

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:	Dunlap Grade School		
RCDT:			
Principal:	Michaela Rychener		
Address:	301 1st St.		
City, ZIP code:	Dunlap, 61525		
Telephone:	309-243-7772		
Email address:	mrychener@dunlapcusd.net		
Planning Year:	Poverty Rate at Board Approval:	40% Waiver: Y/N	Local Board of Ed. approval date:
2025	25	Yes	5/21/2025

DISTRICT INFORMATION

District Name/Number:	Dunlap School District
Superintendent:	Dr. Scott Dearman
Telephone:	309-243-8700
Email address:	sdearman@dunlapcusd.net

Superintendent's Signature

Date

Schoolwide Plan Components

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

NAME	REPRESENTATION
Michaela Rychener	Principal
Elissa Chapin	Counselor
Britney Gunter	Teacher
Carly Engelbarts	Teacher
Gillian Gonzalez	Teacher
Carly Snodgrass	Teacher
Sam Kraushaar	Teacher
Hannah McMurray	Teacher
Brandi Schneider	Teacher
Matt Andrews	Assistant Superintendent

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
- No programs are being consolidated as a result of the transition to Title-1 schoolwide status
3. Conduct a comprehensive needs assessment of the entire school:

DGS COMPREHENSIVE NEEDS ASSESSMENT

- Include a copy of the document used to conduct the assessment.
- 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:
- Provide opportunities for all children, including each student subgroup (as defined in Section 1111(c)(2)), to meet the challenging state academic standards.
 - Use methods and instructional strategies that strengthen the academic program, increase the amount and quality of learning time, and support an enriched and accelerated curriculum. These may include programs, activities, and courses necessary for a well-rounded education.
 - Address the needs of all children in the school, with particular attention to those at risk of not meeting the challenging state academic standards.

At Dunlap Grade School, we are committed to minimizing internal factors that may impact academic performance by providing a strong network of support for our students. Our school implements the following programs and strategies to ensure every child has the opportunity to succeed:

- **Multi-Tiered System of Supports (MTSS):** MTSS is embedded into the master schedule for each grade level, allowing interventionists to provide reading and math support in an inclusive setting. This model also enables flexible student groupings, ensuring that all learners receive targeted instruction based on their needs.
- **Soft Start:** A dedicated 16-minute period before the school day officially begins allows students to connect with teachers, receive additional support, and participate in interventions, creating a positive and structured start to the day.
- **Summer School:** A four-week summer program is available to students receiving tier two and tier three intervention support. This program focuses on strengthening math and reading skills, with proactive parent outreach to encourage participation among at-risk students.
- **Special Education Services:** Special education teachers provide in-class support and instructional services with a strong emphasis on inclusion. Students with Individualized Education Programs (IEPs) receive their required support minutes within the general education setting whenever possible.
- **Professional Learning Community (PLC):** Grade-level teams meet regularly to collaborate on student progress, discuss curriculum and interventions, address concerns, and engage with families to support student success.
- **English as a Second Language (ESL) Support:** Students facing language barriers receive targeted support from the ESL teacher to enhance their English proficiency and overall academic performance.
- **School Counseling Services:** Our school counselor works with students to develop essential non-academic skills that contribute to their success, helping to build confidence, resilience, and strong relationships with peers and teachers.

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.

Dunlap Grade utilizes the BIST model of behavior regulation and management.

- Marty Huitt, the Dunlap CUSD BIST consultant, will provide direction and support to the staff, families, and students. This will be a partnership between home and school.
- Marty Huitt will host a family night for the community to come and learn more about BIST and to hold children accountable for behavior using the philosophy of grace and accountability.
- BIST is a philosophy that can connect school and home expectations for student behaviors in order to better support student conduct in and out of the classroom.
- Grade level teachers, administration, and student support personnel will work in tandem to incorporate BIST principles.
- Virtual parent training with BIST

Dunlap Grade will use a variety of tools to examine and track a student's social-emotional health.

- Data will be gathered through the following tools: Panorama, BIST Continuum, BIST Tracking Document, BIST Plans for Success, and attendance/discipline referral data.
- We will continue to use Panorama Survey results to identify areas of strength and growth for students and staff.
- Our school counselor organizes and facilitates a wide variety of small groups and individual support throughout the week, including executive functioning and anxiety management.
- Weekly check-ins through whole group Second Step and Quaver lessons
- Counselor and teacher collaboration on classroom interventions for identified students

Dunlap Grade staff will implement a variety of strategies to encourage a positive school climate and the development of healthy character traits.

- Students will participate in SEL lessons that incorporate the use of Character Strong, Quaver, and Second Step, to support whole child success.
- The School Counselor will run a schoolwide monthly character trait initiative to provide psychoeducation and development of a character trait. Students who have exhibited that character trait will be identified and celebrated.
- In-person parent training with a counselor
- Use of intervention programs such as Happy Numbers, Lexia, ReadLive, Sonday System, and Touch Math.
- ESL programs such as WIDA and WordsOurWay.

Family Engagement:

- Family Reading Night, where families come into school and participate in a variety of reading activities, all involved in reading and writing together.
- Multicultural experiences (4th grade Black History Exhibit)
- Yearly Back to School Night
- Yearly grade-level music programs
- Yearly school-wide student-led parent-teacher conferences

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).

While Dunlap Grade School is an elementary school and does not have college and career programming, students are offered the opportunity to attend Space Camp in Huntsville, Alabama. The experience...

- Offers fifth-grade students an immersive, hands-on experience where kids learn about space science, engineering, and teamwork.
- Exposes students to possible careers, including:
 - Astronaut
 - Robotics Engineer
 - Mathematician
 - Aviation Technician

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.).

Dunlap Grade school-wide tiered model of behavioral expectations and supports is based on the BIST model to support the social-emotional needs of our students.

School-wide expectations are the same in all classrooms throughout the school. These expectations are stated in the form of life goals aligned to the BIST model:

1. I can make good choices even when I am feeling a strong emotion..
2. I can be okay even when others around me are not okay.
3. I can do something even if it is hard or even if I don't want to.

School-wide expectations are explicitly taught to all students at the beginning and midpoint of the school year and regularly reviewed by teachers as needed throughout the year.

Teachers use a system that employs a safe seat and buddy room for students who are hurtful or disruptive. This process requires specific language for processing that promotes de-escalation and accountability for students.

Teachers track the safe seat and buddy room movements through the use of a digital grade-level data wall. This data is reviewed regularly and is an instrumental piece to the data collection used to determine tier II or tier III supports.

Grade level teams utilize PLC time to review data, conference with students, communicate with parents, review existing supports and their effectiveness, and use data to implement new supports.

The counselor meets monthly with staff to review data and collectively determine when a student needs a more intensive tier II or tier III intervention.

Classrooms have a dedicated 45-minute intervention block scheduled each day.

Grade level teams and support staff meet quarterly to discuss student goals, intervention tools, and update Embrace to document progress/changes.

The [MTSS handbook](#) outlines the resources available to students, teachers, and families.

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.

At Dunlap Grade, a variety of professional development opportunities **exist** within our weekly PLC time. Teachers work with grade-level teams to address the following questions:

- What do we want students to know and be able to do?
- How will we know if they learn it?
- How will we respond when some students do not learn?
- How will we extend the learning for students who are already proficient?

Monthly staff meetings are held to cover a range of important topics, led by both teachers and the principal. These meetings are responsive to the unique needs of Dunlap Grade School.

Each year, there are four full-day teacher institute days and four school improvement days in order to address district and school improvement plans/initiatives. Professional development surveys are utilized to help in the preparation of targeted support along with student academic and SEL data.

New hires participate in an additional two-day training to familiarize themselves with district policies and procedures. They are also paired with a mentor teacher who provides regular check-ins throughout the quarter to support their transition.

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

Transition meetings are held annually to ensure a smooth transition between in-district Early Childhood/Bright Futures classrooms and kindergarten classrooms. The Dunlap CUSD #323 Preschool to Kindergarten Transition Protocol is utilized to ensure:

- Students eligible for kindergarten are correctly identified,
- Classroom observations are scheduled so teachers are able to appropriately plan for incoming students,
- A document completed by preschool teachers is provided to kindergarten teachers so they are aware of the behaviors and skills with which the student is proficient.
- At least one PLC meeting is held between outgoing and incoming teachers, and
- Transition meetings are held when family members and appropriate staff convene to discuss the transition into a full-day kindergarten program.

[Kindergarten Readiness Protocol](#)
[Kindergarten Readiness Checklist](#)

THE SCHOOLWIDE PLAN (section 1114)

Any eligible school that desires to operate a schoolwide program shall develop a comprehensive plan (or amend a plan for such a program that was in existence on the day before the date of the enactment of the Every Student Succeeds Act)

(A) IN GENERAL

1. USE OF FUNDS

(A) ELIGIBILITY

Schoolwide programs may consolidate and use these funds with other Federal, State and local funds to upgrade an entire educational program that serves an eligible school attendance area that is not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families.

(B) EXCEPTION

If a schoolwide program will best serve the needs of the students at the eligible school attendance area (which less than 40 percent of the children are from low-income families, or a school for which less than 40 percent of the children enrolled in the school are from such families) by improving academic achievement and other factors, then that school may receive a waiver from the State educational agency.

2. IDENTIFICATION OF STUDENTS IS NOT REQUIRED

(A) GENERAL

Participation in a schoolwide program means a school does not have to identify any children or individuals as eligible or as receiving services provided as supplementary.

(B) SUPPLEMENTAL FUNDS

A school participating in a schoolwide program can only use these funds to supplement where non-Federal sources may not be available, which includes funds needed to provide services that are required by law for children with disabilities and English learners; in accordance with the method of determination described in section 1118(b)(2).

3. EXEMPTION FROM STATUTORY AND REGULATORY REQUIREMENTS

(A) EXEMPTION

Please note that the Secretary may exempt schoolwide programs from statutory or regulatory provisions of any other noncompetitive formula grant program administered by the Secretary (other than formula or discretionary grant programs under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), except as provided in section 613(a)(2)(D) of such Act (20 U.S.C. 1413(a)(2)(D))), or any discretionary grant program administered by the Secretary, to support schoolwide programs if the intent and purposes of such other programs are met.

(B) REQUIREMENTS

A school that chooses to use funds from such other programs shall not be relieved of the requirements relating to health, safety, civil rights, student and parental participation and involvement, services to private school children, comparability of services, maintenance of effort, uses of Federal funds to supplement, not supplant non-Federal funds (in accordance with the method of determination described in section 1118(b)(2)), or the distribution of funds to State educational agencies or local educational agencies that apply to the receipt of funds from such programs.

(C) RECORDS

Schoolwide schools must maintain records that demonstrate the use of funds from all Federal programs. These records must address the intent and purposes of each of the Federal programs that were consolidated to support the schoolwide program. Separate fiscal accounting records or the identification of specific activities is not required.

(B) PLAN DEVELOPMENT

The comprehensive plan shall be:

1. Developed during a one-year period, unless:
 - the local educational agency determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program; or
 - the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section.
2. Developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;
3. In effect for the duration of the school's participation under this part and reviewed and revised, as necessary, by the school.
4. Available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable format.
5. If appropriate, developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).
6. Based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.

(C) PRESCHOOL PROGRAMS

A school that operates a schoolwide program under this section may use funds available under this part to establish or enhance preschool programs for children who are under 6 years of age.

(D) DELIVERY OF SERVICES

The services of a schoolwide program under this section may be delivered by nonprofit or for-profit external providers with expertise in using evidence-based or other effective strategies to improve student achievement.

(E) USE OF FUNDS FOR DUAL OR CONCURRENT ENROLLMENT PROGRAMS

1. IN GENERAL

A secondary school operating a schoolwide program under this section may use funds received under this part to operate dual or concurrent enrollment programs that address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards.

2. FLEXIBILITY OF FUNDS

A school using funds received under this part for a dual or concurrent enrollment program described in paragraph (1) may use such funds for any of the costs associated with such program, including the costs of;

- i. training for teachers, and joint professional development for teachers in collaboration with career and technical educators and educators from institutions of higher education, where appropriate, for the purpose of integrating rigorous academics in such programs;
- ii. tuition and fees, books, required instructional materials for such program, and innovative delivery methods; and
- iii. transportation to and from such a program.

3. RULE OF CONSTRUCTION

Nothing in this subsection shall be construed to impose on any State any requirement or rule regarding dual or concurrent enrollment programs that is inconsistent with State law.