

Title I Schoolwide Plan

Please use the assigned Nebraska Department of Education
County District and School Numbers in the table below.

*The New Title I Schoolwide Plan is due to the NDE Federal Programs office
by April 1st*

District Name:	Westside Community Schools
School Name:	Paddock Road Elementary
County-District-School Number: xx-xxxx-xxx	28-0066-009
Grades Served with Title I-A Funds: (PK is rarely served)	K-6
Preschool program is supported with Title I funds. (Mark appropriate box)	☐ Yes ☒ No
Summer school program is supported with Title I funds. (Mark appropriate box)	☐ Yes ☒ No
Indicate subject area(s) of focus in this Schoolwide Plan.	☒ Reading/Language Arts ☒ Math ☐ Other (Specify) _____
School Principal Name:	Quinn McGuire
School Principal Email Address:	mcguire.quinn@westside66.net
School Mailing Address:	3535 Paddock Road Omaha, NE 68124
School Phone Number:	(402)390-6465
Additional Authorized Contact Person (Optional):	Molly McMeekin
Email of Additional Contact Person:	mcmeeKin.molly@westside66.net
Superintendent Name:	Dr. Mike Lucas
Superintendent Email Address:	lucas.mike@westside66.net

<u>Names of Planning Team</u> <i>(include staff, parents & at least one student if Secondary School)</i>	<u>Titles of those on Planning Team</u>
<u>Quinn McGuire</u> <u>Molly McMeekin</u> <u>Matt Kock</u> <u>Maggie Person</u> <u>Thomas Daly</u> <u>Angelica O'Brien</u> <u>Jamie Schnieber</u> <u>Meghan Martin</u> <u>Melissa Lindberg</u>	<u>Administrator/Parent</u> <u>Administrator</u> <u>Classroom Teacher</u> <u>Classroom Teacher</u> <u>School Psychologist</u> <u>School Counselor</u> <u>Instructional Coach</u> <u>Parent</u> <u>Parent</u>

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 287	Average Class Size: 20	Number of Certified Instruction Staff: 27
Race and Ethnicity Percentages		
White: 63 %	Hispanic: 19%	Asian: 1 %
Black/African American: 5 %	American Indian/Alaskan Native: 1%	
Native Hawaiian or Other Pacific Islander: 2 %	Two or More Races: 9%	
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 38%	English Learner: 8 %	Mobility: 0 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
NSCAS (3-6)	
MAP3 3-6 (fall & winter)	
Fastbridge Academic Screeners (K-6)	

Confirm all Instructional Paras are Qualified according to ESSA.	X Yes ☐ No
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Date Reviewed: 10/17/2024

The Schoolwide Plan must be made available to the School, Staff, Parents, and the Public via the school's website.

Please write a narrative in each box below to correspond to the Rating Rubric.

1. Comprehensive Needs Assessment

1.1	<i>Please provide a narrative below describing how data was used from a comprehensive needs assessment of the entire school to identify the needs of all children, particularly those who are failing, or are at-risk of failing to meet State academic standards, and how this analysis was used to plan curriculum, instruction, and assessment decisions.</i> Paddock Road staff use multiple sources of data to measure student achievement. Assessments include: -NSCAS reading, math, and science tests -Measures of Academic Progress (MAP) norm-referenced test (administered in grades 3-6) -FastBridge benchmarking assessments are administered to screen reading and math skills for all students in the fall, winter, and spring. At Paddock Road Elementary School, teachers are an integral part of data analysis teams and assessment decisions. Various assessment teams exist at Paddock Road. Grade level teachers meet weekly as a Professional Learning Community (PLC) to analyze classroom data and make decisions about instruction. The reading and math MTSS team consists of the school's administrators, classroom teachers, special education teacher, reading coordinator, school psychologist, and the English Learner (EL) teacher. The MTSS team for each grade level meets to analyze screening data and make decisions about core instruction and students who need intervention every fall, winter, and spring. In addition, teams meet monthly to examine progress-monitoring data and determine how students receiving intervention are progressing.
1.2	<i>Please provide a narrative below describing how information from parents and community was gathered to identify the needs of the school.</i> Information is gathered through participation in community club meetings, parent/teacher conferences, and individual parent meetings such as IEP meetings. During March of each year, the annual Title I meeting is conducted at the Paddock Road Community Club meeting. The Title I Plan, the Parent Involvement Policy, Assessment Data, and the Compact are shared during this time. Parents were provided the opportunity to give input and suggestions for the plan and forms. In the winter of 2025, the Paddock Road Community Survey was sent to families. All families were invited to participate in the online survey. Paddock Road strives to involve families and seek input in many different areas. A part of our plan to work toward collecting that input at Paddock Road is to determine areas of greatest need regarding family engagement, MTSS B, and communication. In order to accomplish this goal, we asked all families to complete a survey that will provide our leadership team and staff valuable feedback to assess our current reality and support planning next steps. Survey results will be shared with staff and families. Families were presented with a summary of the results at a Community Club meeting in the spring of 2025. A plan during the

2025-2026 school year will also be in play for staff to analyze and discuss results during a staff meeting.

1.3

Please provide a narrative below describing the on-going improvement efforts, which should support the Continuous School Improvement Plan.

Paddock Road Elementary School's continuous improvement cycle uses a strategic planning method for establishing goals and monitoring progress towards these goals. At Paddock Road Elementary, the school leadership team has developed a building action plan that aligns with the Westside Community School's strategic plan. Currently, Paddock Road's building action plan focuses on the following priority goals: **See below**

ACTION PLAN Steps/Indicators	Staff Responsible	Timeline
1. Communication Plan One Pager with CIP Goal, Mission, - LINK	Person	Summer 2024
STEP 4 - FALL: One-pager turned into "Panda Playbook".		
STEP 4 - WINTER:		
2. Present CIP Goal to Staff- CIP Staff Presentation -What is a CIP? -How did we arrive at our goal? Opportunity Myth Activity- High Expectations - MOVED TO AUGUST 30th	McMeekin / McGuire/Schnieber/ Person/Kock	Pre-Opening-Aug 2nd
STEP 4 - FALL: Opportunity Myth: Great conversations and will continue to circle back during whole group staff meetings. A part of the conversations with CIP planning. Mindset shift... we can do hard things.		
STEP 4 - WINTER: Continuing at the PLC and individual teacher level		
3. Familiarize staff with Paddock Mission -Will look at this for possible revision	Angelica Matt - locate, print & handout	Pre-Opening
STEP 4 - FALL: Met with DJ, will work on mission, vision, and culture game plan. Will start in December/January.		

STEP 4 - WINTER: Quinn is planning to meet in March with DJ to make plans about possible fall role-out		
4. Schedule Regular Reading Leadership Team Meetings to regularly review Action Plan, WIN Time, interventions, etc. - Members: McMeekin, McGuire, Schnieber, Miller - Wednesdays at 2:00	McMeekin/ McGuire/ Miller/ Schnieber	Weekly on Wednesday
STEP 4 - FALL: In progress... discussing what we want to occur in WIN and what we are observing. Conversations about how we might want to restructure. Grade level check-in... what we see in PLCs. Coaching our teachers about how to use WIN appropriately in various grades.		
STEP 4 - WINTER: - Use of WIN time is solidly in place and feeling really good about where we are with WIN in the primary grades. Intermediate WIN might be an area to continue to pay attention to - Walkthroughs specifically looking at WIN time and giving feedback - Reading leadership team is shifting focus to core instruction and learning goals		
5. Use Walkthrough Form and TLP to provide regular feedback to teachers on Literacy instruction and Personal Goals Coaching Plan - TA Focus	McMeekin/McGuire/Schnieber/ Miller	-
STEP 4 - FALL: - Not using TLP, using instructional model form and coaching cycles with the TLP. - Figure out what the next step is and what forms to use.		
STEP 4 - WINTER: - District training on walkthrough form, Reading Leadership team will start using W&W walkthrough form - Using TLP for coaching cycles - Quinn and Molly starting to focus on learning goal and indicators		
6. Teachers reflect on a self-recorded lesson, using TLP/Personal Goal - Talk in reflective circles - Turn in reflection to assigned admin	McMeekin and Quinn present at Staff meeting in late september	October - Due October 31st January - Due January 31st
STEP 4 - FALL: Reflective circles completed. Will want to consider the “assigned to admin” piece.		

- Many great conversations with the staff.

STEP 4 - WINTER:

- Plan to do another self-recorded lesson and talk in reflective circles. Have not done the January one. Consider incorporating the learning goal and need to determine when to do the second one.

7. Provide Professional Learning on Collective Teacher Efficacy

- A. Adults make a list of what they will not say about kids
- B. Incorporate slides/information from Dwayne Chism and come back to lists
- C. Set expectations/share process/Implement ICEL and RIOT during the Problem Solving Process
 - a. Daly is documenting process in EduClimber; rolling out to staff as needed in Fall 24
 - b. 25-26 staff-wide training given for everyone to document problem solving in EduClimber
- D. Implement Collaborative Planning (Classroom Teachers, Special Education, EL)
 - a. Teachers will examine and use formative assessment data that relates to CIP to make instructional decisions at least 2x per month
 - b. Use Strategic Monitoring school-wide for SPRING.
 - i. Moving forward

McMeekin/McGuire/Schnieber

Problem Solving Team

Daly/ All Staff

All Staff - Schnieber attend CIP days

- 1. Pre-Opening
- 2. Throughout the year during PL opportunities

- 4. Throughout the year during protected PLC Plan

STEP 4 - FALL:

- List of words and continue to follow up on them at meetings.
- Chism coming back in January, consider how to incorporate new material and revisit the previous message.
- ICEL and RIOT... happening and a work in progress. Using with problem-solving process. Work to have problem-solving process to follow the child through EduClimber. Move to having teachers able to access and use this information. Work to have one process.
- Two scheduled days per week for teachers. Collaborative planning with Special Education, getting prepared for upcoming lessons and scheduling interventions.
- CFA's... quick checks and strategic monitoring. Using IXL as a role.
- ADD action step around IXL.
- State standards report with IXL.
- Celebrating small wins.

STEP 4 - WINTER:

- Doing strategic monitoring for everyone....math and ELA. (IXL as a possible tool for this).
- Ensure a connection between the goal and the monitoring tools.
- Consider Intermediate level for action steps.... What is it we need to do for this level?

8. Provide Professional Learning Focus in the area of ELA

- A. Follow through with W&W Professional Development
 - a. Reading Leadership Team will meet to make decisions on best implementation of PD from Great Minds
- B. Use research based podcasts as a form of PL
 - a. Teachers will be given time to listen to Melisa and Lori Love Literacy Episode 193 Systems to Get Better Reading Results with Stephanie Stollar- Use Reflective Circles at a staff meeting to discuss.
 - b. Continue use of Podcasts throughout the year on PD Days. (Topics will include: Foundational Skills, Fluency, Vocabulary)
- C. Provide time during PD days for continuous refining of Foundational Skills Instruction (K-3)
 - a. Explicit Instruction
 - b. Fidelity of Lesson Plans
 - c. Add Instructional Rounds for Primary
- D. Provide time during PD days for Fluency PL
 - a. Train on 6 minute solution process
 - b. Use grade level texts that connect to grade level content (ELA, Science, SS, etc)
 - c. Using Fluency passages within Wit & Wisdom- (Which grades?)

McGuire/
McMeekin/
Schnieber/Mil
ler

Miller

Schnieber
Small Group

Schnieber

1. The meeting following a Great Minds PD
- 2.
3. First session will be during Pre-Opening and at least one other session per semester on PD day
4. First session will be during Pre-Opening and at least one other session per semester on PD day

Quarter 2 Went on
Nov. 8 to Loveland

Nov. 20

Quarter 2 - Nov. 20

STEP 4 - FALL:

- Great Minds pushed back so haven't had as much time to process... make sure feel good about follow-up. Does naturally come out in coaching cycles.
- Great conversations about the Podcast.
- Continue with podcasts on different projects.
- Completed PD around foundational skills and PD for fluency... completed and will continue.

STEP 4 - WINTER:

- February 17
 - Consider a time for K-2 foundations (with the loss of January PL day)
 - K-2 Small group focused on comprehension professional learning using Read Works. Fluency AND comprehension as a focus
 - 3-6 topics as well

a. Incorporate literacy strategies and Parent Powered Resources that will support CIP Goal D. Kindergarten book bags E. K-2 Sending home charts, sound page, and high-frequency words		
STEP 4 - FALL: - Family engagement night was a huge success. Most library cards that have ever been given out. - One school/One Book for winter is coming. 96% attendance rate in September. Meet every two weeks as a full team. 2 students getting close to chronic absenteeism. - Consider adding a new action plan around attendance/tardies. - Consider video with sounds in the home packet		
STEP 4 - WINTER: - Doing a one-school-one-book plan... celebration for this committee. - Book bags done, charts going home, video with sounds completed		
12. Continue to make Attendance a priority A. Target cohorts with poor attendance rates and high tardies B. Celebrate/reinforce good attendance C. Follow attendance procedure with fidelity to address attendance concerns D. Use percentage rates (instead of days) to guide Attendance meetings	Attendance Team	
STEP 4 - FALL:		
STEP 4 - WINTER: Attendance leaders are doing the hard work and staying consistent with that work.		
13. Shifting focus to align indicators, instruction, and assessment with the goal - PLC Structure - Start with looking at next week ahead- Intentional planning of Alignment - Decide what data to look at for the upcoming week - IXL - Data to guide small groups for WIN - Reading leadership meeting with building mentors to help coach new staff - Walkthroughs and feedback - Reading Leadership - Amanda and Jamie walking through classrooms using the Walkthrough Form - Quinn and Molly walking through classrooms using the priority of the time (walkthrough form informs the priority area. - Indicator Alignment (February) - Pacing - Rigor		

14. Develop plan to utilize IXL as a learning and assessment tool and application to WIN time
 - February 17 professional learning focus on standards alignment and continued focus on diagnostics

15.

2. Schoolwide reform strategies

2.1

Please provide a narrative below describing the additional assistance provided for students at risk of not meeting the challenging state academic standards.

Paddock Road certified staff members have conducted needs assessments by examining academic achievement and social/emotional/behavioral data at several staff meetings. Data digs have been held to analyze state assessment results, including by the various demographic groups. Staff members have also analyzed office referral and behavior screen data throughout the year. In addition, staff analyze grade level and individual student reading and math achievement data at fall, winter, and spring screening meetings and at monthly data review meetings. Teams determine the effectiveness of core instruction and need for individual interventions as part of these meetings. Students who are identified for intervention are tracked weekly or bi-weekly for progress.

Paddock Road utilizes a Multi-tiered System of Supports (MTSS) model to address the academic and social/emotional/behavioral needs of all of the students in our school. Several assessments are used to screen all students' reading, math, and behavior skills in the fall, winter, and spring. Screening data is used to identify students for additional intervention using criteria set forth by Westside Community Schools.

Paddock Road employs a reading coordinator to support the reading and writing needs of our students. The school-based MTSS reading team uses data from the screeners, along with an intervention matrix to ensure that interventions implemented are evidence based and match the student's area of need. This team then meets weekly to review data and collaborate to determine the effectiveness of the core curriculum and make necessary adjustments to individual student interventions. In addition, grade level teachers utilize weekly PLCs to examine assessments, analyze results, and plan how to provide additional assistance to students using evidence based strategies.

Paddock Road also employs an instructional coach and math intervention educational assistants to support students in the area of math through the MTSS process. These individuals have been trained in evidence-based interventions to provide support to students identified in the area of math. Math data is looked at quarterly to ensure students are making progress and or adjustments are made as necessary.

Paddock Road and Westside Community Schools also partner with Children's Behavioral Health to allow for easy access to mental health professionals and risk assessments as needed. The staff at Paddock Road also utilize the Second Step SEL curriculum for students in grades K-8. Paddock Road continues to utilize MTSS B processes to promote positive behavioral supports. MTSS B and SEL are as important as other core subject areas at Paddock Road. Teachers spend time teaching behavioral expectations and social skills daily, as well as a weekly SEL lesson from Second Step. Three times a year, teachers complete a

social emotional universal screening tool (SAEBRS) which identifies students who might be considered at-risk. The MTSS B Team then meets to identify interventions to match student needs in the area of social, emotional, and/or behavioral support.

3. High quality and ongoing professional development

3.1

Please provide a narrative below describing the professional development and other activities provided to improve instructional effectiveness and use of academic data to guide instruction.

In the summer and fall of 2024, the Paddock Road leadership team met to review and prioritize building goals and professional learning needs for all staff. Work around the district instructional model as well as a focus on an ELA curriculum adoption was the focal point of the school year.

Administrators received specialized training in observation and coaching process specifically in the area of reading and writing. Administrators practices these methods and refined them through three different professional learning opportunities.

All staff members at Paddock Road Elementary School (certified and classified) participated in professional learning opportunities during the first and second semester for Wit&Wisdom. Each year, every certified staff member is required to input a personal professional goal into the Unified Talent system. This goal addresses the area in which staff will work on an individual basis to improve student achievement. Certified staff members log all professional learning participation throughout the year. Choice in professional learning is provided throughout the school year, both at the building as well as at district professional learning days.

At the beginning of the school year, the district hosts an Educational Assistant Conference to provide multiple training opportunities to all district paraprofessionals. Example topics from the conference include assistive technology, correcting problem behaviors, supporting literacy, and first aid. Educational Assistants provide feedback about what they learned at this conference and what topics should be provided at future conferences.

New certified staff are provided with an extensive support system through the Westside Way cadre (WW). Throughout the staff member's first three years, they learn about effective instruction and are observed and coached by staff development facilitators who help them implement what they have learned. All teachers who are new to Paddock Road Elementary School are assigned a mentor through the Westside Community School District's Mentoring Program. New staff members meet with his or her mentor regularly to touch base, ask questions, share concerns, etc. Mentors promote effective instruction by advising on the implementation of outcomes and assessments and the use of best practices in each content area. The mentors share curriculum resources and materials as well as classroom management and behavior strategies. In addition, the mentors serve as a liaison to district resources.

4. Strategies to increase parent and family engagement

4.1	<i>Please provide a narrative below describing how the School-Parent Compact was jointly developed and how it is distributed.</i>
Paddock Road Elementary School strives to involve parents and seek parent input in many areas of education and decision-making. The Title I Parent-School Compact is reviewed annually with teachers and parents. Parents may provide feedback about the plan. Parents were invited to provide input for revisions to the compact at the March Community Club Meeting. The compacts are signed electronically at the beginning of the year as part of our District Online Registration process. It is included as part of the Student-Parent Handbook. This process must be completed by each family at the beginning of the school year.	
4.2	<i>Please provide a narrative below describing how parents were involved in developing the Title I Parent and Family Engagement Policy or Procedure.</i>
Paddock Road Elementary School is committed to fostering strong partnerships with families to support student success. Parent involvement is a vital component of our school community, and we offer various meetings, events, and activities throughout the year to keep families engaged. Each fall, we host a Back-to-School Open House, providing students and parents the opportunity to become familiar with the school, meet teachers, explore classrooms, and learn about the curriculum. In October, our Family Engagement Night highlights our new English Language Arts (ELA) curriculum through interactive, hands-on learning and literacy activities. Local businesses and community organizations are also invited to participate in this event. In January, we hold a Winter Family Engagement Night aligned with our literacy goals. This past year, the event featured <i>The Land of Roar</i> as part of our One School, One Book initiative. In the spring, we celebrate with a school carnival and art show, showcasing students' talents in the fine arts and welcoming the warmer season. Our parent group, the Paddock Road Community Club (PRCC), meets monthly and plays an active role in organizing and funding various school activities, including family engagement nights. PRCC works closely with school staff to support a positive school culture and community involvement. Parent involvement is also integrated into our Social and Emotional Learning (SEL) curriculum. Students participate in home-based discussion activities and cross-age buddy programs that foster emotional growth and community connection. To maintain strong school-home communication, Paddock Road utilizes multiple platforms, including newsletters, the school website, classroom learning platforms, surveys, positive note postcards, and social media.	
4.3	<i>Please provide a narrative below describing how and when the annual Title I parent meeting is/was held informing parents of the school's participation in Title I.</i>
The annual Title I parent meeting was held in March of 2025 at a Paddock Road Community Club meeting. Parents were notified of this meeting in the weekly newsletter sent out by the principal. As part of the Title I meeting, parents were provided copies of the Title I Schoolwide Plan, the Compact, Assessment data, and the Parent Involvement Policy. Information was	

also shared about the benefits and outcomes of students receiving reading and math interventions. Parents were given the opportunity to provide input for the plan and to ask questions. Additional opportunities to involve parents include the Paddock Road community survey given to families each year. The survey provides building leaders and teachers valuable input to promote student learning and ongoing family engagement.

5. Transition Plan

5.1	<i>Please provide a narrative below describing the school's transition plan for incoming students to support, coordinate and integrate services from their previous program or school (i.e. Headstart and/or other Early Childhood Program to Elementary, Elementary to Intermediate, Intermediate to Middle School, Middle School to High School).</i>
	Paddock Road Elementary provides several opportunities for families to connect with the school before the start of their kindergarten year. In the spring, Paddock Road provides an Open House for kindergarten families parent meeting to inform parents about what kindergarten looks like at Paddock Road, meet the staff, get acquainted with the school, and learn about prepping their students for kindergarten. This night also allows parents to ask questions, meet teachers and other staff, and see the classrooms and school. Soon to be kindergarteners are invited to a kindergarten roundup each spring to meet teachers and experience some time in the classrooms. The week before school starts, all students are invited to a back to school Open House. Incoming kindergarten families with students who have qualified for an IEP participate in a transition meeting prior to the start of the school year. During these meetings, the principal, along with early childhood and elementary IEP teams (including parents) meet to discuss transition and plans. Parents of incoming kindergarten students also receive a summer newsletter and information for the start of the school year. Parents are also provided with literature through the principal regarding kindergarten readiness and tips and tricks to support their soon to be grade school student. To assist with the transition, and to learn procedures, students are split into 2 groups and half of the students attend for two days. All students start together on the fifth day of the new school year. During the first week of school, kindergarten families are invited to an evening social at "Rocket Park." During this time, students have the opportunity to interact with their new classmates, while parents have the opportunity to make connections with other families in a fun, relaxed setting.
5.2	<i>Please provide a narrative below describing the school's transition plan for outgoing students as they move onto their next school / program / career. (i.e. Elementary to Intermediate, Intermediate to Middle School, Middle School to High School, High School to Post Secondary Schooling or Career).</i>
	Westside Middle School hosts several events in coordination with elementary buildings to support the transition between elementary school and middle school. Families of sixth grade students receive notification of orientation nights which take place in February and March and include the availability of dinner, as well as choice breakout sessions. The breakout sessions outline the registration process, information about extracurricular activities, grading, special education, and student strengths/life skill development. Westside Middle School also hosts a Warrior Walkabout for all sixth graders throughout the district. Groups for this walkabout are created including students from multiple schools to meet new students as they learn about

their new middle school home. Sixth grade students also have the opportunity to attend an optional jumpstart camp in the summer to get more acclimated to the building and ready for middle school. Additionally, special education case managers meet with staff at the middle school to provide opportunities for extra field trips as appropriate. Westside Middle School counselors schedule a day to visit all elementary buildings to answer student questions, and hold a separate meeting with the sixth grade staff and leadership team regarding student needs.

6. Strategies to address areas of need

6.1

Please provide a narrative below describing how the Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day.

Paddock Road offers several opportunities to extend learning for all students. Westside Community Schools implemented a master schedule where interventions and enrichment opportunities can co-exist in the classrooms at the same time. This also extended the reading block which allows for teachers to meet with reading groups. The reading groups are smaller groups of students that work at their instructional reading levels. The teachers will meet with groups that are at lower instructional levels more often throughout the week. Students who need more practice in reading meet with their teachers in small groups from three to five times a week.

Paddock Road also offers three family engagement nights during the year noted in 4.2. The purpose of the family engagement nights is to invite students and parents to participate in a night of extended learning and enrichment. Activities are centered around math, science, reading, art, etc.

Every summer, Paddock Road partners with a neighboring Title I school to offer a 3 week reading, writing, and math summer school. Certified teachers teach the summer school classes. Students are also given breakfast and lunch as a part of this program.

7. Consolidation OR Coordination and Integration of Federal, State, or local Funds

7.1

Our LEA does not Consolidate Title I funds, with other Federal, State, and local funds. If you think your district does consolidate funds, contact your consultant. (It is common practice in Nebraska to not consolidate funds). *(If you choose not to consolidate, N/A is acceptable.)*

Our district chooses to coordinate and integrate local/state general funds, federal funds (ESSA funds, National School Lunch funds) in order to meet our student needs and support student achievement.