

SCHOOLWIDE PLAN
Section 1114, Every Student Succeeds Act

SCHOOL INFORMATION

School Name	North Boone High School
RCDT:	04-2000-0003
Principal:	Jacob Hubert
Address:	17823 Poplar Grove Rd
City, ZIP code:	Poplar Grove, IL 61065
Telephone:	(815)765-3311
Email:	jhubert@nbcusd.org
Planning Year:	2017-2018
Poverty Rate:	42.99%
40% Waiver:	Y/N
Date Approved:	June 27, 2017

DISTRICT INFORMATION

District:	North Boone CUSD #200
Superintendent:	Dr. Mike Greenlee
Telephone:	815-765-3322
Email Address:	mgreenlee@nbcusd.org

Superintendent's Signature

Date

SCHOOLWIDE PLAN COMPONENTS

1. Please include the names of the participants in the creation of this plan:

NAME	REPRESENTATION
Matt Klett	Title I Director
Melissa Geyman	Special Education Director; Professional Development
Molly Lilja	Curriculum Coordinator
Jamie Pearce	Professional Development
Allison Louis	ELL Director; Preschool Director
Jacob Hubert	Principal
Dale Purvis	Assistant Principal
Megan Nilson	Guidance Counselor
Kim Krawczyk	Teacher
Jason Geiger	Teacher

2. If applicable, please include a list of State educational agency and local educational agency programs and other Federal programs under subsection (a)(3) that will be consolidated in the schoolwide program:

3. Conduct a comprehensive needs assessment of the entire school:
 - a. Include a copy of the document used to conduct the assessment.
 - Curriculum Survey
 - Senior Exit Survey
 - Needs Assessment Survey to students via counseling office and school social worker
 - 5 Essentials

4. Describe schoolwide reform strategies in narrative form to include the following:
 - a. Provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2) to meet the challenging State academic standards:
 - b. Use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

High School:

Link Crew is provided to mentor all incoming freshmen. This address academic and social/emotional needs. We also have homeroom time for students who have been identified as in need academic support, receive additional small group enrichment. This is specific to their needs. IEP students have a “homework” club every T/Th after school to meet the challenging academic state standards.

ELL students have been provided with additional technology and a study skills class to enhance their academics. In addition, they are provided small-group. Students with IEPs have an “Oasis” room to help them with their emotional/behavioral needs. Advance Placement and Running Start provide academic opportunities at the collegiate level. STAR is provided for students who are at academic risk. Educere is offered as an online credit recovery. All students do meet with the counselors throughout the year to address their academic and social/emotional needs. This is done -one-on-one.

5. Provide any activity information regarding counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students’ skills outside the academic subject areas.

The social workers and counselors put out a needs assessment specific to what social/emotional needs the students have. They then are able to provide specific small-group sessions to address these needs. In addition, they also provide one-on-one counseling at least once for all throughout the year and on an as needed basis. Outside sources, such as SAS counselors provide awareness of dating violence and signs of suicide workshops for all students. Erin’s Law is provided to children through Rockford Sexual Assault. Rosecrance comes out weekly to meet with students one-to-one to meet their specific social-emotional needs. In the elementary schools, the social workers provide character education lessons to the classroom based upon monthly lessons. School wide assemblies are offered throughout the year to focus on mental health topics. In addition the morning announcements contain character education words of wisdom.

6. Include any activity information regarding the preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools).

Career fairs and field trips are offered to all students to become aware of the opportunities after their schooling is complete. Additional field trips to career opportunities, such as technical trade exhibits, are offered yearly. We have established times for students to meet with college, career and military recruiters.

Running Start is offered for students to earn a high school diploma and associate's degree concurrently through Rock Valley Junior College. Advance Now and CEANCI allow students to earn industry recognized certifications. This includes but is not limited to Microsoft, automotive tech, welding, computer programming, nursing, construction, etc. The freshmen seminar class allows students to research future careers and plan out their high school path to reach their future career and college readiness goals.

7. Specify any activity information regarding the implementation of a school-wide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

We have implemented PBIS -- Positive Behavioral Interventions and Supports. This has the emphasis on using functional assessment and positive approaches to encourage good behavior. As part of this, we have an RtI team to consider the use of PBIS for any student whose behavior impedes his or her learning or the learning of others. When the behavior does impede learning, a Behavior Intervention Plan is created. We use a Functional Behavior Assessment (FBA) to create a Behavior Intervention Plan or BIP.

Our tiered approach includes three tiers. Tier 1 -- consists of rules, routines, and physical arrangements that are developed and taught by school staff to prevent initial occurrences of behavior the school would like to target for change. Tier 2 is targeted group support for SOME students and Tier 3 is individual support for a FEW students. These are meant to improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making problem behavior less effective, efficient, and relevant, and desired behavior more functional.

8. Include any activity information regarding professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects.

We have not used Title funds in the past to recruit and retain effective teachers. Our workforce pools has generally been solid and so those funds have been able to be used elsewhere for professional development. However, in regard to improving instruction and use of data for academic assessments, we offer many opportunities. This includes newer state initiatives such as Common Core and Next Generation Science Standards to grade level and subject specific instruction such as math, science, etc. as well as, PARCC, MAP -- Measure of Academic Progress and other such data tools have been offered.

These opportunities are done in house at our School Improvement Plan days, academic days with the assistance of subs to cover teacher classrooms, and outside conferences and workshops.

9. Describe any activity information regarding strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

Not Applicable