

Title I Schoolwide Plan

Please use the assigned Nebraska Department of Education
County District School Number in the table below.

Date of Review:	4/22/2026
District Name:	Omaha Public Schools
School Name:	Benson High School
County-District-School Number: XX-XXXX-XXX	28-0001-001
Grades Served with Title I-A Funds: (PK is rarely served)	9-12
Preschool program is supported with Title I funds. (Mark appropriate box)	☐ Yes ☒ No
Summer school program is supported with Title I funds. (Mark appropriate box)	☒ Yes ☐ No
Indicate subject area(s) of focus in this Schoolwide Plan.	☒ Reading/Language Arts ☒ Math ☐ Other (Specify)_____
School Principal Name:	Cedric Cooper
School Principal Email Address:	cedric.cooper@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:	Mr. Matthew Ray
Superintendent Email Address:	Matthew.Ray@ops.org

<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>
Rita Wong Garcia Cedric Cooper Mary Reece Robyn Jernigan Levi Pyron Isabella Reilly Habiba Hashimi Dai'Vair Price Adak Meen Stuti Kochari Wendy Coleman Mya Novak	<u>Parent Administrator</u> Title I Coordinator Teacher Teacher Teacher Teacher Student Student Student Student Parent Student

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 1297	Average Class Size: 18	Number of Certified Instruction Staff: 84
Race and Ethnicity Percentages		
White: 11 %	Hispanic: 21 %	Asian: 30 %
Black/African American: 31 %	American Indian/Alaskan Native: 01 %	
Native Hawaiian or Other Pacific Islander: %		Two or More Races: 5 %
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 99.4 %	English Learner: 25 %	Mobility: 13 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
MAP	
Pre ACT 8/9	
PRE ACT	
ACT	
Confirm all Instructional Paras are Qualified according to ESSA. ☒ Yes ☐ No	

The Schoolwide Plan must be made available to the School, Staff, Parents, and the Public via the school's website.

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

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>Benson reviews a wide range of student data including test scores (8/9 PreACT, PreACT, ACT, ELPA), grades, on track data reports, missing assignment reports, credit accrual, attendance patterns, chronic absenteeism, mobility, behavior trends (MTSS B Big 5), and climate feedback to better understand how students are progressing and where support is needed. In addition, leadership conducts two Cognia ELEOT reviews a year to assess trends in instruction. Our collaborative teams, including Cabinet, Title I/Family Engagement, the Attendance Team, Academy Leadership, and department PLCs, meet every 4–6 weeks to look for root causes and identify which students or groups need additional attention. This helps us make decisions about curriculum pacing, Tier 1 instructional practices, interventions, and how we monitor student learning.</p>	
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.</i></p>
<p>Benson gathers data from multiple sources. First, parents are encouraged to complete the climate survey sent via email by the district and that comprehensive data is then used to identify needs. Second College and Career Academy boards, consisting of community partners, representatives of major career fields, and post secondary institutions meet monthly. They are vital to addressing students needs and offering students opportunities across all grade levels. Third, Benson utilizes a more targeted outreach through calls/texts from counselors and our Attendance Dean to determine root causes and supports needed by families. Fourth, the building principal hosts a student advisory committee monthly to allow for student voice in identifying the needs of the school. Topics discussed by stakeholders listed include clear communication of student progress, support for make-up/credit recovery opportunities, and consistent classroom routines and expectations. Parent, community, and student input directly shaped the Family Engagement Policy, School–Parent Compact, and the design of our ‘Benson Back on Track’ days.</p>	
1.3	<p><i>Please provide a narrative below describing the on-going improvement efforts, which should support the Continuous School Improvement Plan.</i></p>
<p>Our School Improvement Plan focuses on three main goals: improving graduation rates, increasing ELPA proficiency for our multilingual learners, and improving student attendance. In addition, we are committed to strengthening College and Career Readiness opportunities through our wall-to-wall College and Career Academies as well as raising proficiency in ELA, Math, and Science. The first part of the improvement efforts happens through instructional rounds. Instructional rounds grounded in our Instructional Core (rigorous content, effective teaching, and active student learning), give us a clear picture of classroom practices. The evidence from rounds helps PLCs plan instruction, adjust lesson pacing, and identify which students need additional support. Our Attendance Team meets weekly to review data, monitor students who are at risk of chronic absenteeism, and coordinate interventions. Academy teams also review common assessment results and on track dashboards every two weeks, with a special focus on students who have good attendance but are still failing courses. This helps teachers identify whether these students need academic support, clearer routines, or help build the skills needed to succeed in their classes.</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.</i>
<p>Benson provides a comprehensive, multi-tiered system of support to assist students who are at risk of not meeting Nebraska’s challenging academic standards. Our professional development and school improvement plan focuses on Tier 1 core instruction that emphasizes rigorous content, scaffolded supports and frequent progress checks so all students can access grade level work. PLCs, collaborative teams, academy teams, and leadership regularly review assessment data including but not limited to: MAP scores prior to high school, PreACT/ACT growth data and proficiency levels, ELPA proficiency, classroom assessments, and course performance to identify students who may need additional help.</p> <p>At the Tier 2 level, Benson offers targeted interventions aligned to student needs. These include remediation courses in literacy and mathematics, small group instruction with co-teachers, and before and after school tutoring. Ninth grade students identified through 8th grade MAP data are placed in literacy support classes to strengthen foundational skills. Students are monitored through on track dashboards, which guide timely support and referrals.</p> <p>Tier 3 intensive interventions are provided for students with identified disabilities or significant skill gaps. Students with IEPs receive services through co taught English and math classes, access to a resource room staffed by special education teachers, and daily support from case managers during homeroom. Students with 504 plans, students experiencing homelessness, highly mobile students, and newcomers also receive individualized assistance to remove barriers to learning.</p> <p>Multilingual learners are supported through sheltered instruction at Levels 1–2 and 3–4, taught by certified EL teachers. Additional services include paraprofessional support in mainstream classes, after school tutoring, and intentional language development strategies.</p> <p>Across all tiers, support teams, including counselors, the Attendance Dean, special education staff, and EL teachers collaborate to monitor student progress, communicate with families, and adjust interventions as needed.</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.</i>
<p>Professional development centers on the instructional core. Teachers meet monthly in small groups to complete rapid cycles of improvement through task overview, instructional goals, task design, and analysis of implementation and student outcomes. Professional development uses learner protocols to provide teachers with time to collaborate, reflect, and plan for best instructional practices. Professional development emphasizes the use of high-quality instructional materials and literacy scaffolds. Wall to wall academies meet each semester to review academy supports for building goals and shared practices. This also involves time with community partners to develop real world applications of classroom instruction tied to academies. Student survey data and teacher root cause analysis shows that students struggle to connect content to their lives. College and career academy professional development is aimed to aid teachers in making those connections.</p>	

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.</i>
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A school-parent compact was created by a planning team and reviewed yearly. The last review was the Benson Booster club which consisted of teachers, parents, and students. 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.</i>
<p>Parents and family members were involved in the development of the Title I Parent and Family Engagement Policy through multiple opportunities for input and review. A building-level Parent and Family Engagement Policy or procedure, aligned with Title I requirements, was developed. This document is reviewed annually and remains subject to revision and improvement based on parent feedback and school needs.</p> <p>Throughout the 2025–26 school year, parents were provided opportunities to offer feedback directly to the Title I Coordinator regarding policy and procedure documentation. In addition, parents were invited at two school events to sign up to participate in a parent survey to share their perspectives. Selected parents were provided copies of the revised plan and given the opportunity to review the document and submit feedback prior to finalization. This process ensured that parent input informed the development, review, and continuous improvement of the Title I Parent and Family Engagement Policy.</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.</i>
<p>Parents were informed of the school's participation in Title I through an annual parent engagement process designed to allow families to review information and provide input at a time that worked best for them. Information outlining the school's Title I status, program requirements, and parent rights was made available to families and shared through multiple communication channels. Parents were encouraged to review this information independently and were provided opportunities to offer feedback and ask questions directly with school leadership. Once a year, Title I coordinates with the Booster Club to present the Title I plan. This approach ensured that all parents had equitable access to Title I information regardless of scheduling constraints and allowed for meaningful participation on an individual basis. Parent input collected during this process was used to support transparency, strengthen family engagement, and guide continuous improvement of Title I practices at the building level.</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>Benson High School has a comprehensive transition plan designed to support incoming students. The purpose of this plan is to ensure continuity of services, reduce transition-related learning gaps, and provide students and families with early access to academic, behavioral, and social-emotional support. Eighth grade transitions start the December before freshmen year. Each December, the principal and Academics Specialist participate in the OPS High School Fair alongside Benson students to share information with families. A January Open House, which features freshmen experience, provides students and guardians an opportunity to learn about academic programs, College and Career Academics, and support services. In the spring, Benson counselors visit feeder middle schools to deliver orientation presentations and return later to assist students with 9th grade course registration. This process allows counselors to review academic data, attendance patterns, and individualized needs prior to enrollment. Incoming freshmen are encouraged to participate in Jumpstart, a summer onboarding program that focuses on building routines, strengthening foundational skills, and fostering relationships with staff. In late July or early August, families attend Early Bird Orientation, where they receive schedules, learn school expectations, and connect with counselors and administrators. These experiences are especially important for families new to OPS or navigating high school for the first time.</p>	

The first day of school is dedicated exclusively to ninth grade students, allowing them to meet teachers, counselors, and support staff in a structured, welcoming environment. All students become part of the Freshman Academy, a National Career Academy Coalition (NCAC) Model Academy, and enroll in a Freshman Seminar course focused on academic habits, goal setting, and exploration of career pathways. Students meet with their assigned counselor individually during the fall to develop academic and post secondary plans. Community partners, parents, and former students participate on the Freshman Academy Advisory Board to provide guidance and additional supports throughout the transition year.

Students who enroll after the start of the school year participate in a guided welcome meeting with their guardian and receive a peer-led tour to ensure continuity of services.

5.2

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).

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 15 dual-enrolled courses, 20 Advanced Academic 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 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 College and Career Academies at Benson High School. The Health Professions Academy received the Model Status Academy distinction via the NCAC in 2020. In 2023, the Construction and Design Academy received Model Status Academy as well.

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 students get 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 to meet the wide range of needs. Students can participate in student organizations such as DECA, 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. 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. Consolidation OR Coordination and Integration of Federal, State, or local Funds

7.1

Our LEA does not Consolidate Title I funds, with other Federal, State, and local funds. If you think your district does consolidate funds, contact your consultant. (It is common practice in Nebraska to not consolidate funds). *(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.