

# 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.:	S28-0001
School Name:	Hartman Elementary
County District School Number:	28-0001-111
School Grade span:	PreK-5
Preschool program is part of the Schoolwide Plan. (Mark appropriate box.)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Summer school program is part of the Schoolwide Plan. (Mark appropriate box.)	<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) <u>Writing</u>
School Principal Name:	Shelly Burghardt
School Principal Email Address:	shelly.burghardt@ops.org
School Mailing Address:	5530 N. 66 <sup>th</sup> St. Omaha, NE 68104
School Phone Number:	402-572-1966
Additional Authorized Contact Person (Optional):	Steven Kaldahl
Email of Additional Contact Person:	steven.kaldahl@ops.org
Superintendent Name:	Mr. Mark Evans
Superintendent Email Address:	mark.evans@ops.org
Confirm that the Schoolwide Plan will be made available to the School District, Parents and the Public.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Names of Planning Team <i>(include staff, parents &amp; at least one student if Secondary School)</i>	Titles of those on Planning Team
<u>Shelly Burthardt</u> <u>Steven Kaldahl</u> <u>Christine Olsen</u> <u>Emily Drickey</u> <u>Mary McBride</u> <u>TJ Jones</u> <u>Jeanna Granger</u> <u>Joanna Fitch</u> <u>Nancy Chalupa</u>    	<u>Parent</u> <u>Shavonne Washington-Krauth</u>          

<b>School Information</b> <i>(As of the last Friday in September)</i>		
Enrollment: 477	Average Class Size: 24	Number of Certified Instruction Staff: 34
Race and Ethnicity Percentages		
White: 15 %	Hispanic: 8.8 %	Asian: 35 %
Black/African American: 34.8 %	American Indian/Alaskan Native: 5.7 %	
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: .6 %
Other Demographics Percentages		
Poverty: 87.2 %	English Learner: 32.3 %	Mobility: 16.8 %

<b>Assessments used in the Comprehensive Needs Assessment</b> <i>(ie. NeSA, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
NeSA	Accuity
MAP	LLI
K-1 Assessments	ELDA

*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	<i>Please provide a narrative below describing how disaggregated data was used in the analysis from the needs assessment to plan instruction. Provide supporting documentation in the corresponding folder.</i>
<b>Teachers use the results from assessments to target students, identify skills and procedures not yet mastered. Teachers collaborate and discuss</b>	

**grade level needs twice a month. This leads to planning small group instruction. It gives teachers the opportunity to plan lessons for paraprofessionals to do re-teaching in small groups or one-on-one until mastery is met.**

**Teachers chart individual student growth in Math and Reading and develop interventions per student needs.**

**The NWEA-MAP test allows teachers to track individual student growth three times a year. There is a wealth of data that is utilized to target areas of concern for whole group, small group, and one-on-one instruction.**

**1.2**

*Please provide a narrative below that describes how the building gathered information from parents and community to identify the needs of the school. Provide supporting documentation in the corresponding folder.*

**Hartman EXCELS committee has parental representation.**

**Hartman also has a formal group called Dad's on Duty that meets regularly.**

**1.3**

*Please provide a narrative below that explains how the Continuous School Improvement Plan identifies ongoing improvement efforts. Provide supporting documentation in the corresponding folder.*

**Our School Improvement Plan identifies strategies, resources and interventions to meet the needs of our students as well as professional development to enhance the teaching skills of our staff. The responsible party and timeline are included and documented as part of our plan.**

## **2. Schoolwide reform strategies**

**2.1**

*Please provide a narrative below that describes the strategies in the schoolwide plan to address the needs of all children, particularly those at risk of not meeting the challenging state academic standards and how the school regularly monitors and revises the plan based on student needs. Provide supporting documentation in the corresponding folder.*

**Our school follows the District Action Plan and is supported by the Best Instructional Practices Handbook and the district provided viable curriculum and pacing guides. School improvement meetings are held each month. The committee meetings have parental members as well as staff members. In addition, staff meetings are devoted to professional development, data review and student progress. Necessary adjustments are made to the School Improvement Plan throughout the year as needed.**

## **3. Qualifications of instructional paraprofessionals**

3.1	<i>Please provide a narrative below explaining the procedure used to make sure that all instructional paraprofessionals in the school meet the ESEA requirements. Provide supporting documentation in the corresponding folder.</i>
<b>Omaha Public Schools Human Resources ensures that all instructional paraprofessionals in the Omaha Public Schools Title 1 programs have met the requirements of Rule 10 and Every Student Succeeds Act for the 2017-18 school year.</b>	

#### 4. High quality and ongoing professional development

4.1	<i>Please provide a narrative below explaining how professional development and other activities for teachers to improve instruction and use of data from academic standards is provided for your school. Provide supporting documentation in the corresponding folder.</i>
<b>Every year a professional development plan is created based on the previous year's data. This plan is a collaboration of district wide PD and building needs. The district supports all staff by offering both mandatory and optional professional development continuously through the school year. Professional Development is imbedded in the School Improvement Plan.</b>	

#### 5. Strategies to increase parental and family engagement

5.1	<i>Please provide a narrative below explaining how the school-parent compact is jointly developed with parents. Provide supporting documentation in the corresponding folder.</i>
<b>The parent compact is the result of the collaboration between students, parents and teachers. During parent/teacher conferences, parents, students and teachers use the compact to grade each other on how well each feels the others are following the compact, and how well the compact reflects the necessary responsibilities of each party. Reports are reviewed at EXCELS meetings and adjustments are made as necessary. Compacts are passed out at the beginning of the school year. New students to the building during the school year receive a copy of the compact. The compact is also found in the student handbook.</b>	
5.2	<i>Please provide a narrative below explaining how the school level Title I Parent and Family Engagement Policy or Procedure was developed with parent and family input. Provide supporting documentation in the corresponding folder.</i>
<b>The building level parent policy is reviewed annually at an EXCELS meeting and adjusted as needed. Parental representation is on this committee. The policy is shared in our Student Handbook and is also shared in the Hartman Hotline.</b>	

5.3	<i>Please provide a narrative below explaining how, when and where 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><b>Hartman provides numerous activities to get parents involved in the educational process of their children.</b></p> <p><b>&gt;&gt;Hartman has an active PTA. General meetings and board meetins are held monthly. Family activities are planned throughout the school year. Events include BINGO, Grandparents Luncheon, Multicultural and Science night, and a Spring Carnival.</b></p> <p><b>&gt;We have parental represental on the EXCELS committee who offer ongoing feedback to the School Imporvement Plan.</b></p> <p><b>&gt;&gt;Hartman teaches students the importance of giving back to our community. We have a partnership with the Life Care Center Nursing Home. Parents are invited to join these monthly visits.</b></p> <p><b>&gt;&gt;Hartman formed a partnership with the DREAM organization in 2008. They have implemented a Community Learning Center on site that provides after school programing for many of our students. They also promote family oriented activities that create parental involvement.</b></p>	

## 6. Transition Plan

6.1	<i>Please provide a narrative below explaining the school's transition plan from early childhood education program(s) to the elementary school. (Not required for middle or high school programs) Supporting documentation may also be placed in the corresponding folder.</i>
<p><b>The Pre-Kindergarten students are the Kindergarten students are housed in the same vacinity of the building in order to allow for frequent collaboration among the staff and coordinated and planned activities between the Pre-K and KDG students.</b></p>	
6.2	<i>Please provide a narrative below explaining the school's transition plan from elementary to middle school. (Not required for middle or high school programs) Supporting documentation may also be placed in the corresponding folder.</i>
<p><b>Hartmant Elementary coordinates with the area Middle schools to provide the students and families the opportunity to attend Open House. Exiting 5<sup>th</sup> grade students visit the area Middle Schools. Representatives from the Middle Schools visit Hartman and talk to the 5<sup>th</sup> grade students about their perspective schools.</b></p>	
6.3	<i>Please provide a narrative below explaining the school's transition plan from middle school to high school. (Not required for elementary or high school programs) Supporting documentation may also be placed in the corresponding folder.</i>
<p><b>Not for Elementary Schools</b></p>	

<b>6.4</b>	<i>Please provide a narrative below explaining the school's transition plan from high school to postsecondary education. (Not required for elementary or middle school programs) Supporting documentation may also be placed in the corresponding folder.</i>
<b>Not for Elementary Schools</b>	

## 7. Strategies to address areas of need

<b>7.1</b>	<i>Please provide a narrative below explaining how the Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day. Provide supporting documentation in the corresponding folder.</i>
<p><b>Students at Hartman Elementary have numerous opportunities to participate in extended learning. Multiple resources are used to meet this goal including certified staff, community (CLC) support and parental involvement. Our certified staff members offer tutoring and migrant tutoring in the morning. Paraprofessional staff offer mentoring programs and support academic programs before school. Our CLC works closely with staff to support classroom learning goals and in addition, materials for home use including software programs have been purchased for families to support their child's learning goals outside of the school day.</b></p>	

## 8. Coordination & integration of Federal, State and local services & programs

<b>8.1</b>	<i>Please provide a narrative below explaining how coordination and integration of Federal, State and local funds are used to support student learning. Supporting documentation may also be placed in the corresponding folder.</i>
<p><b>Hartman is fortunate to have many sources willing to invest in our children. Title 1 funds provide for additional staffing, technology and computer program licensing, and Professional Development for both certified and classified staff.</b></p>	
<b>8.2</b>	<i>Please provide a narrative below explaining how community resource(s) is/are used to support student learning. Supporting documentation may also be placed in the corresponding folder.</i>
<p><b>Hartman has many volunteers that invest their time in our student to help students success.</b></p> <ul style="list-style-type: none"> <li><b>&gt;&gt; Girl Scouts</b></li> <li><b>&gt;&gt; Partnership with the University of Nebraska-Omaha</b></li> <li><b>&gt;&gt; Partnership with Creighton Prep High School Students</b></li> <li><b>&gt;&gt; DREAM coordinates on-going programming for our Community</b></li> </ul>	

**Learning Center, bringing a continual flow of specialists from our community who bring learning opprotunities to our students.**

**>> Fontenell Forest brings experiences and curriculum into the classrooms throughout the school year.**

**>> The Rose Theater in Omaha has partnered with the District to offer experiences off and on school site.**

**>> Lauritzen Gardens in Omaha has partnered with the District to offer experinces off site.**