<table>
<thead>
<tr>
<th>District Name:</th>
<th>Omaha Public Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>County Dist. No.:</td>
<td>28-0001</td>
</tr>
<tr>
<td>School Name:</td>
<td>Benson High Magnet School</td>
</tr>
<tr>
<td>County District School Number:</td>
<td>28-0001-001</td>
</tr>
<tr>
<td>School Grade span:</td>
<td>9-12</td>
</tr>
</tbody>
</table>

Preschool program is part of the Schoolwide Plan. (Mark appropriate box.)

- Yes
- No

Summer school program is part of the Schoolwide Plan. (Mark appropriate box.)

- Yes
- No

Indicate subject area(s) of focus in this Schoolwide Plan.

- Reading/Language Arts
- Math
- Other
  (Specify) Career Academies

School Principal Name: Tom Wagner, Interim

School Principal Email Address: tom.wagner@ops.org

School Mailing Address:
5120 Maple Street
Omaha, NE
68104

School Phone Number: 402.557.3000

Additional Authorized Contact Person (Optional): Jane A. Laughlin

Email of Additional Contact Person: Jane.Laughlin@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.

- Yes
- No
Names of Planning Team
(include staff, parents & at least one student if Secondary School)

Julie & Randall Parsons
Tom Wagner
Todd Martin
Matt Wichman
Jane Laughlin
Michael Duggan
Lisa Helmick
Peter David
Andrea Brown
Paw Tha Hser

Titles of those on Planning Team

Parent
Interim Principal
Assistant Principal
Curriculum Specialist (Math)
Curriculum Specialist (English)
Department Head (Special Education)
Department Head (ESL)
Benson High School Student
Director of Counseling
Bilingual Liaison

School Information
(As of the last Friday in September)

| Enrollment: 1326 | Average Class Size: 25 | Number of Certified Instruction Staff: 92 |

Race and Ethnicity Percentages

| White: 22 % | Hispanic: 16 % | Asian: 18 % |
| Black/African American: 36 % | American Indian/Alaskan Native: 1 % |
| Native Hawaiian or Other Pacific Islander: 1 % | Two or More Races: 5 % |

Other Demographics Percentages

| Poverty: 85 % | English Learner: 19 % | Mobility: 35 % |

Assessments used in the Comprehensive Needs Assessment
(ie. NeSA, MAP, ITBS, AIMS web, DIBELS, CAT etc.)

MAP
Grading Dashboard / Infinite Campus
ACT
NeSA-RMS / Acuity

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 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.

Teachers analyze and compare different data sources to modify and adjust lesson plans in order to improve student achievement. Data discussions occur in regularly scheduled Academy and Department Meetings.

Due to NDE April 1st

Updated: June 2016
is also connected to our School Improvement Plan. Incoming 8th grade NWEA-MAP data has been analyzed and used to properly place students in Tier 2 or Tier 3 reading support classes, as well as for proper placement in math classes.

Enclosed is the NWEA-MAP data used at the 9th grade level, as well as for placement of incoming 8th graders. Also included are AYP, graduation data, and Benson High Magnet School’s data book. On page 9 of the data book is a snapshot report that includes mobility, attendance, graduation and drop out rate for Benson High Magnet School. The snapshot also includes information on the ELL population, special education population and refugee percentages. The trend data for the Nebraska State Accountability Assessment (NeSA:RMS) is also located on this page, with more specifics listed in section 3: Student Achievement.

### 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.

Parent and guardian data has been collected through surveys generated by the Omaha Public Schools District Research office. These are available electronically for parents that had their emails on file. An alternative, hard copy version of the survey were also available at the school during parent teacher conference. Questions on the survey are asked that help the building gather information to identify the needs of the school. A copy of these questions is included within the corresponding folder. The most recent information received is part of the Climate Survey data located on page 39 of the 2015-2016 Benson High School Data book.

In 2014-2015, information was gathered from the parents and community during the formation of Career Academies that helped to identify needs of the school. The information gathered is located in the Taskforce Report. The board approved Taskforce Report from 1-13-2015 is included in the corresponding folder. Included in the corresponding folder, are the Academy Parent Night Presentations from the spring and fall, 2016. A record of the parent contact log for the 11-15-16 Academy Parent Night presentation is included in the corresponding folder. In March 2017, Benson High Magnet School participated in a community and national Baseline Review of Career Academies. The rubrics used for Career Academy Baseline Analysis are included within the corresponding folder.

### 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.

Benson High Magnet School’s 2016-2017 School Improvement Plan identifies existing improvement efforts and a copy of the plan is included in the corresponding folder. Components of the plan are discussed at cabinet meetings, Academy meetings, staff meetings, department meetings, academy board meetings, and also in the school improvement committee meetings. Included in the folder is the Academy Meeting Structure which shows the incorporation of data and school improvement as regular topics of discussions.

Also used in ongoing improvement efforts is the District Action Plan Brochure and the Best Practices handbook as part of the schoolwide focus and improvement efforts. These have been included in the corresponding folder.

### 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.

The schoolwide plan includes strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at-risk of not meeting the state standards. It also addresses how the school determines if and how such needs are being met. The evidence in the corresponding folder includes the OPS Academic Action Plan, specific strategies being implemented, the Gradual Release of Instruction model, Edmentum Credit Recovery program, and after school academic tutoring.

Staff meet to discuss data to identify instructional strategies for demographic groups. The Academy Meeting Structure is included in the corresponding folder. The staff on the four academies meet every other day, data and strategies are regular topics of building academy meetings.

3. Qualifications of instructional paraprofessionals

3.1 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.

The enclosed documentation in the corresponding folder verifies that all instructional paraprofessionals are ESEA qualified.

4. High quality and ongoing professional development

4.1 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.

The district offers teacher training as part of the Take Flight Mentoring Program. Take Flight mentoring is for new teachers to the district. "On-board" Mentoring is for teachers new to the district who have previous teaching experience. Each new teacher to the building is provided a mentor teacher. Documents in the corresponding folder explain the Take Flight Mentor program, along with the 2016-2017 Benson Mentor assignment list. The building mentor facilitators coordinate the program at Benson High Magnet School and hold professional development meetings with those participating in the mentor program. The assigned mentor meets with new teachers one-on-one to offer additional support throughout the year. An agenda from the building's new teacher meeting is included in the corresponding folder, as is additional information regarding the program.

An Academic Action Plan brochure and the Best Practices for Instruction 3rd Edition booklet was provided to all teachers at the first District Curriculum Day at the beginning of the 2016-2017 school year. Benson High Magnet School follows the OPS Action Plan and supports teachers through coaching visits and strategies outlines in the Academic Action Plan. The building created schedule for coaching visits is included in the corresponding folder. In addition, the Benson High Magnet School SIP (School Improvement Plan) outlines a list of professional development opportunities provided to staff throughout the school year. These documents are located in the corresponding folder.
Starting in May 2016, throughout the 2016-2017 school year, staff has been involving in on-going professional development with AAIS [American Alliance for Innovative Systems]. The primary purpose is to develop skills in the Project Based Learning continuum. The secondary goal of the professional development is for all four Career Academy teams to increase their teaming effectiveness. The AAIS proposal for professional development is included in the corresponding folder along with all AAIS professional development notes and training information.

5. Strategies to increase parental and family engagement

<table>
<thead>
<tr>
<th>5.1</th>
<th>Please provide a narrative below explaining how the school-parent compact is jointly developed with parents. Provide supporting documentation in the corresponding folder.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A school-parent compact has been created by the planning team. Teachers, parents, and students will be involved in reviewing, editing, and continuing to develop the compact. The plan addresses how the components of the parent plan are reviewed to assure that all parties are fulfilling their roles and responsibilities.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>5.2</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A building level parent policy or procedures, meeting Title I requirements, is developed and located in the corresponding folder. This document will be up for annual review and subject to improvements as needed. There will be regularly scheduled parent meetings throughout the 2017-2018 school year. Parents will have an opportunity to meet with the principal and offer feedback on policy and procedure documentation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5.3</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The 2017-2018 annual meeting is planned for the week of Open House. Parents will have an opportunity to provide input regarding the school compact. The parent meeting will included information on the plan and sign-in sheets for additional documentation.</td>
</tr>
</tbody>
</table>

6. Transition Plan

<table>
<thead>
<tr>
<th>6.1</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>6.2</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td></td>
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</table>

<table>
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<tr>
<th>6.3</th>
<th>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.</th>
</tr>
</thead>
</table>

Due to NDE April 1st

Updated: June 2016
Benson High Magnet School begins recruitment activities during the month of November for district 8th grade students. These activities include the parent recruitment night hosted at the TAC building. In December, Benson High Magnet School staff visits all OPS middle schools to provide students with information about transitioning to high school and information specifically regarding Benson High Magnet School. In January, recruiting efforts culminate with a recruitment Open House hosted at Benson High Magnet School for all interested 8th grade students and their families. Information on recruitment and the Open House flyer is located in the corresponding folder.

The school counseling department provides several experiences to assist students in the transition from middle school to high school. Students are provided with an orientation presentation by Benson High Magnet School counselors at their middle schools in the spring of their 8th grade year. A week later, counselors return to register these students for their 9th grade course requests. Incoming freshmen students are encouraged to take part in a summer school program the summer before 9th grade to assist with the transition. Once in high school, all 9th graders are given orientation information again during an assembly the first days of school. They also all meet with their assigned counselor one-on-one in the fall to go over an academic plan and to start discussing a post-secondary plan. Supporting documentation in the corresponding folder: 8th to 9th Grade Orientation and Registration Schedule, 8th Grade Orientation Presentation, Summer School Transition Program Packet, 9th Grade Orientation Presentation, one-on-one transition meeting lesson plan, and Freshman Orientation day schedule and activities.

Once students are at Benson High Magnet School, they become part of the Freshman Academy to help their transition into high school. All students take our Goals and Pathways for Success course [GPS] to aid in the transitioning process and understanding who they are and where they want to go. Information on the pacing guide for the GPS course and Decision Science lessons for the program are provided in the corresponding folder. All Freshman are involved in the Freshman Academy Advisement course which addresses character and soft skills development. Information on the Freshman Academy is provided in the corresponding folder.

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.

Benson High Magnet’s counseling department provides several experiences to assist students in the transition from high school to college and career. Students are provided with large group presentations one time during 8th grade, one time in 9th grade, one time in 10th grade, two times in 11th grade, and three times in 12th grade. Each time academic planning and post-secondary planning is emphasized. All students also receive two individual meetings with their assigned counselors each year of high school. All juniors are given the ACT test in the spring of each year. We also offer PSAT testing and Saturday ACT testing at Benson High School. Benson has received the College Access Grant from Education Quest, and we are able to bring students on tours to colleges throughout each school year. The last year of this grant is 2017-2018 for Benson High School. We have a week long Apply2College campaign in which students are given the opportunity to have assistance completing college applications with the assistance of counselors, admission representatives, and Education Quest representatives. This is in addition to the availability of requested individual help from a counselor. We have a week long FAFSA initiative run similarly. Education Quest provides a representative every Wednesday to assist students with FAFSA completion. Students are targeted for scholarships and called down to fill out applications throughout the year by our college counselor. The Director of Counseling leads our scholarship committee which involves an application drive with our students and running a selection committee. All seniors have one additional individual meeting to discuss last steps to successful transition to college and/or career.
7. Strategies to address areas of need

7.1 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.

The Schoolwide plan provides multiple opportunities to extend and increase learning time within and beyond the instructional day. The State of the School report from March 2016 expresses how Career Academies have increased the amount and quality of learning time within and beyond the instructional school day. The document is located in the corresponding folder. Tutoring is available after school for students that need additional academic support. Edmentum, credit recovery, is offered during the school day to help keep students on track for graduation. Included in the corresponding folder is incoming 8th grade and current 9th grade NWEA-MAP data which highlight the levels and needs of our student population.

In order to adequately meet the needs of our student population, at Benson High Magnet School, we need to:

* Incorporate additional certified and classified staff where necessary
* Increase professional development opportunities of certified and classified staff
* Provide additional curriculum and classroom resources
* Provide resources for parents and guardians
* Facilitate access to work-based learning and co-curricular opportunities
* Bolster tutoring and credit recovery offerings for our student body

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

8.1 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.

At Benson High Magnet School, Perkins Funding is used to help support career and technical education. The Omaha Public School Board of Education approved additional funding to support the development of Career Academy and Magnet programming. Benson High Magnet School has received the College Access Grant from Education Quest, and we are able to bring students on tours to colleges throughout each school year. The last year of this grant is the 2017-2018 school year.

8.2 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.
The school and community, through the coordination and integration of various local services and programs work together as partners in support high achievement for all students. Current community agencies that support the Benson High Magnet School community are:

* Urban League - dropout prevention / Urban League Whitney Young / Urban League YAN
* College Possible - ACT pre/Transition from High School to college
* Omaha Police Department / School Resource Officer (SRO)
* CHI Health
* Advisory Board Career Academy members - list of all members located in corresponding folder
* EducationQuest
* AIM TRiO Talent Search
* TeamMates
* Creighton Trio
* Creighton Upward Bound
* Youth Leadership Omaha
* Mayor’s Youth Advisory Commission
* Partnership 4 Kids
* Anti-Defamation League
* Assistance League of Omaha
* Building Bright Futures
* Lutheran Family Services
* Visiting Nurse's Association
* MT Java
* Thrive

Conferences attended by Benson High Magnet students within the community are:
* American Spirit Summit
* Striving for Success Summit
* Prejudice Elimination Workshop
* Urban Leadership Symposium
* Youth Congress
* "I Am" Conference
* HOBY
* State and regional conferences for career student organizations