

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:	Benson High School
County District School Number:	28-0001-001
School Grade span:	9-12
Preschool program is supported with Title I funds. <i>(Mark appropriate box)</i>	<input type="checkbox"/> Yes <input checked="" 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)_Career Academies__
School Principal Name:	Tom Wagner
School Principal Email Address:	Tom.Wagner@ops.org
School Mailing Address:	5120 Maple Street Omaha Ne, 68104
School Phone Number:	531-299-2520
Additional Authorized Contact Person (Optional):	Jane Laughlin
Email of Additional Contact Person:	Jane.Laughlin@ops.org
Superintendent Name:	Cheryl Logan
Superintendent Email Address:	cheryl.logan@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

<p><u>Names of Planning Team</u> <i>(include staff, parents & at least one student if Secondary School)</i></p> <p>Sarah Jo Dunwoody Tom Wagner Jane Laughlin JoAnna Hale Kristen Hughes Micheal Duggan Angela Johaneck Mary Reece Paw Tha Hser Carl Swiener Sara Sexton Andrea Brown</p>	<p><u>Titles of those on Planning Team</u></p> <p><u>Parent Administrator</u> Title I Facilitator / Curriculum Specialist Curriculum Specialist EL Department Head SPED Department Head Career Academy Specialist Curriculum Specialist Bilingual Liaison Student, Class of 2023 Student, Class of 2022 Director of Counseling</p>
--	--

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 1487	Average Class Size: 26	Number of Certified Instruction Staff: 95
Race and Ethnicity Percentages		
White: 18 %	Hispanic: 20 %	Asian: 22 %
Black/African American: 33 %	American Indian/Alaskan Native: .005 %	
Native Hawaiian or Other Pacific Islander: .008 %		Two or More Races: 6 %
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 88 %	English Learner: 19 %	Mobility: 25 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
ACT	
MAP	
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	<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 instruction. Provide supporting documentation in the corresponding folder.</i>
<p>In multiple meetings with people of the Title I committee, CSI-SIP committee, Cabinet-leadership - school data and needs assessment surveys are discussed, reviewed, and used to assess the needs of the school and our students. We use the district provided Benson data book, data collected from surveys and needs assessment tools, data collected from Norm Referenced Tests, attendance data, behavior data, climate data, and graduation rates as all part of the data referenced to create the big picture of what the students at Benson need.</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>Information is gathered from parents mostly through surveys - we sent out surveys for accreditation and also the yearly climate survey. So far this year we have had 5 well-attended monthly "Family Engagement Nights" to share information with families and gather what they might need or want to focus on and learn more about, for instance helping to transition from freshman year into the Academies, information on testing, information on testing and GPA - how to use infinite campus at home are all topics covered for our families that attend our Family Engagement nights, which kick-off with the Welcome Freshman parent night and is followed by the High School bootcamp for parents and families. One of these Family Engagement Night included our annual Title I Parent Night. Family and community are also engaged via our Career Academy programs that we have at Benson. All four of the Career Academies - Health, Business, Design, and Freshman - have Advisory Boards that include parents and community members. These boards meet monthly or quarterly depending on the group - and they work to help build the vision on the school, act as sounding boards, and are used to help identify the needs of the school and how those needs can be supported.</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>Benson High School CSI improvement plan was written with 4 goals - to increase graduation rate, increase performance on the NSCAS (ACT), improve our EL proficiency performance, and to decrease chronic absenteeism. The full CSI plan and goals are in the folder, and a one-pager that show each target for each goal. In order to focus our PD on our goals, we wrote our professional development plan to include focus on Freshman and grading practices (graduation); Academic Conversations as a tool in the classroom to increase the rigor of dialogue with students (EL and NSCAS); purchased the AOP - ACT online prep for all our Sophomore and Junior students, have monthly data analysis meetings with the staff, and added an ACT prep course into the master schooled (NSCAS); with our teachers we have been using 8 effective classroom practices, MTSS-B, and Stive for 95, and our Attendance committee as tools / resrouces to address reducing student chronic absenteeism.</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>Along with the professional development mentioned, students gets additional services through the academy that they have joined. The academy create for smaller and targeted learning environments within the school. There are Academic and Behavior plan forms that are used by the academy teams when they are meeting to map out a plan of intervention for a student that is not being succesful in school because of behaviors or academies. All four acadmies use these plan and in additon, the Freshman Acadmey uses the Targeted Data Protocol to help identify and provide additonal supports for students. There is also after school tutoring, counseling, EL, SPED, counseling, social worker, school support liaison, community counselors, speech services, and phsych services as needed.</p>	

3. Qualifications of instructional paraprofessionals

3.1	<i>Please provide a narrative below describing the procedure(s) used to make sure that all instructional paraprofessionals in the school meet the ESEA requirements. Provide supporting documentation in the corresponding folder.</i>
<p>The enclosed documentation in the corresponding folder verifies that all instructional paraprofessionals are ESEA qualified.</p>	

4. High quality and ongoing professional development

4.1	<i>Please provide a narrative below describing the professional development and other activities provided to improve teacher effectiveness and use of academic data to guide instruction. Provide supporting documentation in the corresponding folder.</i>
<p>Benson High School professional development plan was written as the CSI goals were written during April 2019 for the 2019-2020 school year. The plan, which is include in the artifacts and was adjusted for second semester, wraps the professional devleopment of teachers around the CSI student performance improvement needs. Focus on equitable best practices for grading (graduation); monthly assessment meetings (NSCAS), Academic Conversations (EL performance, NSCAS performance) and 8 effective classroom pratics (MTSS-B, reducing chronic absentteeism). In the professional development folder, will find all the professional developments that were provided to staff throughout the year. As we have gathered class walkthrough data, coaching, and surveyed staff and students throughout the year, we recognize the need to included teaching bell to bell in a block schedule, shared and guided instruction (GRI) and more effective transitioning in lesson planning as needed future development for our staff as we plan out next year.</p> <p>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. 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.</p>	

5. Strategies to increase parental and family engagement

5.1	<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>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.</p>	
5.2	<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>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 2020-21 school year. Parents will have an opportunity to meet with the principal and offer feedback on policy and procedure documentation.</p>	
5.3	<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 2019-2020 annual meeting was held as the September Family Engagement night, and as we set up plan for next year, the night will likely be the same. Parents will have an opportunity to provide input regarding the school compact. The parent meeting included information on the plan and sign-in sheets for additional documentation. Documents are located on the school web site and in the student handbook for parents to view at anytime.</p>	

6. Transition Plan

6.1	<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). Provide supporting documentation in the corresponding folder.</i>
<p>Benson High Magnet School begins recruitment activities during the month of December for district 8th grade students. 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.</p>	
<p>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. Benson High School kicks of the student transition in the school year by hosting a "Welcome Night" for incoming parents and students before the first day of school, which is a Freshman only day. On the freshman only day, 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</p>	

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. Principal Wagner meets with every Freshman twice a year to discuss class rank, GPA, and staying on track for graduation via their GPS classes. Information on the Freshman Academy is provided in the corresponding folder.

In 2019, the Freshman Academy was the first to complete a baseline review with National Career Academy Coliation which is the first step in getting recognized as a Model Status academy that will be national recognized. On March 2nd, the academy had their NCAC Model Status review. Many of the documents with regards to the academy meeting structure, student support provided is provided in the artifacts folder. When we get the news that we have become recognized as Model Status, this will be part of our web site, social media and recruitment of future students. Benson High School Freshman Academy has a dedicated wing of the building just for Freshman Students. During the model status review, students said that they were very proud of this hallway - that it was there space - they felt that welcomed and supported by teachers. A map of wing and course location, meaning Freshman teachers are in close proximity of each other is located in the artifact folder.

Professional development for the teachers of the Freshman Acaemy has been through the National Freshman Success Institue (NSFI) in Chicago. As a team, they have been reading the book "Make or Break it Year" about the importance of being on track for graduation within the Freshman Year of high school and how that it one of the biggest impacts on the future graduation rate of the class. We have inflused the Targeted Data protocol to help meet the needs of our Freshman to ensure that they are on Track for Graduation - this focus on Freshman is also part of our larger CSI goals. Urban League has been supporting our vision with a grant to help bring families into the building and recognize the students via incentives that are in attendance and achieving.

Freshman Academy has an Advisory Board established to help provide guidance and also meet the needs of students. The board is made up of community organizations (Urban League), higher education (UNL and UNMC) and local business (Youth Frontiers) it includes parents and former Freshman Acadmey students.

6.2

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). Provide supporting documentation 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. At the sophomore level we have added a pre-act course as part of the curriuclum. All sophomores and juniors have been provided as online ACT prep account. 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. 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.

Students receive unique internships, field experience, and courses via the 3 Career Academies at Benson High School. One of which, Health Professions, was reviewed as a Model Status Academy via the National Career Academy Coalition, meeting all established standards to reach that title. Each Academy has an advisory board made up of community partnership that helps provide supports to our students as they transition through high school and out into becoming college, career, or civic-life ready. This is the heart of Benson Mission statement: Benson High School prepares students to excel in college, career, and civic-life through career academies, high-performing educators, and community partners. The vision the school is to graduate students prepared to excel in college, career, and civic-life.

7. Strategies to address areas of need

7.1	<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. Provide supporting documentation in the corresponding folder.</i>
<p>The Schoolwide plan provides multiple opportunities to extend and increase learning time within and beyond the instructional day. 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. Student NWEA-MAP data is used when making placement decision - see AIF sample document that helps guide these placements.</p> <p>In order to adequately meet the needs of our student population, at Benson High Magnet School, we need to:</p> <ul style="list-style-type: none"> * Incorporate additional certified and classified staff where necessary - for example we added a third reading teacher in order to meet the needs of students that need reading at the 10th grade level. * Increase professional development opportunities of certified and classified staff * Provide additional curriculum and classroom resources * Provide resources for parents and guardians (Family Engagement Nights) * Facilitate access to work-based learning and co-curricular opportunities * Continue to bolster the tutoring and credit recovery offerings for our student body 	

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

8.1	<i>Please provide a narrative below describing how available Federal, State and local funds are coordinated and integrated to meet student needs and support student achievement. Supporting documentation may also be placed in the corresponding folder.</i>
<p>Benson High School receives CSI funds, a budget from Omaha Public Schools, Title I funds, and a few grants, such as the Urban League grant focused on Freshman attendance. These are all coordinated via curriculum specialist, Jane Laughlin and the principal, Tom Wagner to ensure that they funding does not duplicate each other but works together to improve the performance of our students. For instance, CSI funding pays for the bulk of professional development of staff and materials needs to support those efforts. Title I supports</p>	

bringing in the families into the schools, suppling the classroom with supplemental materials that will help enhance the curriculum that has been provided for them via their curriculum guides and adopted text materials from the district. Urban leagues focusing on attendance incentives provide incentives for students that Title I and CSI funding cannot buy. That is an example of how various funds have been intergrated and coordinated. Professional Development, Family Engagement Nights, tutoring, student incentives, adding supplementanal resources to the curriculum and school supplies all serve one purpose which is to improve student achievement, each funding sources pays for some piece of the pay - but each is its own slice.