



MAINE TOWNSHIP HIGH SCHOOL WEST

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207's Best: Improved Performance

Maine West is pleased to recognize Daniel Bohar as one of 207's Best in the area of Improved Performance

"Danny has taught me so much about the power of support and how schools can better support students to reach their goals."

~ Mr. Tim Garrity, teacher

The first time you meet Daniel, you know that he is in charge of his life, and if you ask him a question, he will want to know why you are asking. Needless to say, Daniel is adept at navigating the curricular and extra-curricular aspects of school, but he was not always able to do so as independently as he is today. Daniel's journey, the challenges he has overcome, and his independence from the need for teacher assistants in any class have led to his nomination as Maine West's 207's Best: *Improved Performance* recipient.

Dan has made tremendous progress over the past four years, starting his high school career with teacher assistants in several classes and a comprehensive intervention plan. His goal was to move toward minimal support and no teacher assistants by senior year.

In his high school journey, Dan consistently demonstrates unwavering tenacity and a willingness to accept constructive criticism; he embraces life and its challenges. Dan is inquisitive, curious, and eager to learn. His positive attitude and belief in himself and his abilities, along with his "take charge" approach to life are truly inspirational. Dan partners with staff to identify areas of challenge - which sometimes get in his way - to focus on correcting a problem or improving his skills. For example, Dan has learned to take his tendency to persevere on topics and uses that tendency to identify a learning or social challenge, brainstorming ways to address the challenge. He has learned to request regular feedback and self-monitoring techniques to address identified learning and/or social challenges.

After years of hard work, Daniel's supports are now minimal, and he has become an informed advocate for his learning style and his needs. Daniel's course load is quite rigorous. This year alone, he is taking AP Government and Politics, AP Chemistry, Calculus, and Latino American Literature.

Daniel loves AP Chemistry but quickly identifies US History with Mr. Rosenberg as one of his favorite classes. Daniel's academic prowess has been recognized with induction/membership in National Honor Society, Spanish Honor Society, and Pi Sigma Pi History Honor Society.

Dan set a goal to have no TAs and began working on that goal at the beginning of junior year. He reached his goal of reducing TA help from four to zero in only one school year. Dan is now successfully self-monitoring his progress, proactively initiating and running beginning-of-the-year meetings with his

teachers; he is the one to describe his needs and supports. Additionally, Dan accepts constructive feedback and develops action plans to address any issues with minimal coaching from the school psychologist. Dan has made notable improvements in the following areas since he entered Maine West as

a freshman: social communication, maintaining appropriate boundaries, working in partners and small groups, staying on topic in class discussions, ignoring distractions in the environment, and considering the perspective of others. In addition to his strong academic focus, Daniel is also a member of the boys' tennis team and boys' swim team at Maine West.

Daniel's *Introduction to Calculus* teacher, Ms. Michaels states, "Danny is very conscientious. He has overcome many obstacles to achieve at a very high level." His Choir teacher, Mr. Schiffer, adds, "Dan has been a great addition to Choir the past two years. He always asks insightful questions about music theory and does a phenomenal job of relating the class music theory concepts to the songs we are singing." Mr. Schiffer provides an example of this, after teaching about intervals in music: "Dan would oftentimes approach me after class, remarking, 'I love that Perfect 4th' or 'Our part has a minor 3rd in it.'" Mr. Schiffer genuinely appreciates Dan's "sense of humor and his determination in class." Mr. Fouts, Dan's AP Government teacher writes, "Dan is an integral part of AP Government. Most impressive is that he puts the classroom community first. After one discussion when students were sharing positive compliments about other students, Dan was the only student to extend the compliment to the whole class. He said, 'I think everyone did a great job today.' The class appreciates him very much."

From Daniel's support team of professionals - counselor, Mr. Roy, school psychologist, Ms. Perry, and dean, Mr. Wolf: "Dan will go forward to do great things after high school because he is both confident and humble. He is strong and, at the same time, realizes when to ask for help. He is funny, kind, and conscientious. He can be blunt and direct, but he works hard to ponder the perspective of others when choosing his words. Dan is the embodiment of consistent, honorable work ethic and a growth mindset."

When asked what colleges he is interested in, Dan responded that he gained admission to seven of seven schools to which he applied; all seven have accepted him into their respective honors programs as well. The schools in which he has the most interest, however, are Marquette University, Arizona State University, and Bradley University. Right now, Dan would like to study biochemistry.

We are very proud to recognize Daniel Bohar as 207's Best, *Improved Performance*, and we wish him great success in every future endeavor!



Marina Scott and Maria Ward
Interim Principals