

ILLINOIS STATE BOARD OF EDUCATION

100 North First Street, N-242
Springfield, Illinois 62777-0001

SCHOOLWIDE PLAN**Section 1114, Every Student Succeeds Act**

Instructions: This completed template along with all related documentation must be:

- Approved by the Local Board of Education
- Signed by the School District Superintendent
- Kept on file with all Title I records
- Only send to ISBE if requested

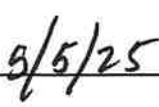
SCHOOL INFORMATION

School Name:	Capron Elementary School		
RCDT:	040042000262001		
Principal:	Kelly Kerchner		
Address:	200 N. Wooster		
City, ZIP code:	Capron, IL 61012		
Telephone:	815-569-2314		
Email address:	kkerchner@nbcusd.org		
Planning Year:	Poverty Rate at Board Approval:	40% Waiver: Y/N	Local Board of Ed. approval date:
24-25	59%	N	5/13/25

DISTRICT INFORMATION

District Name/Number:	North Boone CUSD 200
Superintendent:	Dr. Michael 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
Kelly Kerchner	Principal
Sarah Kint	1st grade teacher
Liz Saveley	3rd grade teacher
Cindy Maten	4th grade teacher
Retha Dreyer	Instructional Coach

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:

- 1.
- 2.
- 3.
- 4.

3. Conduct a comprehensive needs assessment of the entire school:

- a. Include a copy of the document used to conduct the assessment.
- b. Sample available at <http://www.cde.state.co.us/FedPrograms/consapp/na.asp>.

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.

Grade-level teams meet weekly to discuss curriculum, instructional strategies, and student data. During the 25-26 school year, teams will determine which students need Tier 2 intervention based on their common priority standards and unit assessments. To support students in Tier 2 interventions, Title I funds could be used to purchase supplies and materials to use with small groups of students. Whole district grade-level teams across our three K-4 buildings meet monthly to set curricular priorities and review district data to guide curriculum, assessment, and instruction.

Students identified as at-risk in foundational literacy or math receive services from an interventionist or teacher's assistant trained in reading and/or math intervention programs. Progress monitoring data is reviewed regularly, and three times a year a large data team meets to review MAP data and progress monitoring data to adjust student placement in intervention. The data team includes interventionists, teacher's assistants, classroom teachers, and administration.

All grade levels take the SEL screener and are provided SEL lessons through Satchel Pulse, our SEL curriculum. Any students determined to need additional SEL support have the social worker support in small group or individual settings as needed.

To promote literacy, our library purchases newly released books that are high-interest for elementary school students.

We offer a one-school one-book program for the whole building. One School One Book is a family literacy program to promote reading as a school community. The basic idea of One School One Book is that every family in our school community reads the same book at the same time. When an entire school reads the same book, the buzz and excitement around the book being read increases these benefits and there is the added job of building community in the school family.

After school tutoring is provided two days a week in the areas of literacy and math. An after school STEM club incorporating literacy, math, and science is provided in the Spring to provide students with opportunities in STEM related activities.

Title 1 provides events during the school year that support parent involvement. Also, students and parents are provided with academic materials and manipulatives for reading and math. We have a variety of family nights, including, but not limited to, Parent Education Nights, SEL night, back to school nights, and family reading night.

To make home connections, math kits have been sent home at the start of the year with students to support math literacy and parent involvement. Teachers support these materials by sending home ways to use the math kits throughout the year.

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.

Our social worker works with staff to identify students who may need more social emotional support in addition to our Tier 1 program through Satchel Pulse. Our social worker also meets with all grade levels to present on child protection of Erin's Law.

We provide parent education nights that include tips and tricks to help parents work with their children at their home. They receive a workshop and time with an expert in the field. They were given materials to use at home with their children to help them grow and learn in the social emotional areas. Social-emotional development is closely related to brain development. It is the process through which children develop the ability to understand, experience, express, and manage emotions, as well as form meaningful relationships with others. These skills are crucial for healthy development, relationships, and learning.

The school has a monthly newsletter that is sent home for parents with tips and tricks on how to help their child at home in a variety of subject areas. Staff is also very diligent about having constant communication with parents so they are aware of any need for support.

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).

Our 1:1 technology at all grade levels has helped to prepare students for the 21st century work environment. Students are taught skills on the computers from an Educational Technology Teacher in order to gain skills needed for the future.

An after school STEM club incorporating math and science is provided in the Spring to provide students with opportunities in STEM related activities. Working in the STEM club provides students with open-ended

opportunities to engage in problem solving and critical thinking. STEM club also provides students time to work in a collaborative work environment, which will mimic real-life in the future.

The district has an advanced placement program request in place for families who would like their child to move up a grade level in a subject area or a whole grade level if deemed appropriate. The district wants to meet students where they are as a whole child.

Our staff teaches about different careers and options for students to pursue once they are in the upper grade levels. We do not limit discussion to college only, but also discuss other careers to consider when making choices. We participate in Lunch Buddies with our local high school. This program allows high school students to come to the school during lunches and visit and talk with our students about life choices and how high school looks. It seems that the students at our building as well as the older students benefit from this program.

7. Specify any activity information regarding the implementation of a schoolwide 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.).

The principal and the school social worker work together to address problem behaviors in the school. Our staff know that relationships need to be in place and that is the best way to curb undesirable behaviors in the school. We work as a team to make sure all students are seen, heard, and valued in our school.

Grade-level teams and interventionists monitor student data throughout the year. Students take MAP assessments 3x per year to assess reading and math skills. The data from these assessments is used to identify at-risk students as well as to monitor their long-term progress in reading and math.

Classroom teachers will "share" students during certain times of the day in order to meet the needs of the students in the building. Some students may move up or down a grade-level in order to receive the direct teaching needed at their instructional level.

Students identified as having a disability and requiring special education receive specialized instruction through the resource teacher and/or a related service provider (e.g., speech pathologist, occupational therapist, physical therapist, social worker) as needed. Their progress is also monitored in various ways including, but not limited to, AIMSweb, observations, and task performance. Students identified as having an impairment that impacts education can have accommodations through a 504 plan.

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.

Professional development is provided by our instructional coach on MTSS topics, such as assessment creation, data usage to group students, and Tier 2 instructional strategies and structures. Our instructional coach also supports teams in their team meetings in Tier 1 and Tier 2 processes and strategies.

School staff participates in district-wide professional development centered on SEL, MTSS, and supporting all learners, including multilingual and students with disabilities. We have staff who serve on district-wide teams to create structures and protocols to support our MTSS and SEL plans.

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

Students are invited to explore their new school, classroom, classmates and teacher during the Back to School event. Teachers are available to answer parents' questions, meet with new students, and give tours.

When a student enrolled in the preschool program has an IEP, a teacher, administrator, and special education teacher from CES attend the IEP meeting to help with the transition.

All staff involved with the students at both levels (preschool and kindergarten) will meet and discuss the students that are coming to kindergarten the next year. They discuss the positive and negative trends they see in the student data and what the kindergarten teacher may need to help the student become successful during the next school year.

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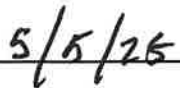
SCHOOL INFORMATION

School Name:	Manchester Elementary School		
RCDT:	040042000262002		
Principal:	Brandon Meyer		
Address:	3501 Blaine Rd.		
City, ZIP code:	Poplar Grove, IL 61065		
Telephone:	815-765-2826		
Email address:	bmeyer@nbcusd.org		
Planning Year:	Poverty Rate at Board Approval:	40% Waiver: Y/N	Local Board of Ed. approval date:
24-25	47%	N	5/13/25

DISTRICT INFORMATION

District Name/Number:	North Boone CUSD 200
Superintendent:	Dr. Michael 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
Brandon Meyer	Principal
Jessica Ribovich	Teacher
Laura Blomquist	Interventionist
Retha Dreyer	Instructional Coach
Kelli Greenfield	Teacher
Abby Hopkins	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:

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- 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.

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Students identified as at-risk in foundational literacy or math receive services from an interventionist or teacher's assistant trained in reading and/or math intervention programs. Progress monitoring data is reviewed regularly, and three times a year, a large data team meets to review MAP data and progress monitoring data to adjust student placement in intervention and/or add students to intervention. The data team includes interventionists, teacher's assistants, classroom teachers, special education staff, and administration.

All grade levels take the SEL screener and are provided SEL lessons through Satchel Pulse, our SEL curriculum.

To promote literacy, our library purchases newly released books that are high-interest for elementary school students.

We offer a one-school one-book program for the whole building. One School One Book is a family literacy program to promote reading as a school community. The basic idea of One School One Book is that every family in our school community reads the same book at the same time. When an entire school reads the same book, the buzz and excitement around the book being read increases these benefits and there is the added job of building community in the school family.

After school tutoring is provided two days a week in the areas of literacy and math.

Title I provides events during the school year that support parent involvement. Also, students and parents are provided with academic materials and manipulatives for reading and math.

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.

Our social worker works with staff to identify students who may need more social emotional support in addition to our Tier 1 program through Satchel Pulse. Our social worker also meets with all grade levels to present on child protection or Erin's Law.

We have utilized the Kind-Hearted Kids program with our students to work on SEL. We have also brought in speakers and performers to highlight the importance of social emotional support. We have utilized an emotional support dog in our building throughout the year. We have a bi-weekly drawing for prizes, using Bobcat Bucks as entries. Bobcat Bucks are earned through students being responsible, respectful, and safe.

Our school Social Worker provides character education lessons throughout the school year. These lessons will work on multiple character traits and social skills that will help student's academic and social success.

Girls on the Run is a mentoring program for 3rd and 4th grade girls. This program encourages self-confidence, motivation, goal-setting, friendship skills, and body positivity.

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).

Our 1:1 technology at all grade levels has helped to prepare students for the 21st century work environment.

We provide field trip opportunities to students that help expose them to an awareness of future opportunities in the world around them. Field trips have included Angelic Organics and Boone County Conservation District.

Ag in the Classroom provides monthly grade level lessons on agriculture awareness and careers.

In house field trips include author studies, firefighters, dentist visits, the Discovery Center Planetarium, and Discovery Center STEM.

7. Specify any activity information regarding the implementation of a schoolwide 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.).

Grade-level teams and interventionists monitor student data throughout the year. Students take MAP

assessments 3x per year to assess reading and math skills. The data from these assessments is used to identify at-risk students as well as to monitor their long-term progress in reading and math.

Students identified as having a disability and requiring special education receive specialized instruction through the resource teacher and/or a related service provider (e.g., speech pathologist, occupational therapist, physical therapist, social worker, music therapy) as needed. Their progress is also monitored in various ways including, but not limited to, AIMSweb, observations, and task performance. Students identified as having an impairment that impacts education can have accommodations through a 504 plan.

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.

Professional development is provided by our instructional coach on MTSS topics, such as assessment creation, data usage to group students, and Tier 2 instructional strategies and structures. Our instructional coach also supports teams in their team meetings in Tier 1 and Tier 2 processes and strategies.

School staff participates in district-wide professional development centered on SEL, MTSS, and supporting all learners, including multilingual and students with disabilities. We have staff who serve on district-wide teams to create structures and protocols to support our MTSS and SEL plans.

Participating staff members meet daily for self-driven, self-monitored SEL awareness exercises and discussion.

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

Students are invited to explore their new school, classroom, classmates and teacher during the Back to School event. Teachers are available to answer parents' questions, meet with new students, and give tours.

When a student enrolled in the preschool program has an IEP, a teacher, administrator, and special education teacher from MES attend the IEP meeting to help with the transition.

In the future, kindergarten teachers plan on visiting pre-K classrooms to meet with future students.

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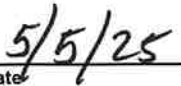
SCHOOL INFORMATION

School Name:	Poplar Grove Elementary School		
RCDT:	040042000262004		
Principal:	Heather Walsh		
Address:	208 N. State St.		
City, ZIP code:	Poplar Grove, IL 61065		
Telephone:	815-765-3113		
Email address:	hwalsh@nbcusd.org		
Planning Year:	Poverty Rate at Board Approval:	40% Waiver: Y/N	Local Board of Ed. approval date:
24-25	56%	N	5/13/25

DISTRICT INFORMATION

District Name/Number:	North Boone CUSD 200
Superintendent:	Dr. Michael 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
Heather Walsh	Principal
Judy Lange	Social Worker
Taylor Bielski	Spec. Ed. Teacher
Rebecca Bielawski	Instructional Coach
Dawn Seipts	Teacher
Becky Giesecke	Teacher
Lindsey Keppel	Teacher
Lynn Brody	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:

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student placement in intervention. The data team includes interventionists, teacher's assistants, classroom teachers, and administration.

All grade levels take the SEL screener and are provided SEL lessons through Satchel Pulse, our SEL curriculum.

To promote literacy, our library purchases newly released books that are high-interest for elementary school students.

We offer a one-school one-book program for the whole building. One School One Book is a family literacy program to promote reading as a school community. The basic idea of One School One Book is that every family in our school community reads the same book at the same time. When an entire school reads the same book, the buzz and excitement around the book being read increases these benefits and there is the added job of building community in the school family.

After school tutoring is provided two days a week in the areas of literacy and math.

Title I provides events during the school year that support parent involvement. Also, students and parents are provided with academic materials and manipulatives for reading and math.

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.

Our social worker works with staff to identify students who may need more social emotional support in addition to our Tier 1 program through Satchel Pulse. Our social worker also meets with all grade levels to present on child protection or Erin's Law. Students are selected for Tier 2 and Tier 3 lessons and groups for SEL based on our SEL data.

Our second grade students engage in a program to support SEL through Kind Hearted Kids. The Kindhearted Kids Program is a character development program that focuses on teaching students the core values of kindness, responsibility, respect, empathy, and citizenship through the care of a stuffed pet. The core mission of the program is to develop responsible citizens of strong character who care for, respect and appreciate people, animals and the environment and themselves.

We offer a 4th grade peer buddies program for our kindergarten and life skills students.

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).

Our 1:1 technology at all grade levels has helped to prepare students for the 21st century work environment. Throughout the year, students use digital multimedia tools to create original works as a means of expression. They learn how to apply digital tools to gather, evaluate, and use information. They use computational thinking to model and explore real world systems and issues. Students are taught how to communicate information and ideas effectively to multiple audiences using a variety of digital formats. Students develop an understanding of issues related to technology and ways to practice safe, legal, and ethical behavior online understanding of issues related to technology and ways to practice legal and ethical behavior online.

7. Specify any activity information regarding the implementation of a schoolwide 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.).

Grade-level teams and interventionists monitor student data throughout the year. Students take MAP assessments 3x per year to assess reading and math skills. The data from these assessments is used to identify at-risk students as well as to monitor their long-term progress in reading and math.

Students identified as having a disability and requiring special education receive specialized instruction through the resource teacher and/or a related service provider (e.g., speech pathologist, occupational therapist, physical therapist, social worker) as needed. Their progress is also monitored in various ways including, but not limited to, AIMSweb, observations, and task performance. Students identified as having an impairment that impacts education can have accommodations through a 504 plan.

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.

Professional development is provided by our instructional coach on MTSS topics, such as assessment creation, data usage to group students, and Tier 2 instructional strategies and structures. Our instructional coach also supports teams in their team meetings in Tier 1 and Tier 2 processes and strategies.

School staff participates in district-wide professional development centered on SEL, MTSS, and supporting all learners, including multilingual and students with disabilities. We have staff who serve on district-wide teams to create structures and protocols to support our MTSS and SEL plans.

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

Students are invited to explore their new school, classroom, classmates and teacher during the Back to School event. Teachers are available to answer parents' questions, meet with new students, and give tours.

When a student enrolled in the preschool program has an IEP, a teacher, administrator, and special education teacher from PGE attend the IEP meeting to help with the transition.

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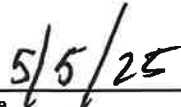
SCHOOL INFORMATION

School Name:	North Boone Upper Elementary School		
RCDT:	040042000262005		
Principal:	Tasha Rayas		
Address:	6200 N. Boone School Rd.		
City, ZIP code:	Poplar Grove, IL 61065		
Telephone:	815-765-9006		
Email address:	trayas@nbcusd.org		
Planning Year:	Poverty Rate at Board Approval:	40% Waiver: Y/N	Local Board of Ed. approval date:
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Superintendent:	Dr. Michael 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
Tasha Rayas	Principal
Lisa Walls	Assistant Principal
Elaine Ahrens	Special Education 5th/6th
Stefani Zimmerman	6th Grade Math
Matt Brinkmeier	6th Grade ELA
Heidi Surratt	5th Grade ELA
Brenda Kamholz	PE

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:

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Students who are not making progress are brought to the problem solving team that consists of the grade level team, the school social worker, the special education teacher, and speech pathologist. The team develops a plan to support the student in his area of need.

Co-teaching for both special education and multilingual students is provided in math, reading, and English.

All grade levels take the SEL screener and are provided SEL lessons through Satchel Pulse, our SEL curriculum. Teachers provide weekly SEL lessons to students aligned to CASEL standards.

After school tutoring is offered up to four days a week in the area of math, which is our greatest area of need.

To promote literacy, our library purchases newly released books that are high-interest for upper elementary school students.

Title I provides events during the school year that support parent involvement.

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.

Our social worker works with staff to identify students who may need more social emotional support in addition to our Tier 1 program through Satchel Pulse. Upper Elementary students take the Satchel Pulse SEL Screener three times per year. Based on the results of this screener, our social worker runs a number of 6-week long social skills groups focused on the different topics touched on in the Satchel Pulse Screener. Students placed in Tier 2 or Tier 3 are invited to participate in the social skills groups, where the topics discussed are focusing on the group member's specific needs.

In addition to tiered social groups, our social worker creates and disperses weekly SEL lessons for teachers to present to their students. The SEL lessons focus on the CASEL standards and include education, activities, and reflection on the topics.

Once a year, our social worker presents a 'Signs of Suicide' presentation to the 6th grade students. This presentation allows for education and awareness about suicide and creates a time for questions and discussions during the presentation and afterward. She also meets with all grade levels to present on child protection or Erin's Law.

The Upper Elementary social worker creates time throughout each day to allow for student check-ins regarding any topic the student may need to talk about, interacting with parents, consulting with teachers about student needs, and collaborating with school administrators as well.

Speakers have presented to staff and students on growth mindset.

In our Health classes, SEL lessons are part of the curriculum and all students receive instruction in specific SEL standards.

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).

Our 1:1 technology at all grade levels has helped to prepare students for the 21st century work environment.

Each year, we provide field trip opportunities to students that help expose them to an awareness of future opportunities in the world around them. Our 6th grade visits the Challenger Learning Center in Woodstock. Our students were also presented with information about Rock Valley College Summer Manufacturing and Readiness Technology Camp that is offered for free.

7. Specify any activity information regarding the implementation of a schoolwide 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.).

Grade-level teams monitor student data throughout the year. Students take MAP assessments 3x per year to assess reading and math skills. The data from these assessments is used to identify at-risk students as well as to monitor their long-term progress in reading and math.

Students identified as having a disability and requiring special education receive specialized instruction through the resource teacher and/or a related service provider (e.g., speech pathologist, occupational therapist, physical therapist, social worker) as needed. Their progress is also monitored in various ways including, but not limited to, AIMSweb, observations, and task performance. Students identified as having an impairment that impacts education can have accommodations through a 504 plan which are managed by our school social worker.

SWIS will be used to document student behavior. Data is reviewed monthly by PRIDE in order to determine school wide behavior goals as well plan SEL lessons that best align with each goal. PRIDE plans celebrations and reteaching for each goal as well. SWIS data will be reviewed by Admin/SEL team twice per month to determine students needing Tier 2 behavior support.

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.

Professional development is provided by our instructional coach on MTSS topics, such as assessment creation, data usage to group students, and Tier 2 instructional strategies and structures. Our instructional coach also supports teams in their team meetings in Tier 1 and Tier 2 processes and strategies.

School staff participates in district-wide professional development centered on SEL, MTSS, and supporting all learners, including multilingual and students with disabilities. We have staff who serve on district-wide teams to create structures and protocols to support our MTSS and SEL plans.

Teachers attended a co-teaching training to support our special education students and a guided math training to support student learning.

Members from each grade level team will attend a PLC at Work workshop through Solution Tree in order to strengthen PLCs in the building.

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 at our Upper Elementary (grades 5-6).

ILLINOIS STATE BOARD OF EDUCATION
 100 North First Street, N-242
 Springfield, Illinois 62777-0001

SCHOOLWIDE PLAN
Section 1114, Every Student Succeeds Act

Instructions: This completed template along with all related documentation must be:

- Approved by the Local Board of Education
- Signed by the School District Superintendent
- Kept on file with all Title I records
- Only send to ISBE if requested

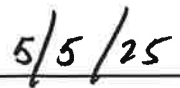
SCHOOL INFORMATION

School Name:	North Boone Middle School		
RCDT:	040042000261001		
Principal:	Allison Louis		
Address:	17641 Poplar Grove Rd.		
City, ZIP code:	Poplar Grove, IL 61065		
Telephone:	815-765-9274		
Email address:	alouis@nbcusd.org		
Planning Year:	Poverty Rate at Board Approval:	40% Waiver: Y/N	Local Board of Ed. approval date:
24-25	50%	N	5/13/25

DISTRICT INFORMATION

District Name/Number:	North Boone CUSD 200
Superintendent:	Dr. Michael 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
Allison Louis	Principal
Ben Doyle	Instructional Coach
Jodie Rogers	7/8th grade teacher
Kate Doering	7th grade teacher
Karise Tinberg	8th grade teacher
Matt Stacionis	ESL teacher
Taylor Anderson	SpEd 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:

- 1.
- 2.
- 3.
- 4.

3. Conduct a comprehensive needs assessment of the entire school:

- a. Include a copy of the document used to conduct the assessment.
- b. Sample available at <http://www.cde.state.co.us/FedPrograms/consapp/na.asp>.

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.

Grade-level teams meet weekly to discuss curriculum, instructional strategies, and student data. During the 25-26 school year, teams will determine which students need Tier 2 intervention based on their common priority standards and unit assessments. To support students in Tier 2 interventions and enrichments, Title I funds could be used to purchase supplies and materials to use with small groups of students.

All grade levels take the SEL screener and are provided SEL lessons through Satchel Pulse, our SEL curriculum.

After school tutoring is offered up to four days a week in the areas of literacy and math.

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.

Our social worker and counselor work with staff to identify students who may need more social emotional support in addition to our Tier 1 program through Satchel Pulse. Our social worker and counselor also meet with all grade levels to present on child protection or Erin's Law, Signs of Suicide, and Teen dating violence. Both the social worker and counselor attend bi-weekly grade level team meetings to discuss students and provide insight to staff on struggling students.

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).

Our 1:1 technology at all grade levels has helped to prepare students for the 21st century work environment.

We provide field trip opportunities to students that help expose them to an awareness of future opportunities in the world around them. Field trips have included attending World War II days at a local museum, the Holocaust museum, drama productions, and CEANCI's career workshop.

The school counselor meets with all students in the classroom setting four times per year to complete lessons through a college and career readiness program through Xello.

7. Specify any activity information regarding the implementation of a schoolwide 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.).

Grade-level teams monitor student data throughout the year. Students take MAP assessments 3x per year to assess reading and math skills. The data from these assessments is used to identify at-risk students as well as to monitor their long-term progress in reading and math.

Students identified as having a disability and requiring special education receive specialized instruction through the resource teacher and/or a related service provider (e.g., speech pathologist, occupational therapist, physical therapist, social worker) as needed. Their progress is also monitored in various ways including, but not limited to, IXL, ALEKS, Common Lit, observations, and task performance. Students identified as having an impairment that impacts education can have accommodations through a 504 plan.

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.

Professional development is provided by our instructional coach on MTSS topics, such as assessment creation, data usage to group students, and Tier 2 instructional strategies and structures. Our instructional coach also supports teams in their team meetings in Tier 1 and Tier 2 processes and strategies.

Professional development books for staff are also purchased to support the implementation of MTSS and SEL strategies across the school.

School staff participates in district-wide professional development centered on SEL, MTSS, and supporting all learners, including multilingual and students with disabilities. We have staff who serve on district-wide teams to create structures and protocols to support our MTSS and SEL plans, as well as our IEP Leadership plans and goals.

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 to middle school (grades 7-8).

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SCHOOLWIDE PLAN
Section 1114, Every Student Succeeds Act

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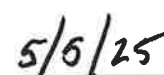
SCHOOL INFORMATION

School Name:	North Boone High School		
RCDT:	040042000260003		
Principal:	Marc Eckmann		
Address:	17823 Poplar Grove Rd		
City, ZIP code:	Poplar Grove, IL 61065		
Telephone:	815-765-3311		
Email address:	meckmann@nbcusd.org		
Planning Year:	Poverty Rate at Board Approval:	40% Waiver: Y/N	Local Board of Ed. approval date:
24-25	49%	N	5/13/25

DISTRICT INFORMATION

District Name/Number:	North Boone CUSD 200
Superintendent:	Dr. Michael 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
Marc Eckmann	Principal
Nick Augustine	Teacher
Carrie Lenzen	Teacher
Sean Smart	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:

- 1.
- 2.
- 3.
- 4.

3. Conduct a comprehensive needs assessment of the entire school:

- a. Include a copy of the document used to conduct the assessment.
- b. Sample available at <http://www.cde.state.co.us/FedPrograms/consapp/na.asp>.

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.

Content area teams meet weekly to discuss curriculum, instructional strategies, and student data. During the 25-26 school year, teams will determine which students need Tier 2 intervention based on their common priority standards and unit assessments. To support students in Tier 2 interventions, Title I funds could be used to purchase supplies and materials to use with small groups of students.

Weekly, students will receive individualized practice and skill-building in ELA, math, and science through an online program aligned to ACT.

All grade levels take the SEL screener and are provided SEL lessons through Satchel Pulse, our SEL curriculum.

Credit recovery is offered during the school year and during the summer using Educere, an online credit recovery program.

To promote literacy, our library will purchase newly released books that are high-interest for high school students.

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.

Our student services team provides a mental health day to support all students in mental health resources and strategies.

To support student attendance, we work with our Regional Office of Education to provide attendance intervention to students who are chronically truant and/or absent.

Our school counselors and social worker work with staff to identify students who may need more social emotional support in addition to our Tier 1 program through Satchel Pulse. Counselors meet with students in groups focused around social emotional topics (e.g., grief or anxiety). Our social worker also meets with all grade levels to present on child protection or Erin's Law. Our SEL team / student services team meets regularly to review student data and discuss next steps for student support.

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).

We have an extensive list of colleges and universities that visit our school to provide information to students.

We have college application help sessions provide by ISAC and our students services departments.

We host a community career fair.

We take students on site visits to businesses and schools associated with the trades.

We provide articulated and dual credit opportunities through a partnership with local community colleges.

Students interested in learning about the teaching profession have the opportunity to become a student assistant in a class, working as an assistant to the teacher to support students in the class.

7. Specify any activity information regarding the implementation of a schoolwide 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.).

Students identified as having a disability and requiring special education receive specialized instruction through the special education teacher and/or a related service provider (e.g., speech pathologist, occupational therapist, physical therapist, social worker) as needed. Student progress is monitored in various ways including, but not limited to, classroom assessments, observations, and task performance. Students identified as having an impairment that impacts education can have accommodations through a 504 plan.

We have a school-wide Behavior Solutions team to provide support with student behavior and academic interventions. This team works to determine interventions and extensions for students.

Our students complete the Satchel Pulse Self Assessment twice a year and we use the data from this survey to inform our programming.

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.

Professional development is provided monthly by our instructional coach on MTSS topics, such as assessment creation, data usage to group students, and Tier 2 instructional strategies and structures. Our instructional coach also supports teams in their team meetings in Tier 1 and Tier 2 processes and strategies.

SCHOOLWIDE PROGRAM

High School staff participates in district-wide professional development centered on SEL, MTSS, and supporting all learners, including multilingual and students with disabilities. We have staff who serve on district-wide teams to create structures and protocols to support our MTSS and SEL plans.

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 to high school.