

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) | <input type="checkbox"/> Yes X No |
| Summer school program is supported with Title I funds. (Mark appropriate box) | <input type="checkbox"/> Yes X No |
| Indicate subject area(s) of focus in this Schoolwide Plan. | X Reading/Language Arts X Math <input type="checkbox"/> 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): | Danielle Herzog |
| Email of Additional Contact Person: | herzog.danielle@westside66.net |
| Superintendent Name: | Dr. Mike Lucas |
| Superintendent Email Address: | lucas.mike@westside66.net |

| | |
|---|--|
| <p align="center"><u>Names of Planning Team</u> <i>(include staff, parents & at least one student if Secondary School)</i></p> <p align="center"> <u>Quinn McGuire</u> <u>Danielle Herzog</u> <u>Matt Kock</u> <u>Maggie Person</u> <u>Sarah Rozniecki</u> <u>Angelica O'Brien</u> <u>Molly McMeekin</u> <u>Beth Meyers</u> <u>Melissa Lindberg</u> </p> | <p align="center"><u>Titles of those on Planning Team</u></p> <p align="center"> <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> </p> |
|---|--|

| 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 <input type="checkbox"/> No |
|--|-----------------------------------|

Date Reviewed: _____

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 | <p><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></p> <p>Paddock Road staff use multiple sources of data to measure student achievement. Assessments include:</p> <ul style="list-style-type: none"> -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. <p>At Paddock Road Elementary School, teachers are an integral part of data analysis teams and assessment decisions. Various assessment teams exist at Paddock Road.</p> <p>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.</p> |
| 1.2 | <p><i>Please provide a narrative below describing how information from parents and community was gathered to identify the needs of the school.</i></p> <p>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.</p> <p>In the winter of 2024, the Paddock Road Community Survey was sent to families. All families were invited to participate in the online survey.</p> <p>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, PBiS, 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.</p> <p>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 2024. A plan during the</p> |

2024-2025 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:

Priority Area: Student Dignity & Belonging

Year: 2023-24

Status: **Active**

Goal 1: All students will learn in an environment where adults identify their students’ academic and social needs, and focus on the work that best promotes their learning. Students are encouraged to: excel academically, challenged to think, and be valued as individuals with diverse needs.

Strategy (1.1): Grow and nurture a district culture that values, demonstrates and promotes a sense of belonging and dignity for all by embracing diversity, equity, and inclusion.

STRATEGY TARGET: Overall average composite score on Student Belonging Survey.

DISTRICT
Spring 22-23:
EOY Target:
25-26 Target: 5.0

PADDOCK ROAD
Spring 22-23: 3.79
EOY Target: KDLC
25-26 Target: KDLC

Key Actions

[Paddock Road Ongoing Checks & Data](#)

Action 1: Increase core strategies to support a positive learning environment

- Ongoing culture development work through in-person after-school staff meetings and specialized training opportunities throughout the school year to identify and develop strategies to meet student needs
- PBIS Praise and Recognition - Thumbs up, positive office referrals, panda pride assemblies, student of the month recognition
- 5th Grade Kindness Retreat

Action 2: Continue to develop a building culture that embraces and honors diversity, equity, and inclusion

- Maintaining “No Place for Hate” status
- Maintaining “Unified Champion School National Banner Recognition”
- Creating an environment where families feel welcome at school by hosting family engagement opportunities
- Promoting Unified events and encouraging participation in Unified events around the city of Omaha
 - Events are included in newsletters and promoted through social media
 - Staff shout-outs to staff who participate

Action 3: Foster a partnership with families to establish an understanding of the value of the importance of regular school attendance arriving on time.

- Building Leadership Team monitors and reviews monthly attendance data
 - Targeting tardies in Quarter 1
 - HERO Drive for “Perfect Attendance” starting in Quarter 2
 - Teacher involvement in attendance communication
- Ongoing communication with families about attendance concerns and support options
- Collaboration with School Social Worker and School Counselor to provide wrap around services to families, as needed
- Building Leadership Team works to recognize, encourage, and sometimes incentivize regular attendance and arriving to school on time
- Monthly attendance data (unexcused)
- Monthly attendance data (overall)
- Attendance plans for students, as needed
- Attendance data shared in parent newsletter

Summary: This school year, Paddock Road will be focusing our efforts on establishing a positive and supportive learning and working environment for staff and students. We will collaborate with different groups, such as PBIS team, Sunshine Committee, and Building Leadership Team, to create opportunities for staff, family and student engagement and foster positive recognition and acknowledgment. Various initiatives include Staff shout-outs, Staff Member of the Month, Students of the Month, Positive Office Referrals, as well as culture building activities with staff both inside the school and outside work hours. We will utilize quarterly feedback forms for staff to keep a pulse on the climate and create professional development opportunities at our weekly staff meeting time to address concerns and needs.

Priority Area: Reading

Year: 2023-24

Status: **Active**

Goal 1: All students will learn in an environment where adults know their students and focus on the work that best promotes their learning. Students are encouraged to excel academically, challenged to think, and valued as individuals with diverse needs.

Strategy (1.2): All students will demonstrate growth, reach high levels of academic achievement, and participate in challenging work.

STRATEGY TARGET: NDE Academic Classification = Good

| | |
|--|--|
| DISTRICT Spring 22-23: EOY Target: % 25-26 Target: 70% | PADDOCK ROAD Spring 22-23: EOY Target: 25-26 Target: Great |
|--|--|

| | |
|--------------------|--|
| Key Actions | Paddock Road Ongoing Checks & Data |
|--------------------|--|

| | |
|--|--|
| Action 1: Deliver high quality core instruction | <ul style="list-style-type: none"> • Walkthrough Data • Ongoing Wit & Wisdom professional development opportunities • Admin and Instructional Leadership support in targeted grade levels • Reading Leadership team meets weekly to discuss scheduling, fidelity, needs and support teachers in their first year of a new curriculum |
| Action 2: Increase student scores on FAST Early Reading and CBM-R | <ul style="list-style-type: none"> • Interventions provided at all levels based on student reading achievement levels/<i>needs</i> |
| Action 3: Building focus on writing clear learning goals | <ul style="list-style-type: none"> • Walk through data • Collaborative lesson planning in grade levels utilizing Instructional Coach, Reading Coordinator, and Administration |
| <p>Summary: As a building, we are monitoring student achievement in reading as well as supporting our teachers through the implementation of new curriculum. We will continue to analyze progress during Fast PLCs and MTSS meetings to determine if we need to reactivate our goal.</p> | |

Priority Area: Supported and Engaged Staff

Year: 2023-24

Status: **Active**

Goal 2: All staff members will learn and grow in a culture where everyone belongs.

Strategy (2.2): Provide a safe and welcoming work environment that fosters belonging and engagement.

STRATEGY TARGET: Overall composite Belonging Survey.

| | |
|---|--|
| <p>DISTRICT Spring 22-23: EOY Target: 25-26 Target: 5.0</p> | <p>PADDOCK ROAD Fall 21-22: EOY Target: 25-26 Target: 5.0</p> |
| <p>Key Actions</p> | <p>Paddock Road Ongoing Checks & Data</p> |
| <p>Action 1: Review Staff Belonging data</p> | <p>Identify areas for growth and ongoing trends</p> |
| <p>Action 2: Maintain specific strategies aimed at increasing staff belonging and engagement</p> | <ul style="list-style-type: none"> • Culture work around our Social Contract • Re-creation of the Sunshine Committee • Thursday Rec League • Spirit Day • Alpaca Pack challenges • December to Remember • Quarterly Check-in survey and follow-up meetings • Quarterly Check-in with new staff members • Paddock Road Staff Member of the Month • Staff Shout Outs |

Summary: This year, Paddock continues to focus on staff's identified sense of belonging and community. We have created numerous fun, engaging, as well as reflective and feedback providing opportunities for staff. We have quarterly check-ins to all staff, as well as added support through building walkthroughs, one-on-one meetings and team leader meetings to keep a pulse on the needs and feelings of our staff members.

Additionally, our Sunshine Committee is creating out-of-building opportunities to gather as a staff and create important, respective relationships with each other.

Priority Area: ATSI Student Group - Special Education

Year: 2023-24

Status: ATSI

Goal 1: All students will learn in an environment where adults know their students and focus on the work that best promotes their learning. Students are encouraged to excel academically, challenged to think, and valued as individuals with diverse needs.

Strategy (1.2): All students will demonstrate growth, reach high levels of academic achievement, and participate in challenging work.

| Key Actions | <u>Paddock Road Ongoing Checks & Data</u> |
|--|--|
| Bi-weekly attendance meeting with Social Worker, Counselor and Admin to review high-risk attendee concerns | <ul style="list-style-type: none"> ● Have student group attendance data pulled prior for review and ongoing radar ● Incentivizing students to attend, on time, every day ● Partnership and collaboration between home and school |
| Accessing data to analyze and plan for high stakes assessment | <ul style="list-style-type: none"> ● Test Prep/Assessment ● Accommodations ● Use of assessment data and platforms to make informed decisions on intervention and practice ● Planned teaching of assessment preparations and assessment strategies |
| Ongoing coaching and feedback on interventions | <ul style="list-style-type: none"> ● Completed by Reading Coordinator and MTSS Coordinator (Karin) |
| Individualized Professional Learning and support for each special education teacher | <ul style="list-style-type: none"> ● Planning for ELA (Access to grade level content) in a manageable way <ul style="list-style-type: none"> ○ Bite sized way to use MLR ○ Scaffolding using Teacher's Edition ○ Accommodations v. modification ● Individualized coaching and IEP Goal |

| | |
|--|--------|
| | Audits |
| | |

2. Schoolwide reform strategies

| | |
|---|---|
| 2.1 | <i>Please provide a narrative below describing the additional assistance provided for students at risk of not meeting the challenging state academic standards.</i> |
| <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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 PBIS processes to promote positive behavioral supports. PBIS 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</p> | |

considered at-risk. The Positive Behavioral Interventions & Supports (PBiS) 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 2023, 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> |
| <p>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.</p> | |
| 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> |
| <p>Paddock Road Elementary School organizes various meetings and activities to involve parents in their students' learning. Parent involvement is an essential component of student success at Paddock Road Elementary School. Paddock Road holds a back to school Open House every fall to give students and parents the opportunity to get familiar with the school, their new classroom, the curriculum, and the teacher. In October, Paddock Road has a Family Engagement Night to invite families to participate in activities that are both academic and social. At this event we invite local businesses and community organization to participate. In January, Paddock Road's Winter Family Engagement Night featured the new ELA curricular through hands on learning and literacy. In the Spring we held a carnival and art show that showcased our students' fine arts abilities as well kicked off the start of warmer weather. Paddock Road has a parent group called the Paddock Road Community Club (PRCC) that meets monthly. The PRCC plans and organizes a variety of activities throughout the school year. PRCC collaborates with school staff to organize and fund family engagement nights. Parent involvement is also embedded throughout our Social and Emotional Learning (SEL) curriculum. As part of the SEL curriculum, students are involved in home side discussion activities and cross-age buddy activities. Paddock Road Elementary also uses several mediums to provide school-home communication including newsletters, school website, individual classroom learning platforms, surveys, positive note postcards, and social media.</p> | |
| 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> |
| <p>The annual Title I parent meeting was held in March of 2024 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.</p> | |

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</i> |
|------------|--|

Childhood Program to Elementary, Elementary to Intermediate, Intermediate to Middle School, Middle School to High School).

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

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).

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 | <i>Please provide a narrative below describing how the Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day.</i> |
| <p>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.</p> <p>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.</p> <p>Every summer, Paddock Road partners with a neighboring Title I school to offer a 5 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.</p> | |

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). <i>(If you choose not to consolidate, N/A is acceptable.)</i> |
| 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. | |