

Title I Schoolwide Plan

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

To complete text areas, click in grey box and type

District Name:	Omaha Public Schools
County Dist. No.:	28-0001
School Name:	Hartman Elementary School - 122
County District School Number:	28-0001-111
Building Grade Span Served with Title I-A Funds:	PK-5
Preschool program is supported with Title I funds. <i>(Mark appropriate box)</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Summer school program is supported with Title I funds. <i>(Mark appropriate box)</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Indicate subject area(s) of focus in this Schoolwide Plan.	<input checked="" type="checkbox"/> Reading/Language Arts <input checked="" type="checkbox"/> Math <input checked="" type="checkbox"/> Other (Specify) _MTSS-B, Attendance, Science, College to Career__
School Principal Name:	Matthew P. Piechota
School Principal Email Address:	matthew.piechota@ops.org
School Mailing Address:	HARTMAN ELEMENTARY 5530 N 66TH ST OMAHA, NE 68104
School Phone Number:	531-299-1560
Additional Authorized Contact Person (Optional):	Diane Logeman
Email of Additional Contact Person:	diane.logeman@ops.org
Superintendent Name:	Matthew Ray
Superintendent Email Address:	matthew.ray@ops.org
Confirm all Instructional Paras are Highly Qualified according to ESSA.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
The Schoolwide Plan is available to the School, Staff, Parents, and the Public.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

<u>Names of Planning Team</u> (include staff, <i>parents</i> & at least <i>one student</i> if <i>Secondary School</i>)	<u>Titles of those on Planning Team</u>
Matthew P. Piechota	<u>Parent</u>
Diane Logeman	<u>Administrator</u>
Krissa Hetletvedt	Administrator - AP
Haley Frazee	Instructional Facilitator
Alexandra Schultz	Social Worker
Nicolette Whitelock	5th grade teacher
Crystle Rada	2nd grade teacher
_____	Parent
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

School Information (As of the last Friday in September)		
Enrollment: 469	Average Class Size: 24.68	Number of Certified Instruction Staff: 38
Race and Ethnicity Percentages		
White: 9.4 %	Hispanic: 8.5 %	Asian: 47.9 %
Black/African American: 23.9 %	American Indian/Alaskan Native: .2 %	
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: 10.1 %
Other Demographics Percentages (may be found on NEP https://nep.education.ne.gov/)		
Poverty: 89.3 %	English Learner: 39.2 %	Mobility: 6.9 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
MAP Growth - K-5th	InView - 2nd
NSCAS Summative - 3rd-5th	Summative Topic Assessments - Math
Amira Benchmarking - K-3rd	Summative Module Assessments - ELA
ELPA 21 - K-5th	

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

Upload PDF documentation in corresponding folder onto NDE "Landing Page" within Microsoft/SharePoint to support the narrative.

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>
<p>Teachers utilize results from a variety of assessments and data to identify missing skills and drive their whole group, small group, and individualized instruction. Amira is a digital benchmarking program that is used with our K-3 students to identify reading levels. Teachers use this data to create small groups and provide interventions for students needing additional instruction in specific skill areas (comprehension, fluency, accuracy). 4th and 5th grade students will be benchmarked using the HMH Into Reading Benchmarking assessment. Teachers use informal running records in small groups to determine individual reading levels. Instructional leadership does weekly walk-throughs and classroom visits to collect data on a variety of areas: learning targets, success criteria, students can explain their learning, rigor, and engagement. Teachers participate in monthly PD with instructional leadership team for backwards planning (Math) - Leadership team observes math lessons to give teachers feedback, specifically around questioning, student-led instruction, Topic Assessment Planning, summative review, review of student work (below grade level, on grade level and above grade level). K-5 students take the MAP Growth assessment in the fall, winter, and spring each school year. Teachers analyze MAP Growth achievement and growth data during grade level meetings that are led by school leadership. Teachers look at a variety of data points, including schoolwide, grade level, class, and individual students. Looking at, and analyzing these data points, help teachers reflect and identify which skill areas are in need of improvement. Students who showed little to no improvement from previous MAP Growth assessment dates are analyzed further to determine what interventions are needed to close the achievement gap and if a SAT meeting is necessary. Students use SuccessMaker (Mathematics), an online program, to individually target instructional level needs based off of their most current MAP Growth assessment scores.</p>	
1.2	<i>Please provide a narrative below describing how information from parents and community was gathered to identify the needs of the school. Provide supporting documentation in the corresponding folder.</i>
<p>Families are given the opportunity to fill out the yearly climate survey during parent-teacher conferences in the spring semester. Informal information from parents and families is collected through surveys related to specific topics (i.e. newsletter) or through Class Dojo communication. The School Improvement Planning (SIP) team meets two times each quarter. Typically, this team has parent representation.</p>	
1.3	<i>Please provide a narrative below describing the on-going improvement efforts, which should support the Continuous School Improvement Plan. Provide supporting documentation in the corresponding folder.</i>
<p>Hartman's School Improvement Plan identifies strategies and resources that are implemented to increase student achievement. The plan is regularly reviewed, revisited, and discussed with school leadership and the SIP team. Documentation is provided that shows the SIP team member's roles (academics, attendance, MTSS-B, school culture, and wellness). Instructional leadership follows a building-wide coaching and evaluation schedule. All teachers (classroom, specialists, early childhood, resource, ESL, etc.) all receive feedback that supports the goals of the School Improvement Plan.</p>	

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. Provide supporting documentation in the corresponding folder.</i>
<p>Students who are at risk of not meeting academic standards are given opportunities for additional instruction. Hartman offers tutoring supports. English Language Learners who need additional support in the areas of reading, writing, and math come to tutoring before school. Tutoring instruction also focuses on language development, speaking, and vocabulary development.</p> <p>Students are also offered extended learning opportunities in the summer for Next Level Learning (NLL). The grade level span is K-4th grade with 5th grade students having the opportunity for extended learning at their respective middle schools. The focus areas are ELA, Math with a variety of supplemental activities/experiences. The OPS Summer Reading Program - students are encouraged to participate in reading a variety of books during the summer months and record the amount of minutes read through the OPS website.</p> <p>SAT meetings are held when teachers have academic concerns about specific students. These students are put on Tier 1, 2, 3 interventions where teachers collect specific data for 6 weeks. A follow-up SAT meeting is held to determine if other interventions are needed or further special education evaluation is necessary.</p> <p>Title 1 funding pays for two certified instructional staff and three hourly paraprofessional employees to support students during the instructional day.</p>	

3. High quality and ongoing professional development

3.1	<i>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. Provide supporting documentation in the corresponding folder.</i>
<p>All instructional staff are provided ongoing professional development to increase student achievement, including district-led PD requirements (i.e., using ELA, Math and Social Studies curriculum) and building-led PD that is based off building needs. At the beginning of every school year, a professional development plan and calendar is created by Hartman's leadership team based on the previous school year's data and needs of the building.</p> <p>Teachers engage in grade level team meetings twice a month. These meetings provide an opportunity for instructional leadership and teachers to come together to analyze student data, plan for instruction, and identify students who need additional support both in academics and behavior management.</p>	

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. Provide supporting documentation in the corresponding folder.</i>
<p>The Parent Compact is the result of the collaboration between students, families, and teachers. During parent-teacher conferences, students, families, and teachers use the compact to evaluate each other on a variety of topics. Evaluations and reports are reviewed at SIP meetings. Adjustments are made as necessary. The School-Parent compact is provided to families each school year via the the Student & Family Handbook.</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. Provide supporting documentation in the corresponding folder.</i>

The building level parent policy is reviewed annually at a SIP team meeting and adjusted as needed. Parental representation is on the SIP committee. The policy is shared in Hartman's Student & Family Handbook and is shared in the Hartman newsletter.	
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. Provide supporting documentation in the corresponding folder.</i>
The Title I parent meeting was held on November 8, 2023. The Title I Parent Meeting was held in-person at Hartman. This year, there was only one parent who attended the meeting. During the meeting, participants were able to ask questions, make suggestions, and give input for the school improvement plan as well as the Title I budget. Information was provided to all families, via the school newsletter.	

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>
<p>Early childhood students are in the same vicinity as the kindergarten classrooms and students. This allows teachers and paraprofessionals in early childhood and kindergarten to frequently collaborate in all areas, specifically looking at incoming students from early childhood to kindergarten and their individualized needs to prepare for the next school year.</p> <p>Students/Families who are new to Hartman meet with the Principal/Assistant Principal and other staff members to provide information, procedures/routines, meet the teacher/staff and are provided a school tour. Students 'outgoing' (end grade = 5th grade) are invited to the various middle school Open House events for registration and building tours/information. Additionally, these students have the opportunity, in January of each school year, for the middle school selection process. They also have the opportunity to attend Next Level Learning (NLL) opportunities in the summer and/or attend a 'Jump Start' program at the respective middle schools. The various school counselors from the middle schools visit Hartman 5th grade students in the Spring of each year.</p> <p>There is a scheduled KDG Round Up each year in January for families of prospective KDG students to register for the upcoming school year and gain information as it relates to Hartman.</p> <p>Students at the beginning level at Hartman (KDG) will have the opportunity, beginning in the 2024-2025 school year, to have a staggered first day start with no other grade levels in the building - this is the same for the outgoing 5th grade students to the middle level.</p>	
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>
<p>Hartman coordinates with surrounding middle schools to provide students and families the opportunity to attend respective Open House events. Hartman's Guidance Counselor and Social Worker communicate with other counselors at various nearby middle schools to coordinate and set up visits for students who need additional opportunities to process the transition (specifically students with IEPs or 504s). Students 'outgoing' (end grade = 5th grade) are invited to the various middle school Open House events for registration and building tours/information. Additionally, these students have the opportunity, in January of each school year, for the middle school selection process. They also have the opportunity to attend Next Level Learning (NLL) opportunities in the summer and/or attend a 'Jump Start' program at the respective middle schools. The various school counselors from the middle schools visit Hartman 5th grade students in the Spring of each year.</p>	

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>Hartman students have multiple opportunities to participate in extended learning. Students may participate in our after school program through DREAM. DREAM Program leaders work with building leadership and teachers to support classroom learning goals so there is consistency throughout each student's day even after the typical school day has ended.</p> <p>Tutoring and mentoring focus on academics and building relationships outside of their typical classroom or teacher. Tutoring is scheduled for students 5 days/week from 7:30-8:30 concentrating with the curricular areas of Reading and Mathematics. Tutoring runs daily throughout the year from October through April.</p> <p>Paraprofessional staff provide a variety of academic and behavioral supports throughout the school day. Hartman partners with University of Nebraska-Omaha to host practicum students. UNO practicum students collaborate with cooperating teachers to work directly with students in Reading and Mathematics in whole group, small group, and one-on-one settings.</p> <p>Beyond the instructional day, Hartman has a variety of supports in place for students and families. There is a Family Support Portable onsite as a clothing and food pantry. Creighton Dental and VisionMobile offer services to students each year. Each year, Hartman also works with TeamMates to offer mentoring supports to students.</p>	

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

7.1	<i>Please provide a narrative below describing the option to Consolidate available Federal, State, and local funds in order to upgrade the entire educational program of a school; OR describe coordination and integration of funds to meet student needs and support student achievement. Supporting documentation may also be placed in the corresponding folder. (If you choose not to consolidate, N/A is acceptable.)</i>