or peer teaching.
- Product: Allow students to demonstrate their understanding in different ways, such as through essays, presentations, projects, or artistic creations.

Ongoing Assessment and Feedback

- Formative Assessments: Use regular, informal assessments to gauge student understanding and guide instruction.
- Timely Feedback: Provide immediate, constructive feedback to help students improve and stay motivated.
- Self-Assessment: Encourage students to reflect on their learning and set personal goals.

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

Description of how strategy/strategies will strengthen

To meet the needs of all learners at Maplewood, staff will participate in the following professional development:

Culturally Responsive Teaching

Inclusive Curriculum: Incorporate diverse perspectives and materials that reflect the cultural backgrounds of all students.

Cultural Awareness: Be aware of cultural differences and how they affect learning and interaction in the classroom.

Community Involvement: Engage with students' families and communities to create a supportive learning environment.

Universal Design for Learning (UDL)

Multiple Means of Representation: Present information in different ways to make it accessible (e.g., text, audio, visual aids).

Multiple Means of Action and Expression: Provide diverse options for students to express what they know (e.g., oral reports, written assignments, multimedia projects).

Multiple Means of Engagement: Stimulate interest and motivation by offering choices and challenges that are relevant to students' lives.

- ☐ 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

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

☐ **Uses nonprofit or for-profit external providers to deliver services. These services demonstrate expertise in using evidence-based or other effective strategies to improve student achievements. (ESEA Section 1114(d))**

Description of external providers and services provided

☐ **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

Teacher professional development is critical for several reasons, all of which contribute to improved educational outcomes and a more effective teaching environment. The following PD opportunities will be available to Maplewood staff in 2024-2025 school year.

Understanding Learning Standards

Clarity and Depth: Professional development should help teachers understand the learning standards in depth, including the skills and knowledge students are expected to acquire.

Alignment: Training should focus on aligning curriculum, instruction, and assessment with these standards.

Curriculum Design and Mapping

Backward Design: Educators learn to plan lessons and units by starting with the desired outcomes and working backward to create instructional activities that lead to those outcomes.

Curriculum Mapping: Teachers develop and refine curriculum maps that align with standards, ensuring a coherent progression of learning objectives across grade levels and subjects.

Assessment Practices

Formative and Summative Assessments: Training on creating and using various assessment types to measure student progress towards standards.

Performance-Based Assessments: Instruction on designing assessments that require students to demonstrate their understanding through practical application.

- ☐ **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

Communication and Collaboration

Between Preschools and Kindergarten

Information Sharing: Ensure that preschool teachers share comprehensive information about each child's development, strengths, and needs with kindergarten teachers.

Visits and Observations: Arrange for kindergarten teachers to visit preschools and observe children in their current learning environments. Conversely, allow preschoolers to visit their future kindergarten classrooms.

With Families

Parent Orientation: Host orientation sessions for parents to introduce them to the kindergarten environment, curriculum, and expectations.

Regular Updates: Provide parents with regular updates about the transition process and ways they can support their child at home.

Inclusive Practices

Individualized Transition Plans: Develop individualized transition plans for children with special needs, ensuring that necessary supports and accommodations are in place.

Cultural Responsiveness: Acknowledge and respect the cultural backgrounds of all children and families, incorporating diverse perspectives into transition 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.

School Level Plan Home

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District/LEA Comments

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