

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
Building Grade Span Served with Title I-A Funds:	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) <u>Career Academies, Teacher Retention</u>
School Principal Name:	Melinda Bailey
School Principal Email Address:	Melinda.Bailey@ops.org
School Mailing Address:	5120 Maple St. Omaha, NE 68104
School Phone Number:	531-299-2520
Additional Authorized Contact Person (Optional):	Mary Reece
Email of Additional Contact Person:	mary.reece@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> <i>(include staff, parents & at least one student if Secondary School)</i>	<u>Titles of those on Planning Team</u>
Jennifer Doll-Fowler Melinda Bailey Kristen Hughes Angela Johaneck Angela Ralph Kelcey Schmitz Catherine Bell Christine Acuna Joshua Jablonski Robyn Jernigan Tammy Steele Brandon Ashley	<u>Parent Administrator</u> Curriculum Specialist Curriculum Specialist Librarian/Teacher Teacher Assistant Principal EL Department Head Teacher Teacher Teacher Student _____

School Information		
(As of the last Friday in September)		
Enrollment: 1353	Average Class Size: 18.1	Number of Certified Instruction Staff: 80
Race and Ethnicity Percentages		
White: 13.15 %	Hispanic: 21.8 %	Asian: 29.7 %
Black/African American: 30.5 %	American Indian/Alaskan Native: 0.9 %	
Native Hawaiian or Other Pacific Islander: 0.1 %		Two or More Races: 3.3 %
Other Demographics Percentages (may be found on NEP https://nep.education.ne.gov/)		
Poverty: 74 %	English Learner: 21.7 %	Mobility: 13 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
ACT	MAP
ELPA21	

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>In multiple meetings, including Title I committee, Cabinet leadership team, and Academy, a needs assessment protocol was completed. This included an analysis of data (test scores, grades, attendance, behavior, climate, graduation rates) and current programs and strategies, which prepared us to complete a root causes analysis. Once root causes were identified, stakeholders collaborated to identify goals, actions, success criteria, measures of progress, and professional learning needs.</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 from parents and the community was gathered via the annual climate survey, along with our family engagement nights. Additionally, the Title I committee chair attends Booster Club meetings, Open House, and Parent-Teacher Conferences to gather information from parents.</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's CSI improvement plan was written with three goals: 1) increase percentage of students on track, 2) increase percentage of teachers retained and 3) increase attendance and decrease behavior events. The comprehensive school improvement plan (CSIP) is included in this folder and outlines the professional learning plan to support each goal. In order to focus our PD on the goals, we wrote the professional development plan to include Cambridge's best instructional practices (Tier 1 strategies) and MTSS-B 8 effective classroom practices. We offer tutoring to students after school, online via Paper, and during LEAD (homeroom). Administrators meet weekly to review and modify procedures to address schoolwide behavior trends. We hold 'Benson Back On Track Day' after grading periods to target students who are off track and provide them time to meet with a teacher, where they will complete a failed or missing assessment. Curriculum specialists meet weekly to review instructional needs and plan weekly teacher recognition via OPS 30 Ways to Say Yay, notes of gratitude, notes of inspiration, and the Benson treat cart. Our attendance team, which consists of our SSL, social worker, dean, and director of counseling, meets weekly to review Strive for 95 goals, implementing interventions when students reach 5, 10, 15 and 20 day absence milestones. Additionally, they recognize students who meet Strive for 95 goals quarterly; this has been done through invitations for public recognition at a Benson basketball game, as well as through providing rewards and recognition in the classroom.</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>
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Along with the professional development mentioned, students receive additional services through the Academy they have joined. The Academy creates the opportunity for smaller learning environments within the school. There are academic and behavior plan forms that are used by the Academy teams to guide the intervention process for a student who is not currently successful in school because of behaviors or academics. All four Academies use this plan and the Freshman Academy uses the Targeted Data Protocol to help identify and provide additional supports for students. There is also after school/LEAD/online tutoring, counseling, EL, SPED, social worker, school support liaison, community counselors, speech services, and psychological services as needed.

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>
Professional development is provided monthly at the building level. Our MTSS-B team collects and analyzes our Big Five data and presents professional development to all staff based on the findings. We also provide PD on Marzano's engagement vs. compliance strategies. Additionally, professional development on best instructional practices has been presented by the Cambridge Organization. Coaching is conducted by leadership team to encourage implementation of these strategies, and the formal evaluation process is conducted as required by the district. Professional development on the MTSS-B 8 Effective Classroom Practices and Cambridge Tier 1 best instructional practices is presented or embedded at monthly faculty meetings. Teachers collaborate to include these strategies in planning at monthly PLC/Academy meetings. New teachers attend monthly meetings at the building level and district level meetings to review building/district goals, strategies, and expectations. They are also assigned a mentor, who they meet with regularly. Leadership team members attend SILN (Secondary Instructional Leadership Network) meetings monthly to receive ongoing professional development to support district goals and to develop as school leaders. All staff attend a variety of professional development sessions on district curriculum days.	

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>
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.	
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>
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 2022-23 school year. Parents will have an opportunity to meet with the principal and offer feedback on policy and procedure documentation.	
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 2022-23 annual meeting was held on September 29, 2022. There were two meeting times available, one in the morning and one in the afternoon. Due to low attendance, we also requested, and were granted, time to share this information at our Booster Club meeting on 10/19/22. Parents were invited to provide input regarding the school compact. Documents are located on the school website (<https://www.ops.org/benson>) and in the student handbook (pp. 11-12) for parents to view at anytime.

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>Each December, Melinda Bailey (principal) and Angela Johaneck (Academics specialist) participate in the OPS high school fair, where they are joined by Benson students to share information about our school with potential families. This is followed up with Open House hosted at Benson High School in January for all interested 8th grade students and their families. 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 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 Jumpstart, a summer school onboarding program, the summer before 9th grade. All Benson families are invited to attend Early Bird Orientation in late July, where they can get their schedule for the upcoming school year and meet the leadership team. Ninth graders attend their first day at Benson High School without other grade levels. On this day, students are introduced to their teachers and all support staff, along with teambuilding activities throughout the day. Students meet with their assigned counselor one-on-one in the fall to go over an academic plan and to begin discussing a post-secondary plan. Once students are at Benson High School, they become part of the Freshman Academy, which is recognized as a Model Academy by the National Career Academy Coalition (NCAC) to help their transition into high school. All students take the freshman seminar course to aid in the transition process and to help plan for their future involvement in the Academies. Students who choose the Health Professions Academy attended the REACH Fair, hosted by UNMC at Benson, to learn more about the opportunities in health professions. Principal Bailey meets with every freshman seminar class twice a year to discuss class rank, GPA, and staying on track for graduation. 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 Academy students. Students new to Benson after the first weeks of school are welcomed at a meeting with their guardian and the student's administrator. Students are also provided a guided tour of the school by an assigned peer mentor.</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>Benson High'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 focused on academic progress and future planning 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. All students also receive two individual meetings with their assigned counselor each year of high school. Students who are not on track for graduation have meetings with their administrator, guardian, counselor, and other applicable team members to develop a plan for the future. All juniors take the ACT test in the spring of each year. We offer an ACT prep class, which is available during the school day for sophomores or juniors. We offer 19 dual-enrolled courses, 20 AP courses, and 15 certification opportunities. We also offer PSAT and ASVAB 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</p>

school year. We have a week long Apply2College campaign in which students are given the opportunity to have assistance completing college applications from 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, lunch and learn opportunities, and courses via the three Career Academies at Benson High School. The Health Professions Academy received the model Model Status Academy distinction via the NCAC in 2020. In March of 2023, the Construction and Design Academy will apply to the NCAC for model status. 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.

6. Strategies to address areas of need

6.1 *Please provide a narrative below describing how the Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day.*

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 who need additional academic support. Edmentum, credit recovery, is offered after school to help get students back on track for graduation. Student NWEA-MAP data and core course grades are shared when making course placement decisions at the 9th grade level (see AIF spreadsheet.) We have been able to hire additional teachers- 3 English, 2 math, and 1 science- to decrease class sizes and increase the variety of courses offered in order to meet the wide range of needs. Students have the opportunity to participate in student organizations such as FBLA, HOSA, and SkillsUSA. Construction and Design Academy students can join the ACE Mentors Program to make post-secondary connections in the field of their interest.

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

- * Incorporate additional certified and classified staff
- * 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
- * Provide transportation for students to off-campus learning opportunities such as internships, job shadows, and Academy-related field trips

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

7.1 *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.)*

Benson High School receives CSI funds, a budget from Omaha Public Schools, and Title I funds. These are all coordinated via curriculum specialist, Kristen Hughes, and the principal, Melinda Bailey, to ensure that the

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 bringing the families into the schools, supplying the classroom with supplemental materials that will help enhance the district's guaranteed and viable curriculum. Professional Development, Family Engagement Nights, tutoring, adding supplemental resources to the curriculum, and school supplies all serve one purpose which is to improve student achievement and keep students in school, while each funding source pays for some portion of the needs.

The College Access Grant supports a portion of the post-secondary visits

The SHOPS Program through the Sherwood Foundation supports families of Benson students in need by paying for utility and rent bills on a short-term basis.

The Benson High School Foundation supports a variety of opportunities for students outside of the regular school day.