

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
County District School Number:	28-0001-111
School Grade span:	Early Childhood-5th Grade
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 type="checkbox"/> Other (Specify) _____
School Principal Name:	Shelly Burghardt
School Principal Email Address:	shelly.burghardt@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):	Jeanna Granger
Email of Additional Contact Person:	jeanna.granger@ops.org
Superintendent Name:	Dr. Cheryl Logan
Superintendent Email Address:	cheryl.logan@ops.org
Confirm all Instructional Paras are Highly Qualified according to ESSA.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Confirm Schoolwide Plan will be available to the School District, Parents and the Public.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

<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>
Shelly Burghardt	<u>Parent</u>
Jeanna Granger	<u>Administrator</u>
Heather McKeon	Bu Doh - parent
Emily Vavra	_____
Maria Tschetter	_____
Rachel Evans	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 448	Average Class Size: 24	Number of Certified Instruction Staff: 30
Race and Ethnicity Percentages		
White: 9.4 %	Hispanic: 9.4 %	Asian: 50.4 %
Black/African American: 24.3 %	American Indian/Alaskan Native: 0.2 %	
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: 6.3 %
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 93.8 %	English Learner: 38.4 %	Mobility: 13.1 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
MAP Growth	
NSCAS Summative	
Amira Benchmarking	
ELPA 21	

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

Place documentation in corresponding folder on flash drive to support the narrative.

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>Teachers utilize results from a variety of assessments and data to identify missing skills and drive their whole group, small group, and individualized instruction.</p> <ul style="list-style-type: none"> -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. However, this was postponed this year due to the pandemic. Currently, 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 the math coach, and instructional leadership team observes math lessons to give teachers feedback, specifically around questioning and student-led instruction. - 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 an online program, Exact Path, to individually target instructional level needs based off of their most current MAP Growth assessment scores. Paraprofessionals were given multiple training sessions on Exact Path lead by school leadership, and they use this program to help them plan for targeted instruction by identifying what skills students are missing.
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. Provide supporting documentation in the corresponding folder.</i></p> <ul style="list-style-type: none"> -Families are typically given the opportunity to fill out the yearly climate survey during parent-teacher conferences in the spring semester. Due to the pandemic, the 2019-2020 school year was impacted and an updated climate survey was not completed. However, school leadership continued to utilize the 2018-2019 results of the climate survey to improve or maintain current scores around the needs of Hartman. - 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 monthly. This team has parent representation. -One of the biggest moments from this school year was the transition to 100% return to 5-day learning during the pandemic. Letters were sent to families with information about reopening. Within these letters (available in English, Karen, and Spanish) was an opportunity to attend 1 of 2 sessions to ask the principal questions regarding the reopening of our school.

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 viewed, revisited, and discussed with school leadership and the SIP team. Documentation is provided in the folder of an email that shows the SIP team member's roles (academics, technology, attendance, MTSS-B, school culture, and wellness).</p> <p>-Instructional leadership follows a building-wide coaching schedule. All teachers (classroom, specialists, early childhood, resource, ESL, etc.) all receive coaching 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.</p> <p>-Tutoring - Hartman offers a variety of 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. LLI Tutoring is offered to students who are reading below grade level. Students participate in the LLI intervention that focuses on improving a variety of reading skills (phonics, comprehension, fluency, vocabulary, writing, etc.). Gifted students are also offered before-school GATE tutoring. These students engage in STEM activities with a large focus on incorporating technology, which is led by the media specialist. Students who are 100% remote due to the pandemic can also receive virtual mentoring/tutoring so students still have a school relationship even while learning virtually. Hartman provides a variety of tutoring to meet the needs of all learners, whether they are achieving below, on, or above grade level.</p> <p>-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 2 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 hourly employees to support students during the instructional day. Documentation provides a schedule for one of the hourly employees.</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 new ELA curriculum) and building-led PD that is based off building needs.</p> <p>-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.</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>	

-Hartman has utilized its math coach to provide ongoing monthly professional development by guiding classroom teachers to analyze student work, utilize backwards planning with summative assessments, and develop questioning to move lessons into being student-led.

-Hartman Tech Team provides training for teachers based off what the buildings needs for support at that time.

-All teachers and instructional paras engage in a variety of technology trainings provided by the district/IMS.

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. Parent compact copies are provided to families each school year. They can also found in the student 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>
<p>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 handbook and is shared in the Hartman newsletter.</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. Provide supporting documentation in the corresponding folder.</i>
<p>The Title I parent meeting was held on November 19, 2020. Typically, Title I parent meetings are held in-person at Hartman. This year, the meeting was held virtually with the principal due to the ongoing pandemic. Parents were able to login to ask the principal any questions, make suggestions, and give input for the school improvement plan as well as the Title I budget. There were no parents who signed up or attended the meeting. A flyer and sign-up options were provided to all parents to attend the meeting.</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 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>-The district started the 2020-2021 school year using the Family 3/2 Model to transition students back to school in a pandemic. The principal sent out a video to families explaining some of the safety procedures and routines that would be different than a typical school year. Letters were also sent home with each family (also translated for our Karen-speaking families) that explained procedures and routines, such as arrival and dismissal.</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 Open House. Hartman's guidance counselor communicates 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).</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 numerous opportunities to participate in extended learning.</p> <ul style="list-style-type: none"> -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. -Tutoring and mentoring focus on academics and building relationships outside of their typical classroom or teacher. Tutoring and mentoring was virtual and in-person this year due to the pandemic. Doing virtual tutoring allowed for students who were fully remote to continue school-based relationships even while at home. -Paraprofessional staff provide a variety of academic and behavioral supports before school and 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 math in whole group, small group, and one-on-one settings. -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. In a typical year, Hartman also works with TeamMates and Creighton Prep to offer mentoring supports to students. This year, Hartman is utilizing Thrive to mentor at-risk students. 	