Title I Schoolwide Plan

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

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 X No
Summer school program is supported with Title I funds. *(Mark appropriate box)*	Yes X No
Indicate subject area(s) of focus in this Schoolwide Plan.	X Reading/Language Arts X 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

Names of Planning Team *(include staff, parents & at least one student if Secondary School)*	Titles of those on Planning Team
Quinn McGuire	Administrator/Parent
Molly McMeekin	Administrator
Matt Kock	Classroom Teacher
Maggie Person	Classroom Teacher
Cindy Page	School Psychologist
Angelica O'Brien	School Counselor
Jamie Schnieber	Instructional Coach
Amanda Miller	Reading Coordinator
Kristen Lorenzen	Parent
Michelle Kieffe	Parent

School Information

(As of the last Friday in September)

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 *(may be found on NEP https://nep.education.ne.gov/)*		
Poverty: 38%	English Learner: 8 %	Mobility: 9 %

Assessments used in the Comprehensive Needs Assessment (ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)	
NSCAS ELA	NSCAS Math
MAP Science	MAP Math
MAP ELA	Fastbridge
SAEBRS	mClas

Confirm all Instructional Paras are Qualified according to ESSA.	X Yes No

Date Reviewed: 10/15/26

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

1. Comprehensive Needs Assessment

1.1	*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.*

Paddock Road Elementary School utilizes a comprehensive needs assessment process that incorporates multiple sources of student achievement data to identify the academic needs of all students, particularly those who are failing or at risk of failing to meet Nebraska State academic standards. This ongoing analysis allows the school to make informed decisions regarding curriculum, instruction, assessment practices, and intervention supports to ensure all students have access to high-quality learning opportunities.

The school collects and analyzes data from a variety of assessment measures to provide a comprehensive understanding of student performance. These assessments include the Nebraska Student-Centered Assessment System (NSCAS) in reading, mathematics, and science; Measures of Academic Progress (MAP) assessments administered to students in grades 3-6; and FastBridge screening assessments in reading and mathematics administered to all students in the fall, winter, and spring. Together, these measures provide both summative and formative information that allows staff to identify trends, monitor growth, and evaluate student progress toward grade-level standards.

At Paddock Road, teachers play an essential role in the analysis and use of student data. Grade-level teams meet weekly as Professional Learning Communities (PLCs) to review classroom assessment data, identify student learning needs, and make instructional decisions. These collaborative conversations allow teachers to examine student performance, evaluate the effectiveness of instructional practices, and adjust instruction to better meet student needs. PLC teams also use data to identify essential learning targets, determine areas requiring additional support, and develop plans for enrichment and intervention. In addition to PLCs, Paddock Road utilizes a Multi-Tiered System of Supports for Academics (MTSS-A) process to ensure that students receive timely and targeted interventions. The MTSS-A team includes administrators, classroom teachers, the reading coordinator, special education teacher, school psychologist, and English Learner (EL) teacher. Following each FastBridge benchmark window in the fall, winter, and spring, grade-level MTSS teams meet to analyze screening data and identify students who may be at risk of not meeting grade-level expectations. Through this process, teams evaluate the effectiveness of Tier I core instruction, identify trends across grade levels and student groups, and determine which students require additional interventions or enrichment opportunities.

Throughout the school year, MTSS teams also meet monthly to review progress-monitoring data for students receiving intervention services. These meetings provide opportunities to assess student growth, evaluate intervention effectiveness, and make adjustments to instructional plans as needed. Decisions regarding intervention intensity, instructional strategies, and student placement within intervention groups are guided by data and focused on accelerating student learning.

The analysis of schoolwide assessment data has directly influenced curriculum, instruction, and assessment decisions at Paddock Road. Literacy data revealed the need for stronger foundational reading instruction, resulting in the implementation of the P95 literacy initiative in grades K-3 and increased professional development focused on the Science of Reading. Reading and mathematics data have also informed the use of WIN (What I Need) Time, allowing staff to provide targeted support based on individual student needs. Additionally, assessment data has guided professional learning priorities, curriculum pacing discussions, and the refinement of Tier I instructional practices to ensure greater consistency and effectiveness across classrooms.

By engaging in a continuous cycle of data collection, analysis, planning, implementation, and monitoring, Paddock Road Elementary ensures that instructional decisions are responsive to student needs. This comprehensive needs assessment process allows the school to proactively identify areas for improvement, provide targeted support for students at risk of academic failure, and maintain a strong focus on helping all students achieve success on state standards and beyond.

1.2	*Please provide a narrative below describing how information from parents and community was gathered to identify the needs of the school.*

Paddock Road Elementary School values strong partnerships with families and the community and uses multiple opportunities to gather feedback that helps identify school needs and inform continuous improvement efforts. Family and community input is considered an important part of the school's decision-making process and planning.

Information is gathered throughout the year through Community Club meetings, parent-teacher conferences, Individualized Education Program (IEP) meetings, and individual parent conferences. These opportunities allow families to share perspectives, discuss student needs, and provide suggestions related to academics, behavior supports, communication, and school improvement initiatives.

As a Title I school, Paddock Road conducts its annual Title I meeting each March during a Community Club meeting. During this meeting, the Title I Schoolwide Plan, Parent and Family Engagement Policy, assessment data, and School-Parent Compact are reviewed with families. Parents are encouraged to provide feedback and suggestions, which are considered during the annual review process. Families also have opportunities to provide input on the School-Parent Compact to ensure it reflects a shared commitment to student success.

In the winter of 2026, Paddock Road administered a Community Survey to all families to gather feedback regarding family engagement, communication, school climate, and MTSS-B systems. Survey results were reviewed by school leadership and shared with families during a Community Club meeting in the spring of 2026. During the 2026-2027 school year, staff will analyze the results to identify strengths, areas for growth, and future action steps.

Through these ongoing opportunities for collaboration and feedback, Paddock Road Elementary ensures that parent and community voice is incorporated into school improvement efforts and helps guide decisions that support student achievement and well-being.

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 utilizes a continuous improvement cycle grounded in strategic planning, data analysis, and collaborative decision-making to establish goals and monitor progress toward improved student outcomes. The school leadership team has developed a Building Action Plan that aligns directly with the Westside Community Schools Strategic Plan and reflects our commitment to continuous growth in both academic achievement and student well-being.

Currently, Paddock Road's literacy goals focus on ensuring strong foundational reading skills in grades K-2 and increasing proficiency in English Language Arts for students in grades 3-6. To support these goals, the school has identified and implemented a series of action steps that are monitored regularly through leadership meetings, Professional Learning Communities (PLCs), MTSS-A and MTSS-B processes, and ongoing professional development. The goal is as follows:

- From a baseline of 2026 Fall Fastbridge benchmark, 85% of students in grades K-1 will achieve the Early Reading benchmark by Spring 2027.
- From a baseline of 2026 Fall Fastbridge benchmark, 85% of students in grade 2 will achieve the CBM-R benchmark by Spring 2027.
- 80% of students in grades 3-6 (individually), will achieve proficiency (on track or advanced) on Spring 2027 ELA NSCAS.

Action Step 1 focuses on aligning professional learning with district initiatives and evidence-based instructional practices. During the 2026-2027 school year, staff will continue implementation of 95Percent Group, our newly adopted literacy initiative for grades K-3. This represents our first full year of implementation and has provided teachers with structured, research-based practices aligned to the Science of Reading. Professional development efforts continue to focus on strengthening teacher understanding of foundational literacy skills, student engagement strategies, active participation techniques, and the effective use of positive-to-corrective feedback ratios. Teachers are supported through district training opportunities, coaching, collaboration, and classroom implementation cycles designed to strengthen Tier I instruction.

Action Step 2 emphasizes the use of PLCs and MTSS-A meetings as collaborative structures for data analysis and instructional planning. Grade-level teams regularly analyze student performance data from FastBridge assessments, classroom assessments, and progress monitoring tools to identify strengths, areas of need, and instructional priorities. These collaborative conversations drive decisions regarding WIN (What I Need) Time, which serves as the building's targeted intervention and enrichment structure. Through this process, instructional teams make data-informed decisions that allow students to receive support matched to their individual needs while monitoring progress toward literacy goals.

Action Step 3 centers on MTSS-B and the continued implementation of BIST (Behavior Intervention Support Team). The 2026-2027 school year marks Paddock Road's first full year of BIST implementation. Early results have been encouraging, with behavioral data providing clear evidence of growth as well as actionable next steps for continued improvement. The school continues to strengthen implementation through monthly BIST Vision Team meetings, monthly Behavior PLCs, expanded training for Educational Assistants, and targeted planning for students requiring additional behavioral support. Refinement of the Check-In/Check-Out (CICO) process and the incorporation of skills-based coaching questions have further strengthened the school's ability to proactively support student success. These efforts contribute to a positive school culture that supports academic achievement and student engagement.

Action Step 4 focuses on defining and acting on Tier I practices through the development of common beliefs, expectations, and instructional practices across the building. This area has become a significant focus of the school's improvement efforts as staff work toward greater clarity and consistency. Key areas of emphasis include clearly articulated learning goals, consistent assessment practices, implementation of the school's Culture Playbook, BIST philosophy and procedures, MTSS-B systems, weekly social-emotional learning lessons, positive office referrals, Thumbs Up recognition, and Student of the Month celebrations. Staff development opportunities regularly revisit the "why" behind these practices, ensuring that all staff understand their role in creating a positive and supportive learning environment. Additional efforts include reinforcing the 4:1 positive-to-corrective feedback ratio, implementation of HERDs, and maintaining shared common-area expectations throughout the building. Through these initiatives, Paddock Road is building collective efficacy and establishing a common language and set of practices that support both academic and behavioral success.

Action Step 5 addresses attendance improvement through proactive, tiered supports designed to reduce chronic absenteeism and increase student engagement. The school closely monitors attendance data to identify student cohorts requiring additional support and intervention. Attendance successes are regularly celebrated with students, families, and small groups to reinforce positive attendance habits. School staff follow established attendance procedures with fidelity while leveraging strong partnerships between classroom teachers, administration, and the school social worker to provide individualized support when attendance concerns arise. Through intentional family engagement and consistent communication, Paddock Road seeks to remove barriers to attendance and ensure students have access to high-quality instruction every day.

Through the implementation of these five action steps, Paddock Road Elementary continues to strengthen literacy outcomes, enhance student behavior supports, improve attendance, and build a cohesive system of instruction and intervention. The school's commitment to continuous improvement, collaborative problem-solving, and data-driven decision-making positions students and staff for ongoing success as they work toward achieving the goals outlined in the Continuous School Improvement Plan.

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 Elementary School provides additional academic, behavioral, and social-emotional support to students who are at risk of not meeting Nebraska's challenging academic standards through a comprehensive Multi-Tiered System of Supports (MTSS). Staff regularly conduct needs assessments by analyzing academic achievement, behavior, attendance, and social-emotional data to identify students in need of additional support and to evaluate the effectiveness of current interventions.

Teachers and staff review multiple sources of data throughout the year, including state assessment results, FastBridge screening data, MAP data, classroom assessments, office referrals, behavior screening data, and social-emotional screening results. Grade-level teams meet during fall, winter, and spring screening windows, as well as monthly data review meetings, to analyze student performance, determine the effectiveness of core instruction, and identify students requiring intervention. Students receiving intervention services are progress monitored weekly or bi-weekly to ensure they are making adequate growth and to guide instructional adjustments.

Paddock Road has also implemented the use of IXL to enhance student learning, particularly in mathematics. Over the past year, staff have seen a clear correspondence between consistent IXL usage and increased academic growth for students. Teachers and the instructional coach use IXL data to identify skill gaps and areas of need, which are then addressed through targeted instruction. This data is also used in conjunction with the "Are You Ready" components of the Into Math curriculum to identify misconceptions and strengthen foundational skills before new instruction begins. Providing this information prior to each math module has contributed to improved student outcomes when intentional, targeted supports are in place.

Paddock Road employs a reading coordinator who works closely with the MTSS Reading Team to identify and support students requiring additional literacy intervention. Using screening data and an intervention matrix, the team selects evidence-based interventions aligned to student need. The team meets regularly to review progress data, evaluate intervention effectiveness, and make adjustments as

necessary. Grade-level PLCs also meet weekly to analyze assessment results and collaboratively plan instructional strategies and supports for students.

To support mathematics achievement, Paddock Road utilizes an instructional coach and math intervention educational assistants trained in evidence-based intervention practices. Student progress is reviewed regularly, and intervention plans are adjusted based on data to ensure students receive targeted support.

Paddock Road recognizes that social-emotional and behavioral success are essential components of academic achievement. The school implements the Second Step Social-Emotional Learning curriculum and utilizes MTSS-B processes to provide proactive behavioral supports. Teachers deliver weekly SEL lessons and explicitly teach behavioral expectations and social skills throughout the school year. In addition, all students are screened three times annually using the SAEBRS universal screening tool to identify students who may require additional social, emotional, or behavioral support. The MTSS-B Team reviews screening results and develops intervention plans matched to student needs.

This year, Paddock Road expanded its focus on belonging and connectedness through the implementation of HERDs. HERDs are cross-grade groups consisting of approximately 10–12 students from kindergarten through sixth grade led by a staff member. Students remain in the same HERD throughout their time at Paddock Road, creating lasting relationships, mentorship opportunities, and a strong sense of belonging. HERDs meet throughout the year to participate in activities and lessons centered on core character traits, including honesty, empathy, responsibility, and determination, as well as community-building celebrations. The purpose of HERDs is to ensure every student has meaningful connections with peers and trusted adults while strengthening the positive school culture that supports student success.

In partnership with Westside Community Schools, Paddock Road also collaborates with outside agencies and mental health providers to provide students and families access to counseling services, risk assessments, and additional supports when needed. Through these layered systems of academic, behavioral, and social-emotional support, Paddock Road ensures that students at risk receive timely interventions and opportunities to achieve success both in and out of the classroom.

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.*

Paddock Road Elementary School provides high-quality, ongoing professional development designed to improve instructional effectiveness and strengthen the use of academic and behavioral data to guide instruction. Professional learning is intentionally aligned to the school's Continuous Improvement Plan and is focused on strengthening Tier I instruction, improving student achievement in literacy and mathematics, and supporting positive student behavior and engagement.

Professional learning occurs regularly during Wednesday afternoon collaboration time as well as during district-wide professional development days. These learning opportunities focus on evidence-based instructional strategies in reading, encoding, and foundational literacy skills, as well as strengthening instructional practices in mathematics. Staff also engage in professional learning connected to The Opportunity Myth and the work of John Hattie on effect sizes, with an emphasis on identifying high-impact instructional strategies that improve student outcomes.

In addition to scheduled professional development days, weekly common planning time is used for ongoing collaboration among classroom teachers, reading coordinator, instructional coach, and special education staff. These professional conversations center on student performance data and are used to guide instructional decisions related to curriculum, instruction, assessment, social-emotional learning, and behavior supports. This collaborative structure ensures that data is consistently reviewed and used to adjust instruction and provide targeted support for students.

A significant area of focus during the 2026-2027 school year has been strengthening Tier I instructional practices, particularly around learning goals and alignment to standards. Building administrators have participated in specialized training in observation and coaching, with an emphasis on ensuring that learning goals are clearly written, aligned to state standards, and effectively communicated to students. Administrators have engaged in multiple professional learning cycles to refine coaching practices and support consistent implementation of Tier I expectations across classrooms.

Paddock Road staff have also engaged in professional learning related to the 95Percent Group, with all certified and classified staff participating in training sessions during both the first and second semester. This training has supported consistent implementation of the curriculum and strengthened instructional practices in literacy across grade levels.

A key component of professional development at Paddock Road is the implementation of the BIST framework. The school will receive support from a BIST consultant who will complete multiple site visits throughout the year. The consultant will collaborate with administrators and staff to provide coaching, attend Behavior PLC meetings, support planning for student needs, and train Educational Assistants in the BIST philosophy and practices. This ongoing partnership supports continued growth in MTSS-B systems and strengthens schoolwide behavior supports.

Educational Assistants also participate in district-wide professional learning opportunities designed to strengthen instructional and behavioral support skills. Training topics include assistive technology, behavior support strategies, literacy interventions, and first aid. Feedback from Educational Assistants is used to inform future training opportunities and ensure continued relevance and effectiveness.
New certified staff members are supported through a comprehensive induction system, including participation in the Westside Way cadre and assignment of a district mentor. Mentors provide ongoing support in instructional practices, curriculum implementation, assessment, classroom management, and behavior strategies. In addition, new teachers receive coaching and observation support from district staff development facilitators to ensure effective implementation of instructional practices.

Through these layered and ongoing professional development structures, Paddock Road Elementary ensures that all staff are supported in their growth and equipped to use academic and behavioral data effectively to guide instruction and improve student outcomes.

4. Strategies to increase parent and family engagement

4.1	*Please provide a narrative below describing how the School-Parent Compact was jointly developed and how it is distributed.*

Paddock Road Elementary School strives to involve parents and seek input in multiple areas of school decision-making, including the development of the School-Parent Compact. The Title I School-Parent Compact is reviewed annually in collaboration with teachers and families to ensure shared responsibility for student success.

Each fall, parents are invited to provide feedback and input on revisions to the compact. The compact is then distributed to families in October through classroom teachers, shared in the fall newsletter, and

reviewed with families during Parent-Teacher Conferences, where both parents and teachers sign the agreement.

In addition, the School-Parent Compact is revisited during the annual Title I family presentation at a Community Club meeting and discussed in leadership meetings. Feedback from families is collected and used to inform updates for the following school year, ensuring the compact remains relevant and reflective of shared expectations for student learning and success.

Paddock Road uses a variety of communication and engagement strategies to keep parents informed and involved throughout the year, including various digital platforms such as weekly school newsletters, website updates, social media channels (Facebook) and Smore, which can be translated into multiple languages, improving parent accessibility.

4.2	*Please provide a narrative below describing how parents were involved in developing the Title I Parent and Family Engagement Policy or Procedure.*

Paddock Road Elementary School is committed to building strong partnerships with families, and parents play an important role in shaping the Title I Parent and Family Engagement Policy. Input is gathered throughout the year through school events, Community Club meetings, and ongoing communication with families.

The Paddock Road Community Club (PRCC) meets monthly and supports family engagement efforts by providing feedback and helping plan and support schoolwide activities aligned to the engagement policy.

Families participate in a variety of engagement events throughout the year. In the fall, the Back-to-School Open House allows families to meet staff and learn about classroom expectations. In October, Family Engagement Night highlights the ELA curriculum through hands-on literacy activities. In November, the One School, One Book celebration is combined with a school carnival and art show to showcase student learning. In February, Winter Family Engagement Night focuses on math learning through interactive games and take-home resources.

Parent engagement is also supported through the Social and Emotional Learning (SEL) curriculum, which includes home activities and cross-age buddy experiences. Ongoing communication is maintained through newsletters, the school website, classroom platforms, surveys, positive notes, and social media.

Feedback gathered through these opportunities is used to help guide and refine the Title I Parent and Family Engagement Policy to ensure it reflects the needs of families and supports student success.

4.3	*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.*

The annual Title I parent meeting was held in March of 2026 and will be held again in March 2027 during a Paddock Road Community Club meeting. Families were notified of the meeting through the principal's weekly newsletter, teacher newsletters and school messaging.

During the meeting, parents were informed of Paddock Road Elementary School's participation in Title I and were provided key documents, including the Title I Schoolwide Plan, the School-Parent Compact, assessment data, and the Parent and Family Engagement Policy. School staff also shared information about the benefits and outcomes of reading and math interventions to support student learning.

Parents were given opportunities to ask questions, provide feedback, and offer input on school plans and practices. In addition to this meeting, families are also invited to participate in the annual Community Survey, which provides valuable feedback to school leaders and staff to support student learning and strengthen family engagement efforts.

5. Transition Plan

5.1	*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).*

Paddock Road Elementary School provides a comprehensive transition plan to support incoming students and families as they move into kindergarten and adjust to the elementary school environment. The goal of these transition activities is to build strong relationships, provide clear expectations, and ensure a smooth and supportive entry into school.

In the spring, Paddock Road hosts a Kindergarten Open House for incoming families. During this event, parents learn about what kindergarten looks like at Paddock Road, meet staff, tour classrooms, and receive information about how to support their child's readiness for school. Families are also given the opportunity to ask questions and begin building connections with school staff and other families. Prior to the start of the school year, incoming kindergarten students with an Individualized Education Program (IEP) participate in transition meetings. These meetings include the principal, early childhood staff, elementary special education team members, and parents to collaboratively review student needs and develop plans to support a successful transition.

Families also receive summer communication from the school, including newsletters and readiness resources provided by the principal to help support kindergarten preparation. These materials include information on routines, expectations, and strategies to help students feel prepared for school.
To further support transition, kindergarten students participate in a staggered start at the beginning of the school year, allowing smaller groups of students to attend during the first days of school before all students begin together. This helps students become familiar with routines, staff, and the school environment in a more supportive setting.

During the first week of school, families are also invited to a kindergarten social event at Rocket Park, where students can connect with classmates and parents can build relationships with other families in a relaxed and welcoming environment.

Through these intentional transition activities, Paddock Road Elementary ensures that incoming students and families are supported, connected, and prepared for a successful start to their school experience.

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).*

Paddock Road Elementary School provides a structured transition plan to support outgoing sixth-grade students as they move to Westside Middle School. The goal of these transition activities is to ensure students feel prepared, informed, and confident as they begin middle school.

Westside Middle School hosts several transition events in coordination with elementary schools. Families of sixth-grade students are invited to orientation nights held in February and March. These events include dinner and a variety of breakout sessions that provide information about the registration process, extracurricular activities, grading systems, special education services, and student strengths and life skill development.

In addition, Westside Middle School provides a district-wide Warrior Walkabout for all sixth-grade students. During this event, students are grouped with peers from multiple elementary schools to tour the middle school building, learn about programs, and begin building connections with future classmates. Students also have the option to attend a summer Jumpstart Camp to further familiarize themselves with the building, routines, and expectations prior to the start of the school year.

Westside Middle School counselors also visit elementary schools to meet with sixth-grade students, answer questions, and provide information about the transition to middle school. In addition, they meet with sixth-grade teachers and school leadership to discuss student needs and ensure a smooth transition of academic and behavioral supports.

Special education case managers collaborate between buildings to coordinate services, share student information, and plan appropriate supports, including additional transition experiences such as field trips when appropriate.

Through these coordinated efforts between Paddock Road Elementary and Westside Middle School, students are provided multiple opportunities to connect, prepare, and transition successfully into their next educational environment.

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 Elementary School increases the amount and quality of learning time for students through intentional scheduling, targeted instructional structures, and extended learning opportunities both during and beyond the school day.

Westside Community Schools has implemented a master schedule that allows intervention and enrichment to occur simultaneously within the classroom setting. This structure extends the core literacy block and provides teachers with protected time to work with small, flexible reading groups. Students are grouped based on instructional reading levels, allowing teachers to deliver targeted instruction aligned to individual student needs. Students who require additional support in reading meet with teachers in small groups multiple times per week, typically three to five sessions, ensuring consistent, focused instruction to accelerate growth.

Beyond the regular instructional day, Paddock Road provides additional opportunities for extended learning through family engagement nights held throughout the year. These events are designed to strengthen academic skills while also engaging families as partners in learning. Activities are centered on key instructional areas such as literacy, mathematics, science, and the arts, providing students with meaningful, hands-on learning experiences beyond the classroom.

Paddock Road, along with other Westside Elementary buildings, offers summer learning opportunities. This three-week summer program provides instruction in reading, writing, and mathematics delivered by certified teachers. In addition to academic support, students receive breakfast and lunch each day, ensuring that basic needs are met while extending learning opportunities during the summer months.

Through these structures—extended literacy blocks, small-group instruction, family engagement events, and summer programming—Paddock Road Elementary School ensures that students receive increased instructional time and high-quality learning experiences designed to support academic growth and achievement.

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.)*

Westside Community Schools coordinates local, state, and federal funds, including ESSA and National School Lunch funds, to support student needs and improve student achievement.